MODIFYING FUZZY PUPPET AS EPUGA (ENGLISH PUPPET GAME) FOR TEACHING SPEAKING

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Abstract
The use of media in teaching speaking is important. Lack of teaching media may make the students face some difficulties such as uttering their idea, referring their minds, and getting the confidence to speak. Thus, creating new media, methods, strategies, or approaches will influence the students to enjoy the learning process. This current research was conducted to design a teaching medium for speaking skills in narrative texts. By implementing three phases in the designing process of the medium, the EPUGA (English Puppet Game) was created. Based on the result of interviewing the teacher, the needs could be identified to design and develop the first prototype of EPUGA. After its prototype was created, then, it was validated by the expert. Generally, the expert suggested to make larger the size and the fonts of the card and adding the instruction on its usage. The final stage was done through an assessment conducted by the teacher's observation and students' responses. Accordingly, the students enjoyed and were active in practicing their speaking ability through playing the EPUGA. Thus, the EPUGA reflected that it was an attractive and interesting medium of English teaching-learning; it included the appropriate medium to encourage students in speaking; and its materials, rules, and procedures were easy to understand.
Keywords: Teaching speaking; EPUGA (English Puppet Game)

INTRODUCTION

Mastery of speaking skills will realize good communication which has no exception in speaking English. Permendikbud (2018) stated that the purpose of having good communication skills is to be able to build the potential for reflective thinking in solving social problems in the community. In Indonesia, English is the first foreign language studied as a compulsory subject from elementary school to college. One of the efforts of the Indonesian Government in improving English language skills is by introducing English earlier informal educational institutions.

Academically, the English teachers and some researchers tend to peel out and how to overcome the EFL's problems in the English speaking ability. According to Goh & Burns (2012, p. 110) that a teacher must be competent in activities in the class and also motivate students to speak briefly. Though, teaching speaking builds their communication in speaking (Hughes & Szczepek Reed, 2017) but, basically, teaching speaking is not only driven the students to utter their ideas but also builds students' self-confidence and self-esteem.

Moreover, we attract them to explore and support their speaking ability by designing and implementing EPUGA (English Puppet game).

Puppet is one of the media to enhance students' speaking skills. It can be used to attract the students' self-esteem, motivate their ability in uttering ideas, and prompt (Celce-Murcia, Brinton, & Snow, 2014) what happens orally. By using puppets, the students operate the mime, figure, and gesture within speaking English. These reflections help the EFL learners in growing up their efforts to communicate and listeners' comprehension (Alibali, et.al. 2017: 15). As Kidspot (2016) explains that some advantages are shown in using puppets while teaching speaking such as; being an effective aid in teaching language arts, developing any aspects of language acquisitions, building students' positive feelings (comfortable, enjoyable, and confident) while the students utter their idea, and encouraging among the students in a good relationship.

English puppet game is modified to engage and encourage the students in speaking English by their imaginaries freely to up-out ideas and confidence. As Diyani (2011) states in Insani (2017, p. 683) that by using puppets the students can develop their English language, enable better learning, enhance creative and social skills, and improve the family relationship. Maharani (2016, p. 171) also argues that puppet media create the students' confidence and involvement in speaking English without feeling afraid and shy in front of the class.

Accordingly, building the students' enthusiasm is not easy created by the teacher, especially in speaking ability. Hence, there is a basic reason that influenced its condition ie. Inappropriate teaching-learning media used (based on the students' questionnaire result in the needs analysis phase, April 5th, 2021). Thus, teaching speaking to SL or FL can be very challenging (Bailey, 2020) when the media of English teaching-learning are not supported the students' way of learning, it will cause unexpected learning, and do not attract the learning goal. Thus, by using the media, the teaching-learning activities get effective instructions to build the students' knowledge and the learning goals.

Unfortunately, the teacher as a facilitator tries to provide the best instructions, approaches, and or strategies for their students' speaking ability. One of the approaches given by the teacher in teaching speaking is to create attractive and worthwhile media of learning. Which will help the students to convey the information and ideas (Nuraen & Karyati, 2018) briefly through English speaking activity. For example, the modification of fuzzy puppets in English teaching-learning created the EPUGA (English Puppet Game) to encourage and motivate students' speaking ability. Whereas the puppet is as one of the media that can figure out the character, and mime in which helps the students to speak based on it. As Baird (1973, p. 13) in Prasetyaningrum (2017, p. 49) states that a puppet is an inanimate figure that is made to move human effort by the audience. So, its media will provide some advantages to the teacher in presenting the materials, and getting the learning goals that encourage students to speak up.

Furthermore, the English teachers should have more various ways to encourage the students in building their speaking ability. Determining the right media to catch the learning goals needs creativity and the ability in creating different things. It can be made by adopting, adapting, or modifying it. Hence, English is a lesson that develops communication skills both orally and in writing, understanding, and disclosing information. In delivering English materials, hands puppet media is the right medium to use. It is able to be supported by the reports of Yolanda's & Hadi's research (2019) that there are three positive benefits to applying the puppet media; encouraging students in the teaching-learning process, attracting the students' involvement, and creating a valuable learning atmosphere. By using the hand

puppet media, the students can experience the puppet media directly to hone their speaking ability (Kroger & Napponen, 2019).

