

## THE IMPROVING STUDENTS' INTEREST BY USING PUPPET MEDIA at SMALB-C TUTWURI HANDAYANI CIMAHI

Vina Ilmi Na'fiul Ardiah<sup>1</sup>, Astry Andrianty<sup>2</sup>

<sup>1</sup>IKIP Siliwangi

<sup>2</sup>IKIP Siliwangi

<sup>1</sup>[vinailmi16@gmail.com](mailto:vinailmi16@gmail.com), <sup>2</sup>[astry@gmail.com](mailto:astry@gmail.com)

### Abstract

Education is the main thing for children to gain knowledge in school. In learning English, children with special needs has difficulty in learning. From this analysis, the writers do some research on children who have special needs to creasing their interest, enterprising and easy in learning English at SMALB-C Tutuwuri Handayani Cimahi. Researcher hope, in this research is able to remind people's awarness and the government to children with special needs in providing education. Because, they have the same rights in education. The reseacher was conducted entitle "The Improving Students' Interest by Using Puppet Media". This research, the use puppet media as one of the tools teaching to increase students' interest and improve their vocabulary in learning English. The use of puppet as media with technique matching the puppet with the word. The reseacher took in class X and XI, in class X there are 2 students and class XI there are 3 students, so we combine there are 5 students. This study used an oral test, obervation checklist and interview for collecting data. Researcher have found the results of the research and observations of the students. The result of the students 75% improve their interst, improved their writing 65 %, improved their speaking 60%, improve their vocabulary and speech 65%, recognize matching puppet process 70%, participate in class 35%. From the observation above, the researcher is conviced that the use of puppet as one of media can increase the students' interest and vocabulary in learning English.

**Keywords:** *Students' interest, Puppet Media, Vocabulary*

### INTRODUCTION

Science is the most important thing in shaping a nation's character, knowledge, and make the child smart and knowledgeable. Science is not only obtained from school, but it can also be obtained from family, environment, community and technology. Nowadays, technology is increasing. Children can learn from technology that has developed rapidly. Children, now learn to use online applications that are used to simplify the learning process. In the learning process, Some students' at Senior high school level have difficulty in learning of the material being thought or given, and the limited ability of students' to understand the lesson, such as reading, writing, speaking and listening. In this case, the students still lack of understanding and their interest in English lesson. Thus, the teacher design learning so that students can understand the lesson easily and quickly to understand. Teachers create instructional media that so the students become interested to learn English.

In general, the English lesson are indeed taught to children of normal and non-normal. But, the national examinations given to normal chilren and are not required to take the national

examination to child non-normal. Thus, parents want their child that is non-normal treated the same that is by following the national exam like any other normal child. They want to be given the same opportunity to take the test. So children are more active in the learning like normal children in generally.

According to (Widodo, 2012), one of children called exceptional children are children who have a disorder that includes general intellectual functioning below the average so that in the process of education should be individually. In the law of RI number 20 of 2003 in article 5th states that: Every citizen has the same right to obtain quality education (paragraph 1); Citizen with physical, emotional, mental and/or social impairments are entitled to special education (paragraph 2); Citizen who have the potential of intelligence and special talents are entitled to special education (paragraph 3). In that statment, the goverment's handling of children with special needs is futher enchanced. Because they have the same rights to education.

According to (Westwood, 2012), they seem to lack the ability to think quickly, reason deeply, remember easily, plan ahead and adapt rapidly to new situations. According to (Desiningrum, 2016), children with special needs are children with special characteristics that are different from children in general without always showing in mental, emotional or physical disability. However, as a human, children with special needs have the right to live, activity, and grow up as normal people or children in generally. They also have the right to education up to the same level as other children. For children with special needs in SMALB-C Tutwuri Handayani, they have difficulty in remembering and speaking with enthusiasm and great sense of their curiosity. With this, students' with a wide range of different learning characteristics and abilities, allowing teachers to make strategy with learning methods that appeal students' to remember more easily.

According to IDEA or Individuals with Disabilities Education Act Amandements, in general, the classification of children with special needs is the child with physical disorders: *tunarungu* (hearing impairment), *tunanetra* (visual impairment), and *tunadaksa* (abnormality o defects in a motion). The child with a emotion and behavior: *tunalaras*(that having trouble in adjusment theirself), *tunawicara*(speech impairment), and hyperactive. The child with a intellectual: *tunagrahita* (intelektual disability or ID), slow learner, the difficulty in learning special, a gifted child, autism, and indigo. Other terms for children with special needs are exceptional children and children with disabilities. Special needs children are those who have special needs permanently or disability and temporarily thus requiring adjustment of educational services (Santoso, 2012). Because of the characteristics and constaints they have ABK (chilearningd dissorderren with special needs) requires a special form of educational service tailored to the abilities potentials.

