THE DEVELOPMENT OF BOOK TO PUPPET VIDEO MEDIA FOR ENGLISH LEARNING IN PAUD SURYA GEMILANG MALANG

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ABSTRACT

The community service aims to develop the book has been made by the team in the previous community service. The book consists of two short stories in English that is used for learning and teaching English in PAUD Surya Gemilang, Malang. The book was made because books in the school are mostly expensive. The way how the team develop the book is to change it to puppet video. At the end, the video would be attached to the book by putting QR code on the book. Thus, the English learning in PAUD Surya Gemilang, Malang, will be richer and more pleasant, the teacher would be easier to teach and the students would enjoy learning English.

ABSTRAK


INTRODUCTION

PAUD Surya Gemilang, Malang, was established in 2019. In 2020, the team has conducted preliminary study in the school. In these initial establishment of the school, PAUD Surya Gemilang needs some supports to conduct the teaching and learning activities, including media used for teaching English. They already had some books as the media to teach English. Unfortunately, these books are mostly imported books, which are expensive. Regarding this phenomenon, in the same year, the team invited the teachers there to collaborate designing and developing books for teaching and learning media. They are asked to make these books with the companion of the team to make them independently create media, which are less pricy than books have been provided there. In 2021, the book has been created was used in teaching and learning process and it showed that the book is effective to use in the process. The teacher felt easy to use it, and the students enjoyed to learn English from the book. To make the book more...
comprehensive, this year, the team and the teachers will develop the book to puppet video. So, the stories in the book can be enjoyed in audiovisual forms. Later, the video will be attached to the book by QR Code that has password. In this way, the teachers and students can access both book and animation video easily.

Regarding the problem of media in PAUD Surya Gemilang, the team proposes to fit up the book to animation video that will be attached to the book by QR Code that has password. The function of animation video, in this case, is to strengthen good impacts of using media, which book and video can be used alternately or simultaneously. According to Yunita (2015), a video can help students of the second grade of MTs PSM Mirigambar Tulungagung to increase their speaking ability. It is because “a teaching media can help the teacher to teach more easily and help the students more enjoyed and the learning environment interesting, fun, and interactive”. According to Seels and Glasgow in Ngadino (2009), traditional media include print media, video games, audio media, multimedia presentations, projected dynamic visual media, silent and projected visual media, non-projected visual media, and concrete media like models, specimens, and manipulative objects (maps, puppets). While microprocessor-based media and telecommunications-based media make up the most recent media.

Additionally, according to Matwiejczyk (2021), puppets are a great way to make your lessons playful and to capture your learners’ attention. Before starting to produce the language themselves, young children learn subconsciously by interpreting the teacher’s language and showing how much they understand. Bringing the puppet to life is a great way for children to hear natural English in a playful way. They can interact physically with the puppet and respond to its emotions and requests. Let children play with the puppet or take it home as a reward for good behavior. You can use movement and tone of voice with the puppet to make children laugh, and engage with the puppet emotionally. Prasetyaningrum (2017) stated that puppet usage was significantly effective in teaching English. In addition, (Hakim, Zuriyati, and Rohman, 2019) mentioned that hand puppets can help students improve their storytelling abilities. Oktaviana et al. (2014) also found that using hand puppets could improve students’ spoken language skills, memory, and creative potential. Leive and Lentz in Arsyad (2011) wrote that regarding visual media, the visual form used in puppet media has four functions: attention function, affective function, cognitive function, and compensatory function. Media in the learning process may enhance student learning, which should enhance learning outcomes, according to McDevitt et al. (2010).

In teaching English for Young Learners, a video is an affective learning media used to teach English (Pujiani, T., Harsiwi, W., & Almustaflikhah N., 2022). The teachers in the school will be involved in the process of designing the content of, and playing puppets. While the students can also be involved in the process of voice over. The voice over, in this case, is also a practice of speaking for the students. It is in line with Zuana, M.M.M. (2018) that the students are interested in digital storytelling that they made by themselves. The process is challenging and giving them chance to practice speaking. They also enjoy the process of speaking when they were accompanied by the teachers. After the process of animation video making, the video can be used in the school by both the teachers and students for English teaching and learning process. In addition, students that start learning a second language after the age of three are referred to as consecutive bilinguals in Fitria & Farastiwi (2021).

**METHOD**

The community service was conducted in the following steps: (1) Holding a Focus Group Discussion (FGD) of puppet video making in the school; (2) Escorting the teachers to design the content of puppet video; (3) Escorting the teachers to illustrate the puppet video; (4) Escorting the students to voice over the puppet on video; (5) Escorting the teacher to attach the puppet video to the book; and (6) Printing and publishing the book (and puppet video).
RESULT AND DISCUSSION

Results

The community service team conducted several steps in completing the audio-visual version of Let’s Respect Each Other, a story-telling book of character building: Focus-group discussion, Collecting and Preparing the materials (puppets, camera for recording, setting up the background), recording the scenes based on the story in the story-telling book, recording the voices of the puppets based on the scenes in the story-telling book, creating virtual background based on scenes in the story in the story-telling book, and combine the video and the voices into one.

