



THE EFFECT OF HAND PUPPET MEDIA ON THE SPEAKING SKILLS OF SECOND GRADE STUDENTS AT MI AS-SYAFI'YAH 10 GUNUNG SINDUR

Lu'luil Maknun¹, Nia Fitriyana²

¹Elementary Madrasah Teacher Education, Faculty of Islamic Education and Teaching Sciences, UIN Syarif Hidayatullah Jakarta, Email: maknun@uinjkt.ac.id

²Elementary Madrasah Teacher Education, Faculty of Islamic Education and Teaching Sciences, UIN Syarif Hidayatullah Jakarta, Email: niafitriyana181@gmail.com

*Email Koresponden: maknun@uinjkt.ac.id

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Abstract

The purpose of this study is to determine the significance level of the effect of using hand puppet media on the speaking skills of second-grade students at MI As-Syafi'iyah 10 Gunung Sindur. This research employed a quasi-experimental method with a quantitative approach. The sampling technique used was non-random purposive sampling, with two classes selected as samples, each consisting of 32 students. The data collection technique used in this study was an oral test instrument, designed using a non-equivalent control group design. The results showed that the average score of the experimental class was 45.31 in the pre-test and 67.81 in the post-test. Meanwhile, the control class scored an average of 44.8 in the pre-test and 46.56 in the post-test. The data were tested for normality and found to be normally distributed. The homogeneity test results showed a significance value of $0.308 > 0.05$, indicating that the data are homogeneous or have the same variance. The findings revealed that the use of hand puppet media had a significant effect on students' speaking skills. The hypothesis testing using a Paired Sample T-Test showed a significance level of $0.000 < 0.05$, indicating that the result is statistically significant. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, meaning there is a significant difference in students' speaking skills before and after being taught using hand puppet media.

Keywords : Learning Media, Hand Puppets, Speaking Skills

Abstrak

Tujuan penelitian ini adalah untuk mengetahui besaran signifikansi pengaruh media boneka tangan terhadap keterampilan berbicara siswa kelas II MI As-Syafi'iyah 10 Gunung Sindur. Metode yang digunakan dalam penelitian ini adalah *Quasi Experiment* dengan pendekatan kuantitatif. Pengambilan sampel dilakukan dengan teknik *Non-Random Purposive Sampling*. Sampel yang diambil adalah dua kelas, masing-masing kelas terdiri dari 32 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah instrumen tes berupa tes lisan dengan desain *Non Equivalent Control Group Design*. Hasil penelitian menunjukkan nilai rata-rata kelas eksperimen pada pre-test 45,31 dan post-test 67,81. Sedangkan nilai rata-rata kelas kontrol pada pre-test 44,84 dan post-test 46,56. Data di uji normalitas dengan hasil data berdistribusi normal. Kemudian data di uji homogenitas dengan hasil $0,308 > 0,05$ maka data dinyatakan data bersifat homogen atau memiliki variasi yang sama. Hasil penelitian menunjukkan bahwa terdapat pengaruh dalam penerapan media boneka tangan terhadap keterampilan berbicara siswa. Hasil uji hipotesis menggunakan Paired Sample T-Test di mana taraf signifikansi yang diperoleh adalah sebesar $0,000 < 0,05$ taraf signifikansi tersebut lebih kecil dari 0,05. Oleh karena itu, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima, yang berarti terdapat perbedaan yang



signifikan keterampilan berbicara siswa sebelum dan sesudah diberikan perlakuan dengan media boneka tangan.

Kata Kunci : Media Pembelajaran, Boneka Tangan, Keterampilan Berbicara

1. INTRODUCTION

21st-century education has opened exciting new horizons for students and educators worldwide. Amidst rapid technological advancements, information is easily and quickly accessible. Today, students no longer passively listen to teachers; instead, they are actively involved in interactive and collaborative learning processes. In this context, the role of the teacher has transformed from merely an instructor to a facilitator who helps students explore new ideas and foster their creativity. With this approach, education not only equips students with knowledge but also with the essential speaking skills needed to face future global challenges.

Speaking skills have a very high urgency in elementary education in the 21st century. In an era marked by the development of technology and globalization, speaking skills are one of the competencies that students must have to interact effectively and participate in society. This skill is not only important for everyday communication, but also plays a role in the development of critical thinking skills, creativity, and collaboration which are part of 21st century skills. The importance of developing speaking skills in elementary schools can be seen from its impact on students' learning success in class (Aripi and Rohani, 2023).

