

The Influence of Role Play Method by Hand Puppet Media in Speaking Class of Santo Rafael Kindergarten's Students

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Abstract

This study aimed at investigating whether the implementation of hand puppet in role play gave a significant effect to the students' speaking competency. Hand puppets are dolls that are used as media or tools used in learning activities. Types of puppets that are usually used are hand puppets made of pieces of cloth. Methods: The research design used a pre-experimental design with a one group pre-posttest design. The populations used in this study were children in B group class in Santo Rafael Singaraja. The speaking measurement used an observation sheet in which it guided by a task. The sample size used is 30 respondents who have been selected using a total sampling technique. This study used parametric statistics using Paired Sample T-test with a significant level of $\alpha = 0.05$. Results: The results showed that the pre-test mean was 56.00, and the post-test mean was 68.33. The results of parametric statistical tests using the Paired Sample T-test showed pre and post results $(0.000) < \alpha (0.05)$, which means that H_0 is rejected and H_a is accepted. Conclusion: This shows that there is an influence of the role-play method by hand puppet media in speaking class of Santo Rafael Kindergarten Students.

Keywords: Role Play, Hand Puppet, Speaking

I. Introduction

The aim of teaching English is to develop the students' oral or literal communicative ability. Oral or literal communicative ability means the students have a concern with the ability to understand and to express information, opinions, ideas or feels; therefore, they can develop science and technology. Communicative ability means the students understand how to produce oral or literal texts. In this case, the four skills (listening, speaking, reading and writing) are used to perceive or to produce the discourse in social life or in literacy grade. Learning English is not only about writing task but also speaking, listening and reading. The

four skills should be balanced to have a good understanding for the students. English in school started from kindergarten until students in the university, so that English as one of a lesson in the curriculum should be taught. Learning English for kindergarten students is not easy to be faced. It is because the students of this grade still have a lower understanding of English. They are also less familiar with English, so that teacher in this grade should have attractive and creative when teaching them in the classroom. English in this grade is an extra lesson give to the students, so the teacher only introduces English as an international language in an easy way without

push students to have good comprehension in this lesson. The teacher introduces English in fun and enjoys to students to catch students interesting. When the student is happy to learn English, they will easy to understand the lesson given.

In kindergarten, the teacher more emphasizes speaking than writing. It is because students are more straightforward to speak than writing. Students will repeat their teacher pronunciation and memorize it. Speaking ability for students means the students' ability to expressing their ideas orally, which is represented by the scores of speaking. Based on Tarigan (in ZakyMedia.com2013) states that speaking is a language skill that is developed in child life, which is produced by listening skill and that period speaking skill is learned. Speaking is the delivery of language to the mouth. To speak, people create sounds using many parts of their body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. (English Club). There are some components of speaking skill based on Vanderkevent (1990) in Azlina Kurniawati (2015) the speakers, people who are speaking, the listener, people who receive the speaker and the utterance, words or sentences which are produced by the speaker. According to Harris in Azlina Kurniawati (2015) stated that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency. Comprehension, for oral communication, requires a subject to

respond to speech as well as to initiate it. Grammar needed to arrange correct sentences in conversation. Vocabulary, it means the appropriate diction which is used in communication. Pronunciation is the way to produce clearer language when they are speaking. Fluency is the ability to read, speak or write easily, smoothly and expressively.

There are some techniques to teach Speaking. Harmer in ZakyMedia.com writes that when teaching speaking or producing skill, the teacher can apply three major stages, those are: introducing new language, practice and communicative activities. When introducing a new language, the teacher should find out the genre of the text, which is meaningful. In this stage, teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text. Other techniques used for teaching speaking are information gap by using pictures, using song, mysterious thing and educational drama like role play. Role play is a technique in teaching in which the students learn in imagery situations or roles in order to develop the students' fluency (Nining Hidayat, 2015). There are some reasons why role play is good for teaching speaking, as viewed by Nation and Thomas in Communication Activities. Those are: 1) role-play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom. 2) role play allows exploration of

cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food and drink. 3) role play add interest to the activity, and distributing roles can ensure participation in an activity. In short, role play covers a wide range of possibilities because students have to enter into many different situations. Moreover, it can help students to achieve maximum communication. The purpose of role play is to help bring the language to life and to give the learners some experience of its use as a means of communication. Therefore, the main purpose of the role play is to develop a communication situation. The realistic communication situation gives the students new experience in using the language they have learned, and the experience is good for remembering what they have learned.

Hand puppet is a type of puppet that is controlled by the hand, to play it some on ha to put their hand inside and move it with fingers. Belfiore (2013) stated that puppet is defined as a movable inanimate object or figure that is controlled by strings, rods, or by placing one's hand inside its body. And puppet refers to material image of human, animal, or spirit that are called, displayed, or manipulated in narrative or dramatic performance. The types of hand puppet are, sock puppet, shadow puppet, glove puppet, rod puppet. There are some purpose of hand puppet in teaching learning

were (Greensmith (2012) in Nur Guntur (2019))

- 1) To stimulate students' imagination and creativity.
- 2) To encourage the quietest of student to start talking.
- 3) To motivate and support students with difficulties in communication and interaction
- 4) To develop students social and motor skills.
- 5) To provide essential link between learning and play which makes puppet wonderful teaching tools for at home, the classroom and in the wider community.

Besides, there are also advantages of hand puppet for students, some of them are: a) the hand puppet can help to serve as a very effective aid for teaching language arts. b) the hand puppet can bring about the development of many aspects of language from kindergarten until high school, c) the hand puppet encourages students to talk and express their own creative idea verbally, d) the hand puppet can help students not only think of what to say but also feel comfortable when they are speaking, e) the hand puppet is a way for students to speak in front of the others students without feeling intimidated.

