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Development Of Learning Media In The Form Of Paper Puppets For Learning German Speaking At Elementary Level

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Abstract

German is one of the second foreign language subjects studied by Indonesian students at the Senior High School (SMA) and Madrasah Aliyah (MA) levels. There are four language skills that must be mastered in German, namely listening (Hören), speaking (Sprechen), reading (Lesen), and writing (Schreiben). Speaking (Sprechen) is one of the skills that students need to master, because with speaking skills, students can convey their intentions, desires, ideas, and opinions orally. However, in practice, students still experience difficulties in speaking German. Therefore, researchers developed paper puppet-based learning media to overcome these difficulties. Paper puppet media is a learning media made of paper in the form of cartoon images or real images with stalks to move. This study aims to produce, implement paper puppet-based learning media in learning to speak German and to find out the responses of teachers and students to the use of paper puppet media in KBM. The research method used is the development method (Research and Development). Researchers involved teachers and students of class XI-MIPA 1 at SMA PGII 2 Bandung as respondents who gave an assessment of the development product in the form of paper puppet media. The process of developing paper puppets is carried out by collecting information, planning, developing the initial form of the product, field testing and product revision. The results of this study are eight characters of paper puppet media. The eight characters consist of two teenage boys, two adult men, two teenage girls and two adult women. The paper puppet media has a simple mechanism to be moved and can be changed according to the needs of the theme. Product assessment was carried out using a Likert scale through a questionnaire given to teachers and students. Teachers acting as media and learning material experts gave an assessment of 97.77% (very good) of the paper puppet media and gave an assessment of 97.50% (very good) of the learning materials used. The average assessment given by students on paper puppet media is 96.42%

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(very good). Based on the results of this study, it can be concluded that paper puppet media can be well received by teachers and students as a supporting medium in learning to speak German. This paper puppet media can still be developed to be better.

Keywords: media, development, puppets

1. INTRODUCTION

German is one of the second foreign language subjects studied by Indonesian students at the Senior High School (SMA) and Madrasah Aliyah (MA) levels. There are four language skills that must be mastered in German, such as listening (*Hören*), speaking (*Sprechen*), reading (*Lesen*), and writing (*Schreiben*). Speaking (*Sprechen*) is one of the skills that students need to master, because with speaking skills students can convey their intentions, desires, ideas and opinions orally. However, in practice, students still experience difficulties in speaking German.

Various efforts have been made to overcome the problem. These efforts consist of implementing discussion-based learning, story telling, story completion, role playing (*Rollenspiel*) and others. Role playing (*Rollenspiel*) is one of the methods that can be used in learning to overcome learning difficulties in German speaking. *Rollenspiel* method is a learning method based on role playing in the learning process. In this method, students play a role or a character from a scenario adapted to the learning theme. *Rollenspiel* can help students in developing imagination through students' appreciation as one of the characters played by the students themselves.

One of the learning media or learning tools that can be used to support *Rollenspiel* is paper puppet media. Paper puppet media is a learning media made of paper in the form of cartoon images or real images with stalks to be moved. The paper puppets to be used consist of several types of models that can be used by teachers and students. Teachers and students can use paper puppets according to the theme to be taught.

The materials used in paper puppet-based learning are materials that are easy and cheap to obtain, such as papers, cardboards, and woods. Before puppet media can be used in learning, puppet media development is needed, so that puppet media can be implemented into learning properly. Development is an engineering process of a series of elements arranged together to form a product (Priyanto, 2009).

In this study, researchers developed learning media based on paper puppets using the Research and Development method. Research and development (R&D) is a research method used to produce certain products, so that they can function in the wider community (Sidik, 2019).

Researchers developed products in the form of paper puppets as learning media. Due to time constraints, the demonstration could only be done once of the two times planned by the researcher. The demonstration aims to determine the response to the media that will be displayed. After the first demonstration, the researcher asked for teacher and student input as material for media development.

2. LITERATURE REVIEW

Learning media is a means or intermediary used to convey information in the learning process. The definition of learning media according to Surata, Sudiana and Sudirgayasa (2020) is anything that can be used to channel messages (learning materials), so that it can stimulate students'

attention, interest, thoughts, and feelings in learning activities to achieve learning goals. Surata et al. (2020) suggest that learning media is a means that can be used in triggering students' enthusiasm and interest in the learning process.

The characteristics of learning media are certain parts or characteristics that show their function as tools or means of learning. Arsyad (in Jauhari, 2018, p. 77) states that there are 3 characteristics of learning media consisting of:

- a. Fixative characteristics, which describe the media's ability to record, store, preserve, and reconstruct an event or object.
- b. Manipulative characteristics, namely the ability of the media to transform an object, event or process in overcoming space and time constraints.
- c. Distributive characteristics, which describe the ability of the media to transport objects or events through space, and simultaneously the event is presented to a large number of students, in various places, with relatively the same experiential stimulus regarding the event.