Challenges in developing speaking skills must be overcome with the right strategy. Through speaking skills, students can understand information and convey their opinions clearly. This is very much needed in the learning process, where students must be able to express ideas and actively participate in class discussions. According to (Nurgiantoro, 1987), speaking is the second language activity after listening, which humans do in everyday life. However, not all students have good speaking skills, especially in the context of public speaking. Meanwhile, students who experience communication difficulties tend to face obstacles in understanding lessons and participating in learning activities in various subjects, which ultimately can disrupt their overall learning process (Aufa, Purbasari, and Widianto, 2020). Therefore, developing speaking skills in elementary schools must be a priority in the education curriculum.

To achieve these educational goals, a curriculum that takes into account students' developmental stages is required. The curriculum used is the Merdeka Curriculum. In the second-grade Indonesian language subject, speaking and presentation elements are included, which demonstrate the learning outcomes that must be met (Kurikulum, 2022). Education that integrates speaking skills into the curriculum not only improves students' communication skills but also builds their confidence in interacting with others. Therefore, developing speaking skills in elementary schools is crucial for creating a generation ready to face global challenges and contribute positively to society in the future.

The learning process is a crucial activity expected to support the achievement of educational goals. However, this process is often fraught with challenges. Low speaking skills



are a significant problem, leading to students' difficulty in expressing ideas, thoughts, and opinions. Consequently, students struggle to communicate, ask questions, explain, and interpret the meaning of conversations during learning activities.

Problems observed in school learning activities related to limited student speaking skills include students being less engaged, which makes learning less active and more passive. This issue is corroborated by an interview with a second-grade teacher at MI As-Syafi'iyah 10, who stated that students' speaking skills are still quite low. This is evident in their difficulty expressing opinions, indicating a need for students to be stimulated to initiate speaking activities. Furthermore, the lack of variety in instructional media used in class means students primarily listen and lack confidence in expressing their opinions. Speaking skill indicators cover various aspects that can be assessed, including fluency, accuracy of word choice (diction), sentence structure, logic (reasoning), communication (eye contact), intonation, pronunciation, and mastery of the topic.

To address these issues, the researcher opted to use hand puppets as a medium for storytelling activities to train students' speaking skills. Hand puppets are an engaging and enjoyable educational tool that children can easily manipulate (Nurbiana, 2015). Essentially, storytelling is closely linked to language abilities, particularly the speaking aspect. Through storytelling, students become more interested in listening and find it easier to grasp the material because stories offer clear and captivating descriptions that capture their attention.

A study conducted by (Suradinata and Asnatasia Maharani, 2020), yielded a significance value of $0.000 < 0.05$, demonstrating that the storytelling method using hand puppets was effective in improving children's speaking abilities at PAUD Terpadu Bakti Batussalam, specifically in vocabulary mastery and pronunciation. Furthermore, these findings are reinforced by the results of (Aryanti and Khairunnisa, 2018), research. Their Mann-Whitney test, with a significance value of $0.000 < 0.05$, indicated that hand puppet media had a significant impact on students' speaking skills in Indonesian language lessons. This was evident in students' increased attention, enthusiasm, activeness, comprehension, and cooperation during storytelling activities.

The researcher further corroborated the interview findings with the second-grade teacher at MI As-Syafi'iyah 10 Gunung Sindur. Several key practices for teachers using instructional media were identified as crucial for achieving learning objectives, especially in Indonesian language classes, such as presentations, group discussions, and expressing ideas in class forums. Therefore, using hand puppets in storytelling combines media and teaching methods to create a fresh atmosphere. This collaboration helps students practice their speaking skills through stories, both with the teacher and their peers, making learning more enjoyable and interactive.

In line with the research objective, this study employed a quasi-experimental approach, involving both a control and an experimental class to test the impact of the implemented medium. This approach was chosen to allow for a direct comparison between the two groups: Class II A (the Experimental Class) and Class II B (the Control Class). Thus, the application



of hand puppet instructional media in storytelling, particularly in Indonesian language subjects, is expected to contribute significantly to improving the quality of learning, especially students' speaking skills. Based on the explanation above, the researcher will conduct a study related to speaking skills, specifically focusing on the use of hand puppet media to improve students' speaking abilities.

2. RESEARCH METHOD

This study uses a Quasi Experimental research method with a Non-Equivalent Control Group Design (Sugiyono, 2013). This study was conducted at MI As-Syafi'iyah 10 Gunung Sindur. The subjects of this study were 64 students of MI As-Syafi'iyah 10 Gunung Sindur. This study involved two classes, namely the experimental class and the control class, each consisting of 32 students. The experimental class used hand puppet media while the control class used a conventional model and without hand puppet media. The technique of collecting speaking skills data used observation and oral test instruments that referred to speaking skills indicators consisting of pronunciation, material, fluency, volume, and comprehension. The data analysis technique used prerequisite tests consisting of normality tests and homogeneity tests, after conducting prerequisite tests, hypothesis testing was carried out using the Paired Sample T-Test with the help of SPSS 25.