*Tunagrahita* (ID) is a children with special needs who have backwardness in intelligence, physical, emotional, and social that require special treatment in order to grow at maximum ability (Desiningrum, 2016). *Tunagrahita* (ID) is a state of mental retardation. Children with mental health have an IQ below the average normal child in general, thereby causing the function of their intelligence and intellect are disturbed. That causes other problems that arise in the course of its development. In this case, they are slower in learning a thing. In remembering something, they will tend to forget the memory when a few minutes later.

*Tunagrahita* (ID) are individuals who have significant intelligence below average and are accompanied by an inability to adapt the behaviors that arise in the course of development. The classification of *tunagrahita* is based on IQ level. Mild *tunagrahita* (IQ: 70-51), Severe *Tunagrahita* (IQ:51-36). Severe *tunagrahita* (IQ:36-20), very severe *Tunagrahita* (IQ below

20) (Sobur, 2003). Learning for individual *tunagrahita* more the point of emphasis on the ability of self-development and socialization.

In the increase interest student, teachers trying to develop the media or material impertinent so that students more interested in the study. According to (Hidi, 2001), that interest central in determinaining the ways in which we select and process certain types of information in preference to others. Students interest may have especially important to learning process and more easily to understand.

From expalnation above, the reseacher was conducted entitle “the improving students’ interest using puppet media” In this research, the researcher intends to answer the following research questions:

1) Can they use of puppet media increast student’s interest?

It caused of the *tunagrahitas* skill is limited. Because of that, it is the reason for the researchers to improve students vocabullary by using media. According to (Kridalaksana, 2004) vocabulary is a component of language that contains all about meaning and using words in a language. It means vocabulary is costructured the sentennce that have meaning and it can use in the language as a communication tools, either orraly or written.

According to (Richards, J.C. and Renandya, 2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Meanwhile, according to (Nunan, 1997) states that the vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensiblecommunication. for increasing the studentsinterest in English vocabullary, the researchers use puppet media in the process of learning in the classroom..

Furthermore, (Smaldino, Sharon E., Lowther, Deborah L., Russel, 2008) , media, the plural form of medium, are means of communication. In addition, they state that media are anything that carries information between a source and a receiver. It means that in teaching and learning process, teachers can explain the materials using the learning media in a more concrete way. Based on the statements, mediais helping to increasing the students interest in learning process, so that the receivers can learn effectively and efficiently.

There are three kinds of media that can be used in learning teaching process. 1) Visual, for example: pictures and photos. 2) Audio, for example: tape recorder, cassettes, and radio. 3) Audiovisual, for example: movies, and videos. In this research, the researchers use puppet as a one kind of visual media, Puppet showed characters of something and their details. According to (Baird, 1973) “A puppet is an inanimate figure that is made to move by human effort before an audience, It is the sum of these qualities that uniquely defines the puppet. Nothing else quite satisfies the definition...the player supplies the life for both of them.” Moreover, (Overholt, 2010) states definition of puppet as “...‘actors’ who come to life with the help of a puppeteer”, either pre-fabricated or student made characters that are physically manipulated by the students and serve to represent a character related to the selected text”. Based of the explanations above the researchers use puppet as an effective media to teaching *tunagrahitas* students.

## METHOD

According to (Rahardjo, 2011) Case study is a method applied to understand the individual more deeply by practiced in an integrative and comphrensif. This is done so that researchers can collect about the individual being studied and also the problems faced can be solved and make the individual grow better.

In this study, researchers used CAR (Classroom Action Research) as a strategy or learning model to conduct the research. CAR is a teacher activity to directly teach and can directly observe teaching and learning to students in the classroom. According to (Burns. A., 2010) Action reserach is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. In the statement, this learning model is effective for conducting research, as children with special needs should be observed directly and provide treatment or teaching when they are in class.

The participants of this study were 5 students of SMALB-C Tutwuri Handhayani they are Heru, Robi, Rafli, Miftah and Dian. Research participants have different characters, therefore it takes combination and learning to teach in the reality life. Although the study participants are highly educated *tunagrahita* but the study participants have an extraordinary spirit in the learning process.

In the study use four circles. The first is the data obtained directly from the students that the students say again the vocabulary spoken by the researchers without puppet media. Second, data is also obtained through questionnaires (learning style and motivation). Third is the interview to the students. Fourth is the result of observation of the application of C.A.R. Learning in class using puppet media. Data analysis was conducted during and after the research.

