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The Effectiveness of Finger Puppet use on Speaking Abilities of 4-5 Year-Old Children in State Kindergarten 2, Parigi Tengah Desa Matolele Village

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ABSTRACT

This study aims to determine the effectiveness of storytelling using finger puppets on the speaking skills of early childhood students, namely vocabulary, unclear pronunciation, and the ability to answer questions. This study uses a quantitative approach with a pre-test and post-test design. The research subjects were five children in Group A. Data were obtained through observation, tests, and interviews, then analyzed using descriptive statistics and t-tests. The results of the study show an increase in children's speaking abilities after being treated with the storytelling method using finger puppets. In terms of vocabulary, the percentage of children in the Developing as Expected (BSH) category increased from 0% to 40%. In terms of pronunciation, children who initially had difficulty pronouncing words clearly began to show progress, with 40% falling into the Beginning to Develop (MB) category. Meanwhile, in terms of answering questions, although most children were still in the Beginning to Develop category, there was an increase in children's courage in giving simple answers. The t-test results showed a significance value of $0.099 > 0.05$, which means that the increase was not statistically significant, but in practical terms, this method had a positive impact on the development of children's speaking skills.

1. Introduction

Education is a conscious effort to influence students to be able to develop and actualize their potential so that they can live their lives as well as possible. Education is a human endeavor and to develop personality in accordance with societal values or as an effort to help students develop and improve knowledge, skills, values, attitudes and behavioral patterns that are useful for life. In implementing education, a standard is needed to achieve quality education. Based on the republic of indonesia law number 20 at 2003 concerning the national

education system, article 1 paragraph 14 states that early childhood education is a development effort aimed at achieving a standard to achieve quality education.

Early childhood education is a planned process of nurturing growth and development in children from birth to age 6 by providing educational stimulation and covering all aspects of child development so that children are ready for further education. The goal is to optimally develop their potential so that they become individuals with spiritual, intellectual, social-emotional, linguistic, and skills in an educational and enjoyable play environment. This requires schools that are adaptive, innovative, and creative (Neldawati, 2022). Early childhood is a golden opportunity for children to learn, which is why it is called the golden age. At this age, children have the ability to learn (Mursid, 2015).

According to Habibi (2018), early childhood education is a form of education at the early childhood level, which essentially aims to facilitate the overall growth and development of children or emphasizes the development of all aspects of a child's personality. Early childhood education (Suryana, 2016) is education that serves children from birth to eight years of age. Speech is a system of audible and visible signs that utilizes a number of human muscles to convey the speaker's thoughts and ideas (Anjeli, 2021). The ability to speak is the expression of the first words as a way for a child to convey a message to other people, usually considered as a language development process that is influenced by the maturity of intelligence (Hermoyo, 2014).

Based on the republic of indonesia law number 20 of 2003 concerning the national education system, article 1, paragraph 14 states that early childhood education is a development effort aimed at children from birth to the age of six years. This is done through providing educational stimulation to help physical and spiritual growth and development, so that children are ready to enter further education. Early childhood education is a basic level of education. Education at this time is a development effort aimed at children from birth to the age of six, which is carried out through providing stimulation institutions, educators are required to develop children's potential, so that later children are able to face creative problems.

Finger puppets are also sometimes made in the form of characters from animated films and cartoons. Finger puppets are puppets that can be placed on fingers; they are small, about the size of an adult finger (Gunarti, 2010). (Ulya, 2021) states that finger puppets are small mascots that are placed on the fingers and played with while telling stories or counting. According to Delvi (2014), finger puppets are puppets made of flannel and shaped into desired patterns, such as elephants and so on. According to Puspasari (2016), puppet media are dolls that are the size of human fingers and are played with the fingers. According to Kristanto (2016), finger puppet media are dolls that are moved using the fingers. The basic materials and tools used in making finger puppets consist of: Flannel fabric (various colors), Dacron (to fill the inside of the finger puppet), thread and fabric glue. The tools used are: Scissors, needles, and hot glue (Diana, 2019).