3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data from the research conducted. The research instruments in this study consisted of a pre-test and post-test, both conducted orally. Hypothesis testing using SPSS 25 includes mean scores and significant t-tests. The tests were designed to assess students' speaking skills through oral performance. Each test evaluated aspects such as pronunciation, material, fluency, volume, and overall comprehension. The scoring was based on a rubric with a maximum score of 100. The results of the tests are presented as follows:

Table 1. The Pre-test and Post-test of Experimental Class Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std.		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Deviation	Variance	
The Pre-test Result Experimental Class	32	35	25	60	1450	45,31	1,602	9,064	82,157
The Post-test Result Experimental Class	32	50	40	90	2170	67,81	2,428	13,733	188,609
Valid N (listwise)	32								

Based on Table 1. above, the results of the pre-test data calculation of the experimental group with a sample of 32 students obtained the lowest score of 25 and the highest score of 60. The average pre-test score of the experimental class was 45.3125 and the standard deviation was 9.064064103. The results of the post-test data calculation of the experimental group with a sample of 32 students obtained the lowest score of 40 and the highest score of 90. The average



post-test score of the experimental class was 67.8125 and the standard deviation was 13.73349449. From these data, students' speaking skills before and after the treatment there were differences in obtaining the highest and lowest scores. This shows that there are differences in the level of students' speaking skills before and after the treatment during learning. The table above is the data from the pre-test and post-test results of the experimental class which were used to determine normality, homogeneity, and hypotheses that have been determined using the T test.

Table 2. The Pre-test and Post-test of Control Class Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std.		
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Deviation	Variance	
The Pre-test Result Control Class	32	35	25	60	1435	44,84	1,687	9,545	91,104
The Post-test Result Control Class	32	45	30	75	1490	46,56	2,099	11,876	141,028
Valid N (listwise)	32								

Based on Table 2. above, the results of the calculation of the pre-test data of the control group with a sample size of 32 students obtained the lowest score of 25 and the highest score of 60. The average pre-test score of the control class was 44.84375 and the standard deviation was 9.544832667. The results of the calculation of the post-test data of the control group with a sample size of 32 students obtained the lowest score of 30 and the highest score of 75. The average post-test score of the control class was 46.5625 and the standard deviation was 11.87553055. The table above is the data from the pre-test and post-test results of the control class which were used to determine normality, homogeneity, and hypotheses that had been determined using the T-test.

The Normality Test

After getting the mean score of the pre-test and post-test, the researcher used a normality test from the Shapiro-Wilk to see whether the data followed a normal distribution. The result of the normality test can be seen in the table.

Table 3. Tests of Normality used Shapiro-Wilk

	Statistic	Shapiro-Wilk df	Sig.
The Pre-test Result Experimental Class	,946	32	,112
The Post-test Result Experimental Class	,966	32	,394
The Pre-test Result Control Class	,947	32	,115
The Post-test Result Control Class	,938	32	,065

Lilliefors Significance Correction



Based on the output above, it is known that the significant value (Sig) of the Shapiro-Wilk Test for the experimental class and control class is > 0.05 . Therefore, it can be concluded that all research data is normally distributed.

The Homogeneity Test

Once the data is known to be normally distributed, the next step is to conduct a homogeneity test. The homogeneity test used is Levene's test, which aims to determine whether the data from both variables are distributed homogeneously. The results of the homogeneity test obtained using SPSS 25 are as follows:

Table 4. Tests of Homogeneity used Levene

	Levene Statistic	df1	df2	Sig.
Based on Mean	1,057	1	62	,308
Based on Median	1,166	1	62	,284
Based on Median and with adjusted df	1,166	1	61,178	,285
Based on trimmed mean	1,151	1	62	,288

Lilliefors Significance Correction

Based on the table above, the results of the homogeneity test on the pre-test and post-test values of the experimental class and control class, obtained a significance value of 0.308 > 0.05 , so it can be stated that the data is homogeneous or has the same variation.

Testing Hypothesis

Table 5. Paired Samples Test

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	The Pre-test – Post-test Result Experimental Class	-22,500	7,829	1,384	-25,323	-19,677	-16,258	31	,000
Pair 2	The Pre-test – Post-test Result Control Class	-1,719	8,290	1,465	-4,708	1,270	-1,173	31	,250

Based on the output, the testing technique used is the Paired Sample T-test with a significant level of 0.05. Thus, the results of data processing with SPSS version 25 show that the sig (2-tailed) of (0.000 < 0.05).