## RESULTS AND DISCUSSION

### Results

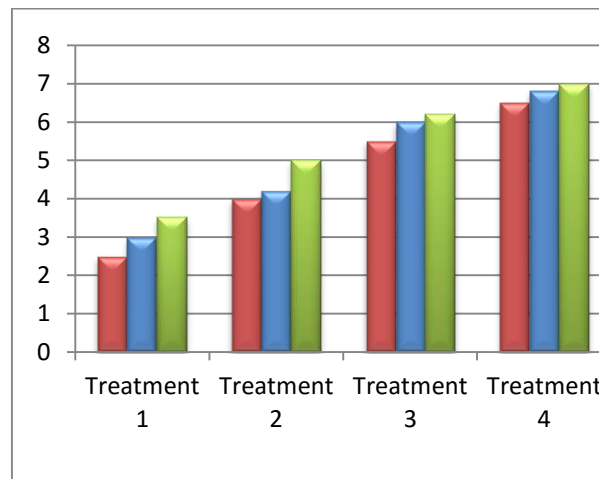
Before giving treatment, students' interest in learning English is less. They argue that English lessons are difficult to understand. However, there is one of the students who really like English. But he can only remember a few words that are often spoken or heard.

The improving interest students' using puppet media , it can concluded that puppet media as a one kind of visual media, it can help improving interest *tunagrahita* students, create a fun learning situation and make their more happy.

The improvment of the students interest can also be seen from the result of the students pre-test and post-test that done in secound cycle. The average score of the pre-test in cycle 1 was 50,5, the average score of post-test in cycle 1 was 60,5, the average of pre-test in cycle 2 was 55,4 the average score of the post-test in cycle 2 was 75,5. All data showed the result of improvment of students from cycle to cycle is significant.

**Table 1. Diagram**

Depelovment of the average scores of interest students'



From that diagram, the result of treatment we give to 5 students, it can be seen that the average value of interest students' before the implementation of puppet media. In first treatment, we can see that the average was 2,5-3,5 their interest students'. The students looks did not interested when the researcher gave the puppet as media. But at the second treatment, we can see the average of students' interest was 4-5. The students' more improve their interest after the researcher gave the puppet as media. At the third treatment, the average of students' interest was 5,5-6,2. At the fourth treatment, their students' interest more improve than at the first treatment. The average was 6,5-7. The researcher know that the students ca feels fun to learn English with puppet media. Their interest in learning English and can improve their vocabulary looks good.

**Table 2. Improvement on attitude and behaviour**

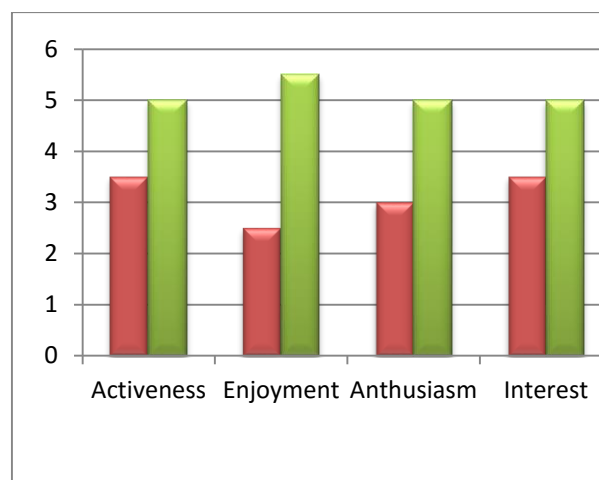
Points	Former Condition	Improvements
<b>Activeness</b>	On the first meeting, students looked like confused and hard to understand the material. We approach them with ask what they prefer. "What do you like? What is your hobby? What is your favorite animal? etc. With this, they will be accustomed to explain their opinion with what their prefer.	The students seemed more action in learning process. They try to ask some questions to the reseracher and give an opinion about the material. With interesting media, they can improve their speaking.
<b>Enjoyment</b>	At the first meeting the students seemed less enjoying and busy with themselves. Because special needs should be supervised well. Approach which is and requires special attention.	After being given they feel much better to understand the material and enjoy the learning activities. Giving instructional media, make them easy to understand and fun.

<b>Anthusiasm</b>	At first time meeting, they have a curiosity to learn new things. For the first meeting, it took preparation for giving the material.	The student very anthusiasm in learning English lesson. They try to memorizing, try to spelling the words and try to express with their confident. The researcher giving the material using media puppet to improve their speaking more better.
<b>Interested</b>	The students are really interested in learning English. Because in everyday, they using Bahasa to communicate and in teaching learning. They interested to spell words and speak the words what they knew before. But, the problem is, they still confuse and memorizing the words.	the students are interested in the English lesson because the researcher use puppet media as media to improve their speaking, memorizing, and spelling the words. By using media, the student more interested and can improve their speaking much better.