First, the community service team and the teachers were having Focus-Group Discussion regarding what aspects that need to be involved in the audio-visual version of Let’s Respect Each Other, a story-telling book of character building. Here, the community service team and the teachers were discussing how the story would be exhibited, and how the characters would be converted into 3D objects; puppets. The decision of using puppets was considered, because according to the teachers the students in kindergarten would felt more comfortable watching a puppet instead of animation.

Second, the community service team and the teachers were preparing the materials. The materials here consist of the supporting items that were involved when recording the scenes; puppets, camera, and green screen for virtual background. There were at least six puppets involved in this session.

Thirdly, by using camera, and green screen, the teachers were filmed using the puppets according to the scenes in the book. They took turns to play the re-enact the scenes based on the book, the community service team deliberately select the teachers to re-enact the whole
scenes because they were the ones who are more familiar in using the puppets as well as using the story-telling book in front of children.

![Figure 3. The recording begins](image)

Next, the community service team, the teachers, and the students who got involved as volunteers record their voices according to the number of the puppets. The recording was planned accordingly based on the scenes of the story-telling book. In addition, the voice over is done in two versions, in English and in Bahasa, to provide the video attached to the book bilingual.

The following is creating virtual background, by using green screen the community service team were able to emulate the settings based on the scenes within the story-telling book. Lastly, combining the video, the voices, and the virtual background into one file. Therefore, audio-visual version of Let’s Respect Each Other; a story-telling book of character building, was done by using puppets as the characters, and the community service team and students’ volunteer were chosen as the voice over of the characters.

**Discussion**

Regarding the puppet used as media in teaching English, it is expected to be as stated by Oktaviana et al (2014) that students' spoken language abilities, memory, and creative potential may all be enhanced via the use of hand puppets. The acts of the puppet then were manifested to video by recording the acts is also in line with Yunita (2015) that a video may assist second-grade MTs PSM Mirigambar Tulungagung students improve their speaking skills. This is due to the fact that "teaching media may make teaching easier for teachers and make the learning environment more enjoyable, engaging, and interactive for students."

Further, the voice over in the puppet video is made bilingual to support the second foreign language acquisition. In Fitria & Farastiwi (2021), students who begin learning a second language after the age of three are referred to as successive bilinguals. The process of acquiring a second language, particularly English, starts when children hear the words uttered by the instructor via his sense of hearing, since language development occurs through listening exercises. Then, the pupils immediately replicate the statements, but with less precision than when the teachers speak them. English instruction must be well-planned and using the appropriate techniques and media.

In this case, the choice of bilingual puppet videos to complete the book as teaching media is intended to improve the students’ learning result. It corresponds with McDevitt, et al (2010) that media in the learning process may improve the student learning process, which should improve learning results. The visual form presented in puppet media has four functions, like what have been stated by Levie and Lentz in Arsyad (2011) about visual media, the functions of which are attention function, affective function, cognitive function, and compensatory function. Attention function is that the media the center, attracting and directing
the attention of students to concentrate on the content of the lesson. Affective function is that the media can be seen from how the enjoyment of students is when learning. Cognitive function is that the media facilitates the achievement of goals to understand and remember information or messages contained in the media. While, compensatory function means that the media compensates for deficiencies in the learning.

The puppet videos that were designed in a form of QR code and are able to be scanned by mobile phone, are also somehow, unique, due to its mixture of traditional and the latest media. It is in line with Seels and Glasgow in Ngadino (2009) that traditional media consist of visual media, silent and projected, non-projected visual media, audio media, multimedia presentation, projected dynamic visual media, print media, game media, and concrete media such as models, specimens, manipulative (maps, puppets). While the latest media consist of telecommunications-based media and microprocessor-based media.

CONCLUSION

Based on the finding and discussion of this community service, it can be inferred that the use of puppet video was intended to provide more comprehensive learning media for young learners, especially when learning English and moral values. The use of puppet and voice-over in English was deemed as a great help to improve students or young learners understanding regarding the values delivered in the puppet video. In addition, the puppet videos were expected to be included in the Let’s Respect Each Other: A story-telling book of character education. It is suggested that the future projects will be not only dealing with the value of character education, but also other aspects regarding human interaction, such as religious or cultural tolerances. In addition, the future projects also need to involve various media to attract young learners as well as improving their competencies in English.

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REFERENCES


APPENDIX

1. The Hybrid Story-Telling Book in Its Front Look

![Book Cover](image1)

2. The Digital Extra Embedded on the Back of the Book in a Form of Puppet Video
https://youtu.be/QI2hrEXWnVI

![Video Preview](image2)