Finger puppets are a type of puppet that is the size of a with the fingers. Kristanto said that finger puppets are puppets whose movements use the fingers. Finger puppets are educational toys that provide extraordinary benefits for school teachers because they are relatively easy to make and the materials are certainly not difficult to find. Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and at that time speaking our uttering occurs. Speaking is essentially a communication process. Speaking is a system of signs that can be heard and seen by utilizing a number of muscles of the human body to convey the speaker's ideas and thoughts (Anjeli, 2021). Speaking is a language skill that develops through a child's life, preceded by listening skills and followed by learning speaking skills. Another opinion holds that speaking is a form of oral communication that serves to convey meaning fluently, using words and sentences clearly.

Tarigan (2013) argues that speaking is the ability to articulate sounds or words to express, state, or convey thoughts, ideas, and feelings. The main purpose of speaking is to communicate. Zainatuddar (2015) explains that speaking is a process of conveying meaning to others in various contexts. Hurlock (2012) states that "learning to speak is a long and complicated process. Speech consists of the ability to produce sounds called words, which is the motor aspect of speech, and the ability to associate meaning with those words, which is the mental aspect of speech." In addition, according to Mulyati, (2014), in speaking activities, children aged 4-6 years have been able to develop six types of speaking activities oriented towards social conversation (Social Speech).

Through speaking, a person can convey their intentions and goals to others (Efrizal, 2012). According to Zuhriyah (2017), difficulties in speaking are caused by a lack of ideas to share, a lack of vocabulary to express ideas, a lack of opportunities to speak as much as possible, and a lack of interesting teaching methods that can motivate them to speak. By watching finger puppets move and talk, children can imagine situations and events in stories more vividly. They can also develop critical thinking and problem-solving skills through interaction with finger puppets (Wathon, 2019). The purpose of this study was to observe the development of children's speaking skills through the use of finger puppets in Group A at State Kindergarten 2 Parigi Tengah, Matolele Village. This study began with observations of the group. This was done to determine the condition of the class before and after the study was conducted.

2. Methodology

This research method uses a quantitative research approach. The quantitative method is a method where data is presented in the form of numbers or figures and the data analysis used is statistical in nature with the aim of testing the hypothesis. The sampling technique used in this study was purposive sampling. Suharsimi Rahawarin (2015) defines purposive sampling as "a technique for determining samples for specific purposes. The reason for using purposive sampling is that samples are not taken randomly but according to the author's objectives and

established criteria.” To obtain the data needed in this study, the data collection techniques used were observation, documentation, and interviews. The hypothesis tested in this study was the speaking ability of children at State Kindergarten 2 Parigi Tengah, Matolele Village, after the implementation of finger puppet media using a paired sample t-test to determine whether there was a difference between the independent and dependent variables before and after the treatment was given.

Research Variables

There are two variables in this study, as follows:

1. Use of finger puppets as a medium (red aloud), as the independent variable, symbolized X.
2. Speaking ability as the related or dependent variable, symbolized Y.

Research Design

This research design involved two treatments: before and after the treatment. This allows for more accurate results, as it allows for comparison with the conditions before and after the treatment. According to Sugiono (2009:66), the research design is described as

$$O_1 \rightarrow X \rightarrow O_2$$

Description: O_1 : Pre Test
 X : Treatment
 O_2 : Post Test

Sugiono’s design was designed to suit the research subjects, namely kindergarten children. Therefore, the design and research are as follows.

$$O_1 X O_2$$

Description : O_1 : Observation always given treatment
 X : Treatment
 O_2 : Observation after being given treatment.

3. Results and Discussion

This research was conducted at an early childhood education institution (PAUD), namely Tk negeri 2 parigi tengah, matolele village. This research was conducted in group A where the homeroom teacher for class A was mrs. Maspa S,Pd. The purpose of this study was to observe the development of children’s speech through

finger puppets in group A of Tk Negeri 2 parigi tengah, matolele village. Therefore, this research was in three learning activities, namely 1. Vocabulary mastery 2. Answering teacher questions teacher questions 3. Unclear pronunciation of words. Summary table of children's speaking abilities before being given treatment can be seen in Table 1.