The researchers can draw a result of students after doing the learning english using puppet media. Furthermore, below is a diagram of the development of the avarage value of students' speaking skill with activeness, enjoyment, anthusiasm, and interest:

**Table 3. Diagram**

Depelovment of the average scores of imrovment on attitude and behaviour



From that diagram above, the result of the first meeting we give to 5 students, it can be seen that the average value of improvement on attitude and behaviour in the first meeting on activeness students', we can see that the average was 3,5-5 their activeness students'. The students looks



did not active when the researcher gave the puppet as media. But, when the researcher gave the puppet media and approach them, the activeness student are improved. In the first meeting on enjoyment students', we can see that the average was 2,5-5,5 their enjoyment students'. The students' looks less their enjoyment because busy with themselves. After the reseacher gave the puppet media, their enjoyment are improve, students more enjoy to study English well. In the first meting on anthusiasm students' we can seen that average was 3-5. The students' actually know a few words, but they can not afford to say clearly. But the improvemet after the researcher gave puppet media, the student more anthusiasm when they seen the media, and the students' more try to memorizing, try to spelling the words and try to express with their confident. In the first meeting on interest students', we can see that the average was 3,5-5 their interest students' was 3,5-5. The student interested to spell words and speak the words what they knew before. But, the problem is, they still confuse and memorizing the words. The improvement after the researcher gave the puppet media, their speaking, memorizing, and spelling the words much better.

## Discussion

Based on the research questions in the first chapter, it can be concluded that:

The puppet media can incresed students' interest especially in learning english vocabulary to tunagrahitas students' at SMALB-C Tutwuri Handayani, From the result of this study some sugesstion to note include:

1. Using puppet media in teaching english vocabulary is recommended for english teachers, especially for tunagrahitas students, teachers to attract the students interest in learning english.
2. The teachers has to use some variants of media in teaching english so the students felt the interest in learning.
3. For the other researchers to conduct other research on the same field using the other form of puppet media applied in other skills, such as: listening, speaking, reading and writing.

## CONCLUSION

From the result of this study some sugesstion to note include:

1. Using puppet media in teaching english vocabulary is recommended for english teachers, especially for tunagrahitas students, teachers to attract the students interest in learning english.
2. The teachers has to use some variants of media in teaching english so the students felt the interest in learning.
3. For the other researchers to conduct other research on the same field using the other form of puppet media applied in other skills, such as: listening, speaking, reading and writing.

## ACKNOWLEDGMENTS

The writers would like to say thankyou for our supervisor, head of school, teachers, students, at SMALBC-Tutwuri Handayani Cimahi, our parents, and all people who supported and prayed us in writing who cannot mention one by one.

## REFERENCES

- Baird, B. (1973). *The Art of the Puppet*. New York: Crown Publishers, Inc.
- Burns. A. (2010). *Doing Action Research in English Language Teaching: A Guide for*

- Practitioners* (1st ed.). New York: Routledge.
- Desiningrum, D. . (2016). *Psikologi Anak Berkebutuhan Khusus*. Yogyakarta: Psikosain.
- Hidi, S. (2001). Interest, Reading, and Learning: Theoretical and Practical Considerations, 13.
- Kridalaksana, H. (2004). *Kamus Lingusitik Bahasa Indonesia*. Jakarta: Gramedia.
- Nunan, D. (1997). *Language Teaching Methodology*. London: Prentice Hall.
- Overholt, K. (2010). *The Incorporation of Puppetry into Reading Instruction*. New York: State University of New York.
- Rahardjo, S. & G. (2011). *Pemahaman Individu Teknik Non Tes*. Kudus: Nora Media Enterprise.
- Richards, J.C. and Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press.
- Santoso, H. (2012). *Cara Memahami dan Mendidik Anak Berkebutuhan Khusus*. Yogyakarta: Gosyen Publishing.
- Smaldino, Sharon E., Lowther, Deborah L., Russel, J. D. (2008). *Instructional Technology and Media for Learning (Ninth Edition)*. NJ: Pearson Education Inc.
- Sobur, A. (2003). *Psikologi Umum*. Bandung: Pustaka Setia.
- Westwood, P. S. (2012). *What teachers need to know about students with disabilities*. Australia: Acer Press.
- Widodo, M. (2012). *Pengembangan Pengelolaan Pembelajaran Pada Anak Berkebutuhan Khusus*. Surakarta: Universitas Muhamadiyah Surakarta Press.