- a. Based on Table 5. above, the output result of pair 1 obtained a sig. value (2 tailed) of 0.000, so it can be concluded that there is a difference in the average speaking skills for



the pre-test of the experimental class with the post-test of the experimental class using hand puppet media.

- b. Based on Table 5. above, the output results of pair 2 obtained a sig. value (2 tailed) of 0.250 which is greater than 0.05, so it can be concluded that there is no influence for the pre-test of the control class with the post-test of the control class using the expository learning method.

Therefore, (H_0) is rejected, and is (H_1) accepted. This indicates that there is a difference in the average student learning of the experimental class between the pre-test and post-test before and after using hand puppet media to teach speaking skills.

Discussion

In this discussion, the results of research on the influence of hand puppet media on the speaking skills of second-grade students of MI As-Syafi'iyah 10 Gunung Sindur will be described. This study aims to determine the effect of using hand puppet media on improving the speaking skills of second-grade students of MI As-Syafi'iyah 10 Gunung Sindur. Based on the results of the pre-test and post-test data analysis, it was found that the use of hand puppet media had a significant impact on students' speaking skills. This is indicated by the results of the T test using SPSS 25 which showed a significance value of 0.000 (<0.05), so that the alternative hypothesis (H_1) was accepted. Thus, it can be concluded that hand puppet media is effective in improving students' speaking skills.

Learning media serves as a tool to clarify the delivery of messages and information, thereby helping to streamline and improve the learning process, learning outcomes, and motivate students to be more actively engaged in learning (Azhar, 2017). Hand puppets serve not only as visual aids but also as a means of expression, encouraging students to be more active and confident in speaking. According to (Tarigan, 1981) speaking is the ability to produce articulate sounds or words to express, state, and convey thoughts, ideas, and feelings. Storytelling activities using hand puppets provide space for students to use their imagination, imitate sounds, and role-play, creating a fun, communicative, and meaningful learning environment. Students' emotional involvement in the stories conveyed makes the learning process more lively and easier to understand.

This finding aligns with various previous studies demonstrating the effectiveness of hand puppets in improving students' speaking skills. Research conducted by (Cahyani, Tahir, dan Setiawan, 2022) using the Mann-Whitney statistical test yielded a significance value of 0.000, less than 0.05, indicating that the alternative hypothesis was accepted. This proves that hand puppets significantly improve students' speaking skills.

Further research was conducted by (Longga, Meka, dan Tantiana Ngura, 2023). The results showed a 60% increase in children's speaking skills from cycle I to cycle II, indicating that hand puppet media is effective in improving early childhood speaking skills. Meanwhile, research (Rusalina, 2020) showed that the results of the post-test effect test between the experimental class and the control class were greater, meaning H_0 was rejected and H_a was accepted. The use of hand puppet media was proven to have a positive influence on the speaking skills of fourth-grade students at SDN 51 Kaur. This media significantly improved students' storytelling abilities, which was seen not only from the speaking test results but also from the improvement in the quality of the learning process.

The use of hand puppets also had a positive impact on students' affective aspects. Previously passive students became more enthusiastic and engaged in the learning process. The



classroom atmosphere became more enjoyable, and teacher-student interaction increased. In the experimental class, the teacher did not simply deliver material in a one-way manner but instead created dialogues and role-plays that allowed students to develop their speaking skills naturally. In contrast, in the control class, which used the expository method, students tended to be passive, less interested, and quickly became bored, resulting in no significant improvement in their post-test results. In terms of implementation, the approach used in this study was based on an active and constructivist learning model. Students not only receive information but also construct understanding through direct experience.

Overall, the results of this study confirm that hand puppets are an effective and enjoyable alternative learning medium for Indonesian language learning, particularly in improving speaking skills. This medium not only improves students' cognitive learning outcomes but also fosters positive attitudes toward learning activities, strengthens self-confidence, and increases their courage to speak in public.

4. CONCLUSION

Based on the results of the study, prerequisite tests, and discussions that have been carried out, it can be concluded that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. This means that the use of hand puppet media has a significant effect on improving the speaking skills of class II students of MI As-Syafi'iyah 10 Gunung Sindur. This is evidenced by the results of statistical tests in the experimental class which showed an increase in the average score from 45.31 in the pre-test to 67.81 in the post-test. The results of the T test showed a significance value (2-tailed) of $0.000 < 0.05$, which means there is a significant difference between the pre-test and post-test results in the experimental class. Meanwhile, in the control class using the expository method, the average score only increased slightly from 44.84 to 46.56 with a significance value of $0.250 > 0.05$, which indicates no significant difference. Thus, it can be concluded that learning using hand puppet media is more effective for students' speaking skills. This research can be continued by using a deep learning approach to the joyful learning concept.

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