Table 1. Summary of Children's Speaking Abilities Before Treatment

Category	Observed Aspects						Average (%)
	Mentioning Vocabulary		Answering Questions		Repeating Simple Sentences		
	F	%	F	%	F	%	
BSB	2	40%	1	20%	0	0%	20%
BSH	0	0%	2	40%	1	20%	20%
MB	2	40%	2	40%	2	40%	40%
BB	1	20%	0	0%	2	40%	20%
Total	5	100%	5	100%	5	100%	100%

Based on table 1, a summary of children's speaking abilities before treatment, data shows that in terms of vocabulary, 2 children (40%) were in the very well developing (BSB) category, no children were in the developing as expected (BSH) category, 2 children (40%) were in the beginning to develop (MB) category, and 1 child (20%) was still in the not yet developing (BB) category. This indicates that children's vocabulary pronunciation skills are at varying levels of development, with a predominance in the BSB and MB categories. Regarding unclear vocabulary pronunciation, 1 child (20%) is in the BSB category, 2 children (40%) are in the MB category, and no children are in the BB category.

This finding indicates that most children's pronunciation skills are still in the developing category, as still in the developing category, as expected, and are beginning to develop. Meanwhile regarding answering teacher questions, no children are in the BSB Category (0%), only 1 child (20%) is in the BSH category, 2 children (40%) are in the MB category, and 2 children (40%) are in the BB category. This condition indicates that most children still have difficulty responding to teacher questions. Looking at the average percentage for each category, we found that 20% of children were in the BSB category, 20% in the MB category, 40% in the MB category, and 20% in the BB category. Therefore, children's speech ability before treatment was still dominated by the beginning to develop (MB) category, which have not yet achieved optimal speech ability and require improvement treatment. Histogram of Children's Speaking Ability Before Treatment.

Based on the histogram in the figure 1, it can be seen that the children's speaking abilities before treatment varied in each aspect observed. This aspect shows fairly low results because there are no children in the BSB category, only 20% are in the BSH category, 40% in the MB category, and 40% in the BB category. This indicates that most children are not yet able to respond to teachers' questions properly, either due to a lack of confidence or a lack of vocabulary. Overall, the average child is in the Beginning to Develop (MB) category with a percentage of 40%, while the BSB,

BSH, and BB categories have the same percentage, namely 20%, can be seen in Figure 1.

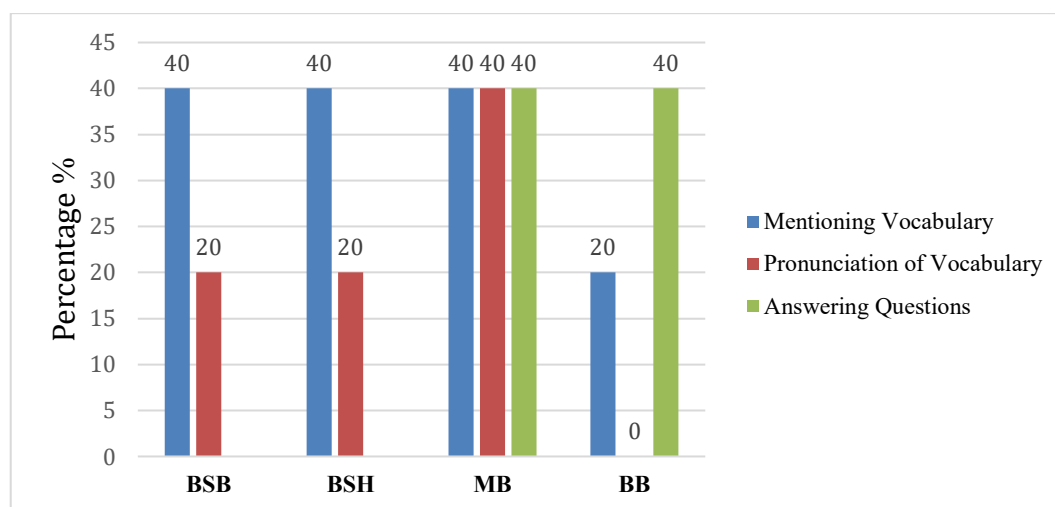


Figure 1. Histogram of Children's Speaking Ability Before Treatment

Based on the histogram in the figure 1, this data confirms that before being given treatment, children's speaking abilities are still moderate and need to be stimulated through learning so that they can improve significantly. Observation of Speaking Ability After Treatment can be seen in Table 2.