Based on researcher observation in Santo Rafael Kindergarten, it showed that some of the students in this school, especially in playgroup, grade A and B still difficult to communicate to the other

students and their teacher. It proved by question-answer given to the students. The researcher asked some question related to their school, friends and family, but their responses were less. From 10 students, 3 students answered loudly and acceptable, 6 students answered quietly and low respond and 1 student no answered because the student delay in speaking, the student only silent and no respond. Related to the situation above researcher interest to do research in this school and also interesting in using role-play method because it more emphasizes to speaking and uses hand puppet as teaching media to help students more attractive and enjoy when they are learning to speak.

II. Research Method

This research is experimental research in which the subjects were Santo Rafael Kindergarten students. The design method in this research was the Group Pre Test and Post Test. The sampling technique was used non, probably the sampling (total sampling) were 30 students. This research used the Denver II observation sheet and done for 3 weeks (with do health protocol during implementation the method).

III. Research Result

Table 1:
Respondent's characteristic based on gender

Gender	Frequency	Percentage (%)
boys	17	56,7
girls	13	43,3
Total	30	100

Based on table the results is dominant is boys, they were 17 boys (56,7%).

Table 2:
Respondent's characteristic based on age.

Variable	Age Min	age Max	Mean	total (N)
age	4	5	4,57	30

Based on table above it showed age of respondent were 4.57 years with age range 4-7 years.

Table 3:
Respondent speaking ability before given the intervention

Speaking ability	Frequency	Percentage (%)
Advanced	5	16,7
Normal	8	26,7
Caution	16	53,3
Delayed	1	3,3
Total	30	100

Based on the table 3 it can be concluded that 30% respondent can be categorized caution with total number 16 (53,3%)

**Table 4:
Speaking ability scoring before given role play method intervenes**

Data	Mean	N	Std. Deviation	Std. Error Mean	CI 95 %
Pre Test	56,00	30	16,103	2,940	49,99-62,01

From 30 respondents were being research subject, the means score of speaking ability before treatment given was 56.00.

Table 5: The speaking ability draws in TK Santo Rafael after given treatment.

Speaking ability	Frequency	Percentage (%)
Advanced	9	30,0
Normal	17	56,7
Caution	4	13,3
Total	30	100

Based on table above it can be concluded that most of respondents were categorized normal with total number 17 (56.7%)

Table 6 the score of speaking ability after role play method given

Data	Mean	N	Std. Deviation	Std. Error Mean	CI 95 %
Pre Test	68,33	30	12,341	2,253	63,73-72,94

Based on the table it can be concluded that from 30 respondents were being research subject, the means score of their speaking ability after given role play method with hand puppet is 68.33%.

Table 7: Shapiro-Wilk (n=30) test normality

Shapiro-Wilk		
	Df	Sig.
Pre test	30	0,063
Post test	30	0,073

Based on the table it showed that p-value before intervention was 0.063 and p-value after interventions was 0.073

Table 8: Pre and Post Test result by using Paired T-test

Variable	Mean	P. Value
Before Intervention	56,00	0,000

After	68,33	0,000
Intervention		

Based on the table it can be concluded that the result of Paired T-test sample showed that sig. (2-tailed) or value $p=0,000$. It means p low than 0.05 ($p < 0.05$) so the null hypothesis (H_0) was rejected. It can conclude that there were influences of role play method with hand puppet to increase speaking ability students of 4-5 years in Santo Rafeal kindergarten.

IV. Discussion

The respondents' characteristic from 30 respondents in this research showed: The frequency distribution of respondents based on gender gained boys 17 (56.7%) students and girls 13 (43.7%) students. Based on age, it showed the higher age is 5 years old, and the lowest was 4 years old. The result of this study showed that before the role-play method by hand puppet given, the frequency speaking ability of respondents in Santo Rafael kindergarten was 16 (53,3%) students in categorized caution (the higher criteria of speaking ability) and 1 (3,3%) student in categorized delayed (the lowest criteria of speaking ability).

The result of this study showed that after role play method by using hand puppet given, students' frequency speaking abilities were 16 (53,3%) students in categorized normal (the higher frequency speaking ability) and 4 (13.3%) students in categorized caution (the lowest speaking ability).

The mean score of speaking ability after role-play is given was 68,33, standard deviation 12,341, mean of standard error was 2,253 and 95% confidence interval for mean was 63,73-72,94. The researcher used Shapiro-Wik to test the normality of data. The result of the test was p -value before treatment 0,063 and p -value after treatment 0,073. It is because the p -value gained was $>0,05$, so that it said distribution was normal. The mean speaking ability before the role-play method by using hand puppet implemented was 56,00 and after the treatment was 68,33. This research proof there were influences of role-play method by using hand puppet in the speaking ability of students in Santo Rafael Kindergarten.

V. Conclusion and Suggestion

5.1 Conclusion

Based on the research result, 30 respondents showed that most of them were boys gender 17 (56,7%) students, the mean of age students were 4,5,7 years old. Speaking ability before given role-play method by using hand puppet, the highest score was 16 students with categories caution, and after treatment given, the higher score was 16 students in the normal category. Paired sample T-test result was p -value $0.000 < 0.05$ it means there was the effect of role-play method by using hand puppet in improving students' speaking ability in 4-5 years age students at Santo Rafael Kindergarten.

5.2 Suggestion

The researcher suggests to the school to use the role-play method by hand puppet media as one of activity to teach the speaking ability to the students. For the teacher, are able to appreciate students' characteristics because one student to others have their unique characteristic so that students will happy and comfort to study. The other researcher wishes to develop hand puppet as media in the teaching-learning process.

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