In using learning media, the right learning method is needed, so that the use of media can function optimally. Learning methods are ways or procedures used in carrying out the learning process. According to Rohman (2022), learning method is a systematic and organized process carried out by teachers or educators in delivering materials to students.

The role-playing learning method (*Rollenspiel*) is one type of learning method that can be used. The *Rollenspiel* method is a role-based learning method that aims to facilitate the learning process itself. The *Rollenspiel* method or role-playing is a learning method that asks the subject to act as someone with a certain profession (Riyadh, 2022).

Paper puppets, is a tool or learning tool that uses paper puppet models. Paper puppets are a type of puppet in the form of cartoon images or original images that are given a stalk to move. Paper puppet media is a game media, in which there is a simulation or demonstration, through learning aids used by teachers in delivering materials made of paper in the form of cartoon images or real images that are given a stalk to move (Sari et al., 2019).

According to Sari et al. (2019), paper puppets are character projections made from paper and the characters are projected through cartoon images or original images that are given a stalk to move, in order to convey a learning material. Paper puppets are one of the media used in learning or paper puppets are teaching aids or learning tools used by teachers in delivering fairy tale material that is moved by hand and in the form of images made of paper (Kurnia & Dewi, 2019).

Studies indicate that the use of paper puppets in classrooms can positively influence student learning outcomes. This is particularly evident in elementary school settings, where students show significant improvement in their learning after the introduction of paper puppet media (Prasetya & Sukasih, 2024).

Paper puppets as learning media have learning media characteristics consisting of three characteristics previously described by Arsyad, namely fixative characteristics, manipulative characteristics and distributive characteristics:

- a. Fixative Feature

Paper puppets have the ability to record, store, preserve, and reconstruct an event or object, through simple performances.

b. Manipulative Feature

Paper puppets have a limited ability to transform an object, event or process to overcome time and space problems. To do this, the teacher must make several puppet models to show a change in the object. For example, to show a scenario of human or animal growth, the teacher can model a child becoming an adult.

c. Distributive Feature

Paper puppets are easy to distribute because paper puppets are paper-based media, so this media can be produced easily and paper puppets also do not take up a large storage space, so paper puppets are easy to store and carry.

German language learning in general in Indonesia aims to facilitate Indonesian people in improving foreign language competence. German is one of the second foreign language subjects studied by high school students in Indonesia. In learning German, there are language competencies that must be mastered, including listening (Hören), speaking (Sprechen), reading (Lesen), and writing (Schreiben).

Speaking skills are one of the skills that humans have, because this skill involves conveying ideas, thoughts, and opinions through sound. Speaking is a process to express, state, and convey ideas, thoughts, or the contents of the heart to others using spoken language that can be understood by others (Kuswandi & Puspita, 2022). Speaking skills have a very important role in learning German because it is a measure of success or failure in learning the language, be it in expressing opinions, ideas, feelings and thoughts (Saud et al., 2019).

Speaking skills are crucial in learning German as they enable learners to express opinions, ideas, feelings, and thoughts effectively. Various teaching methods have been explored to enhance these skills.

3. METHODOLOGY

The research method used is quantitative and qualitative with the Research and Development (R&D) research method. The research was conducted at SMA PGII 2 Bandung on June 9, 2021/2022 in the even semester. The population of this study were all SMA PGII 2 Bandung students who studied German. The sample of this research is students in class XI MIPA 1 in the 2021/2022 even semester. The instrument used is a questionnaire using a Likert scale. The complementary instrument used in the research is the Learning Implementation Plan (RPP).

4. RESULTS AND DISCUSSION

This research was conducted using a development research model that has steps or stages consisting of:

1. Research and information collecting

At this stage, the researcher conducts an initial study to find, collect and review the information needed. Information in this study was obtained through literature review and observation to SMA PGII 2 Bandung.

2. Planning

In this step the researcher draws up an initial product development design plan. The product developed in this study is paper puppet learning media. In this phase, researchers will design the initial design of the product, collect appropriate teaching materials and prepare data collection instruments that will be used.

The initial form of the product is designed based on the theory of paper puppets, the results of needs analysis interviews with teachers and observations of students in the classroom. Paper puppet media is a learning tool used by teachers in delivering material made of paper in the form of cartoon images or real images that are given a stalk to move (Sari et al., 2019). According to Sari et al. (2019), paper puppets are paper-based character projections and the characters are projected through cartoon images or real images that are given a stalk to move, in order to convey a learning material.