Table 2. Observation of Speaking Ability After Treatment

Category	Frequency (f)	Percentage (%)
Developing Very Well (BSB)	1	20%
Developing as Expected (BSH)	2	40%
Starting to Develop (MB)	1	20%
Not Yet Developing (BB)	1	20%
Total	5	100%

Table 2 shows the distribution of children's speaking abilities after the implementation of the learning treatment. Of the 5 children observed, 1 child (20%) had reached the Very Well Developed (BSB) category, 2 children (40%) were in the Developing According to Expectations (BSH) category, 1 child (20%) was in the Starting to Develop (MB) category, and 1 child (20%) was still in the Not Yet Developed (BB) category. After treatment using the storytelling method, positive changes occurred in vocabulary development skills. Based on post-test results, the number of children in the Developing According to Expectations (BSH) category increased to 2 children (40%), and 1 child (20%) reached the Developing Very Well (BSB) category. This indicates that the storytelling method can help children more actively name the vocabulary they hear and learn during the activity. This change was also confirmed by an interview with a teacher at Parigi Tengah State Kindergarten 2, Maspa, S.Pd., who stated: "The child's speech development is very fluent." (Interview with Maspa, S.Pd. - Teacher at Parigi Tengah State Kindergarten 2, 2024) This statement demonstrates that, in practice, children who are given

appropriate learning stimulation can experience progress in language aspects, particularly in naming new vocabulary. In a follow-up interview, she also mentioned that age-appropriate learning media, such as finger puppets and picture stories, can increase children's confidence in speaking independently in front of their peers. The Histogram of Children's Speaking Ability After Treatment can be seen in Figure 2.

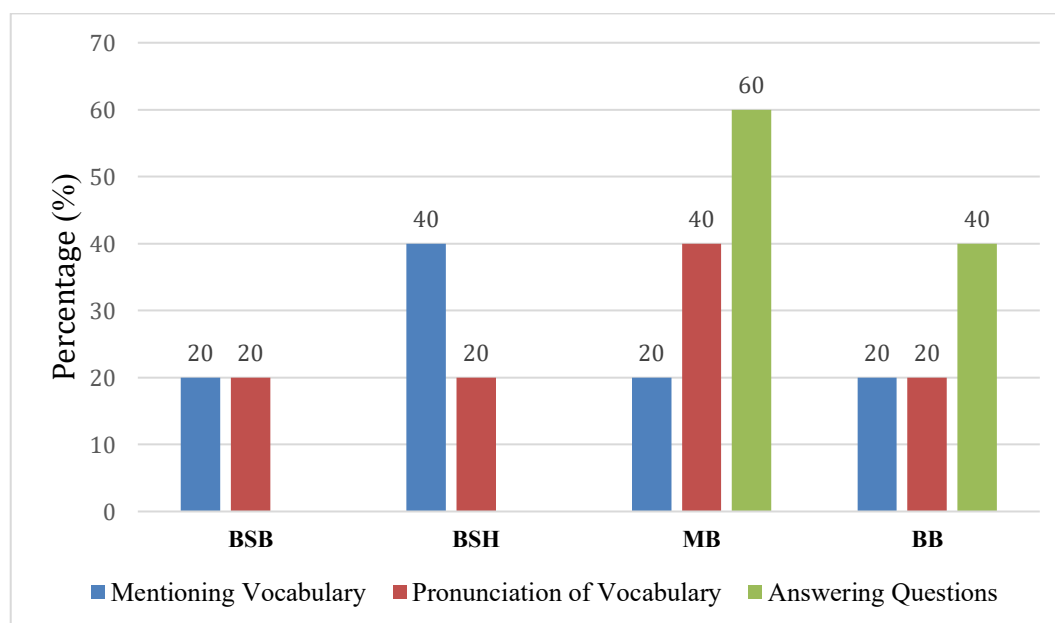


Figure 2. Histogram of Children's Speaking Ability After Treatment

Based on the post-test histogram in Figure 2, vocabulary mastery increased, with 60% of children in the BSB and BSH categories (20% BSB and 40% BSH). This indicates that the learning activities provided were quite effective in increasing children's vocabulary. In general, the histogram shows that the greatest improvement occurred in vocabulary mastery, while the other two aspects still require more interactive advanced learning strategies, such as role-playing and question and answer methods to stimulate children's active speaking. The Descriptif Statistic can be seen in Table 3.

Tabel 3. Descriptif Statistic

	N	Descriptive Statistics				
		Range	Minimum	Maximum	Mean	Std. Deviation
Before Treatment	5	6	5	11	7,20	2,683
After Treatment	5	5	4	9	6,40	2,510
Valid N (listwise)	5					

Table 3 shows that the average speaking ability of children before treatment was 7.20 with a range of 5–11, while after treatment the average became 6.40 with a range of 4–9. The standard deviation before treatment was 2.683, slightly higher than after treatment, which was 2.510, meaning that the data variation after treatment was lower. This decrease in the average does not entirely indicate a

decline in ability, but rather that the post-treatment assessment was conducted using more detailed and specific indicators. Test of Normality can be seen in Table 4.

Tabel 4. Test of Normality

Tests of Normality			
Shapiro-Wilk			
	Statistic	df	Sig.
Before Treatment	,852	5	,201
After Treatment	,814	5	,105

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4, the Shapiro-Wilk normality test results show that the significance value (Sig.) for the data before treatment is 0.201 and after treatment is 0.105, both of which are greater than 0.05. This indicates that the data in both groups are normally distributed, so further analysis can be done using parametric tests. Meanwhile Paired Sample Statistics can be seen in Table 5.

Tabel 5. Paired Samples Statistics

Paired Samples Statistics					Std. Error
		Mean	N	Std. Deviation	Mean
Pair 1	Before Treatment	7,20	5	2,683	1,200
	After Treatment	6,40	5	2,510	1,122

Table 5 shows that the average speaking ability score of children before treatment was 7.20 with a standard deviation of 2.683, while after treatment the average was 6.40 with a standard deviation of 2.510. The mean standard error value before treatment was 1.200, and after treatment it was 1.122, indicating that the data had relatively little variation. These results illustrate that there was a difference in the average scores before and after treatment, which will be further tested through a paired sample t-test. Paired Samples Test can be seen in Table 6.

Tabel 6. Paired Samples Test

Paired Samples Test									
Paired Differences									
95% Confidence Interval of the Difference									
Sig. (2-tailed)									
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Before Treatment	,800	,837	,374	-,239	1,839	2,138	4	,099
	- After Treatment								

Based on the results of the paired t-test analysis in Table 6, the t-value = 2.138 with degrees of freedom (df) = 4 and significance value (Sig. 2-tailed) = 0.099. Since this significance value is greater than 0.05 ($0.099 > 0.05$), it can be concluded that there is no statistically significant difference between the speaking abilities of children at TK Negeri 2 Parigi Tengah before and after the treatment. However, the

average score before the treatment was 7.20, which was slightly higher than the average after the treatment, which was 6.40. The average difference of 0.800 with a 95% confidence interval in the range of -0.239 to 1.839 indicates that this difference is not strong enough to prove a significant effect of the treatment. These results may be influenced by the sample size at State Kindergarten 2 Parigi Tengah, which consisted of only 5 children, resulting in considerable data variation that affected the statistical test results. However, descriptive observations show improvement in vocabulary mastery, although this is not yet fully evident in word pronunciation and the ability to answer teachers' questions. With more intensive and interactive learning methods, it is hoped that the children at TK Negeri 2 Parigi Tengah will show significant improvement in the next test. Paired Samples Correlations can be seen in Table 7.