3. Develop preliminary form of product

At this stage, researchers will make the initial form of paper puppet media and the initial form of implementing puppet media into learning to speak German. The initial form of paper puppet media will be adjusted to the initial plan, which refers to the theory of paper puppets, the results of needs analysis interviews with teachers and observations of students in the classroom. Based on these three things, the shape of paper puppets will be designed with cartoon designs that are interactive, where students can play the media. In order for students to play the puppet media easily, the mechanism implemented on the puppet media is designed to be as simple as possible.

4. Product testing

After the initial development of the paper puppet media is carried out, the paper puppets will be evaluated by the subject teacher and assessed by the class XI-MIPA I students. Product assessment is carried out using a Likert scale through a questionnaire given to teachers and students. Teachers acting as media and learning material experts gave an assessment of 97.77% (very good) of the paper puppet media and gave an assessment of 97.50% (very good) of the learning materials used. The average assessment given by students on paper puppet media is 96.42% (very good). Based on the results of this study, it can be concluded that paper puppet media can be well received by teachers and students as a supporting medium in learning to speak German.

5. Main product revision

Based on the suggestions given by the teacher in the learning media assessment, the revision needed for the puppet media is the simplification of the paper puppet media mechanism. Previously, students needed two hands to use paper puppets, one hand was used to hold the paper puppet rod and the other hand was used to pull the rope. According to the tutor, the paper puppet media should be played using one hand, so that the teacher can demonstrate dialog examples more easily when using paper puppet media. Meanwhile, according to students, the revision needed for paper puppet media is to improve the quality of the paper puppet structure so that it is not easily bent.

Simplifying the mechanism of paper puppets can be done by adding a ring on the rope as a space for fingers so that the puppet media can be played using one hand. The quality of the paper

puppet structure can be improved by adding duplex and coating the puppet paper with laminating so that the puppet structure becomes stronger. The limitation of the puppet form to fulfill work-related roles can be overcome by creating clothing designs that can be used by paper puppets. The clothing design can be attached using velcro on the body of the puppet. The material for the puppet clothes has paper material that has been laminated to make the clothing structure stronger.

The results of the final product of paper puppet media that have been designed in line with the results of expert review and media testing in learning class XI-MIPA I at SMA PGII 2 Bandung, have changed significantly from the initial form of the product. The final form of paper puppet media is sturdier than before in terms of materials, is more efficient in terms of mechanism, and is more flexible than the initial form in terms of flexibility in fulfilling roles.

The final product of paper puppet media can be played using one hand and can be changed according to the learning theme being taught. Although paper puppet media has entered the final product phase or final, paper puppet media still requires the teacher's ability to implement it so that the material can be conveyed optimally.

5. CONCLUSION

The development of paper puppets can be carried out using the research and development (R&D) method. The initial form used through R&D is paper puppets made of cardboard and moved using two hands. Based on the results of the trials that have been carried out, the initial form of paper puppet media was revised. The revisions that were implemented to the paper puppet media consisted of simplifying the mechanism and improving the quality of the paper puppet structure with laminated paper material so that the paper puppets were waterproof, and sturdier. The final product form of paper puppet media has materials that are sturdier than the initial form of paper puppet media, paper puppet media can be played using one hand, and can change the clothing model according to the learning theme being taught.

Paper puppet media is one of the learning media that can be used as a means of learning to speak German. The implementation of paper puppet media into the speaking learning process can be carried out using the role-playing learning method (*Rollenspiel*).

Through the role-playing learning method, students can play paper puppet media by following a predetermined role and playing the role through paper puppet media. Paper puppet media has characteristics consisting of fixative, limited manipulative, and distributive characteristics.

Paper puppets in the learning process can reconstruct an event through simple performances, but have limitations in transforming or changing an object.

To overcome the limitations of puppets in fulfilling manipulative characteristics in the learning process, additional models are needed to show a change. Paper puppets have distributive characteristics that are quite good because paper puppets are easy to produce and carry.

Teacher responses can be seen from the assessment scores of paper puppets and learning materials. The assessment score of learning media from German subject teachers is 88 points out of 90 points or 97.77%, which can be categorized as "Very Good" learning media.

The learning material assessment score obtained is 39 points out of 40 points or 97.5% which is categorized as "Very Good". The majority of students gave positive responses to the paper puppet learning media. The learning media assessment score from students of class XI-MIPA I at SMA PGII 2 Bandung is 2295 points out of 2380 points or 96.42% which is included in the "Very Good" classification.

In addition to providing responses in the form of an assessment of the media, teachers and students provide suggestions for the use of learning media. The suggestions given were used by researchers as a reference in making revisions.

The teacher's suggestion for paper puppet media is to simplify the mechanism of paper puppets, so that paper puppet media can be more easily used by teachers and students. Students gave suggestions on the use of paper media to improve the quality of the paper puppet structure so that it is not easily bent, improve teaching readiness and improve learning methods.

Based on the data received through questionnaires, it can be concluded that the responses of teachers and students to the use of paper puppets are very good.

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