Tabel 7. Paired Samples Correlations

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	Before Treatment & After Treatment	5	,950	,013

Table 7 shows the results of the correlation test between children's speaking ability scores before and after treatment at State Kindergarten 2 Parigi Tengah. The correlation value obtained was 0.950 with a significance (Sig.) of 0.013. This correlation value is in the very strong category (close to 1) and significant because the significance value is less than 0.05. This means that there is a very strong and significant relationship between children's speaking skills before and after treatment. In other words, children's scores on the post-test tend to follow the same pattern as the scores on the pre-test, which shows that the treatment given at TK Negeri 2 Parigi Tengah has a consistent effect on students. Rahmawati (2024) also found that integrating storytelling methods with concrete media can improve children's verbal skills.

Discussion

This research was conducted at parigi tengah 2 state kindergarten, specifically in group A, which consisted of five early childhood students. The teacher responsible for implementing the learning and assisting the research process was MS. Maspa S.Pd learning activities took place Monday through Saturday, starting at 8:00 a.m central Indonesian time (WITA) and finishing, according to the school schedule. The purpose of this study was to determine speaking skills developed after being treated through specially designed learning activities. The treatment consisted of a series of activities that stimulated children's language skills, such as vocabulary development, pronouncing words clearly, and answering teacher questions.

Based on the results of a pre-test conducted before the treatment, the majority of children fell into the beginning to develop (MB) and not yet developing (BB) categories, particularly in terms of responding to teacher questions and pronunciation clarity. After being given treatment, the post-test results showed an increase, especially in the aspect of vocabulary mastery in 60% of children have achieved the developing as expected (BSH) and very good (BSB) categories.

Although the t-test results showed no statistically significant difference (Sig, 0.099, > 0.05) between the scores before and after treatment, the correlation of 0.950 with a Sig. 0.013 indicates a very strong and significant relationship between the children's abilities before and after treatment. This indicates that the impact on the development of children's speaking skills. From the routine daily lessons, it is clear that children are speaking, are learning more vocabulary, and are beginning to understand how to respond to teacher questions. Although the improvement is not yet statistically significant, descriptively, positive development is evident. Thus, the learning activities implemented at tk negeri 2 parigi tengah can be said to be practically effective in improving children's speaking skills. However, improvements and strengthening of the methods are still needed to achieve statistically significant results. It is recommended that the learning approach be continuously developed and delivered consistently, taking into account the interests and learning characteristics of early childhood.

The storytelling method has been proven to have a positive impact on improving children's speaking skills at Parigi Tengah 2 Public Kindergarten. Through storytelling, children receive stimulation to expand their vocabulary, practice clear pronunciation, and build the courage to respond verbally. The storytelling method is divided into three main stages: preparation, storytelling, and closing. Each stage plays a crucial role in creating a fun learning environment and supporting children's language development. Thus, it can be concluded that the storytelling method applied in this study is not only relevant to the developmental needs of early childhood, but also effective for application in daily learning activities in early childhood education institutions or kindergartens, particularly to support the development of children's speaking skills.

4. Conclusion

Based on the results of research conducted at parigi tengah 2 kindergarten in matolele village, parigi tengah district, on group A children aged 4-5 years, and through quantitative data analysis, observations, and interviews with teachers the following conclusions were reached: The storytelling method is effective in developing the speaking skills of early childhood children. The implementation of a planned and enjoyable storytelling method has been proven to stimulate children to be more verbally active. This method provides direct stimulation through stories, pictures, and finger puppets, which engages children and makes it easier for them to imitate vocabulary and practice their speaking skills naturally. There was an improvement in vocabulary proficiency after the treatment. Children showed improvement from the previous category, where most were in the "starting to develop" category to "developing as expected" and even "developing very well." This proves that storytelling activities can enrich children's vocabulary by hearing and imitating the meaningful words used in the story.

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