However, teaching speaking invites English teachers to a challenging world. Because, it should be focused on choosing the strategies, media, the important component of syllabus content, and learning outcomes (Burns, 2019: 1). We consider that modifying the EPUGA must be designed by compromising the students' needs and the syllabus of schools. Its modification of the puppet media with the English game, hopefully, can create a good situation for students to learn English (Fairuz, Fitriani & Burhansyah, 2018: 119), especially, in speaking ability.

Thus, this research investigated: What are the instructional needs to modify the Fuzzy puppet as EPUGA for teaching speaking for tenth-grade students? How does the EPUGA look like for teaching speaking? How are the students' responses to the EPUGA?

METHOD

Design Based Research was used in this study. It adopted Hannafin and Peck Design in Isman, Caglar, Dabaj and Ersozlu (2005) Model that included three phases; 1) a needs assessment, 2) a design phase, and 3) development and implementation.

In needs analysis phase was needed to identify the needs in designing a learning media. To conduct the needs analysis, the researcher interviewed the English teacher in SMAN X and got the questionnaire to the students of SMAN X to know how the medium modified. After analysing the needs from interviewing the teacher, the researcher confirmed to the teacher about the data obtained, then, the teacher evaluated and revised the data (if any).

The second phase of the Hannafin's & Peck's model was the design phase. The product was modified in this phase. The result of needs analysis was used as the basic to modify a medium for teaching speaking. The modified medium was formed the EPUGA (English Puppet Game).

After designing the EPUGA, for the formative evaluation, the product consulted to an expert to have an evaluation and suggestion. The expert filled out the questionnaire given that was related to the quality of the media. The expert's evaluation and suggestion used to revise the product.

The third phase of Hannafin and Peck's model was the development and implementation. After the modified medium had been received, its development and implementation was done by testing the media to a small group. The assessment was conducted by giving questionnaire to the students and observing the implementation of modified media in small group, the observation conducted by the teacher. The assessment was dealt with the lay out and the ease of usage.

The aim of final assessment was to find out the students' responses of modified EPUGA. The result of students' responses would be used to revise (if any), and then, refined the product. So, the students liked appearance of the medium.

There were three respondents of this current research: The English teacher at SMAN X. The reason of choosing the English teacher was because the teacher know more about her students' instructional needs in the speaking class. A group of tenth grade students at SMAN X. The reason for taking these students was because the media used by the teacher did not appropriate to their way of learning, especially media for teaching speaking. Then, they are deemed capable of using EPUGA.

There were three research instruments in this current research: Interview guide, this interview guide used in the needs analysis phase. This interview was addressed to the teacher. The questions focused on exploring information about instructional needs. It determined the content of teaching medium and the medium that was modified.

1. Questionnaire
   a. Questionnaire 1 was addressed to the students which focused on exploring information about the medium that was modified
   b. Questionnaire 2 was addressed to the expert which was related to the lay out and contents of EPUGA. It was used for formative evaluation of EPUGA
   c. Questionnaire 3 addressed to the students which contained the checklist of *yes* / *no* questions to gain students responses to the media modify implemented in small group.

2. Observation
This observation sheet was addressed to the teacher. The criteria gained the result teachers' observation of the implementation modified media in small group.
There were three steps in data collection:
   1. Needs Analysis Phase
      a. Interviewing the teacher to find out the instructional needs (e.g. Topic of discussion, types teaching media).
      b. Giving the questionnaire to find out the students' way of learning.
   2. Design Phase
      a. Listing of the students' needs in the first phase to know the instructional needs.
      b. Listing of the students' way of learning to design the media
      c. Giving the questionnaire to the expert for evaluating the product that had been designed. The expert gave some evaluations by giving a check mark ($\sqrt{}$) in questionnaire and giving suggestion in available column
      d. Identifying the expert's evaluation and suggestion
   3. Development and Implementation Phase
      a. Giving the questionnaire to the students for assessing the product that had been designed
      b. Conducting the assessment by giving a check mark in the questionnaire
      c. Checking out the assessment related to the product
      d. Giving observation sheet to the teacher for getting students responses to the product that had been designed
      e. The teacher observed by giving a check mark in the questionnaire

After the data were collected, they were analysed:
1. Needs analysis phase
   a. Analyzing the result of the teacher's interviewing and students' questionnaires to get the instructive needs of the students in teaching speaking.
   b. Summarize the teaching needs of students in oral language teaching.
2. Design phase
   a. Analyzing the students' needs and way of learning in the first phase for modifying the EPUGA (English Puppet Game)
   b. Creating the prototype media based on needs identified
   c. Consulting the EPUGA with the expert
   d. Revising the prototype media
   e. Implementing the EPUGA in the small groups
3. Development and implementation phase

a. Analyzing the students' assessment of the product. Whether the product is appropriate to the student's way of learning or not
b. Analyzing the teacher's observation sheet
c. Concluding the assessment of the product.

RESULTS AND DISCUSSION

The Results of Three Phases:

Phase 1. Needs Analysis

This phase conducted through an interview with the teacher and gave questionnaire to the students, held on 27th April 2021. From the interview with the researcher, the information extracted about any information needed which is included in the modifying of media.

1. The Required Media

A teacher was asked about the media used in speaking teaching. The teacher explained that the students needed the teacher's media that they could use directly which is called realia. As Soames in TashnubhaBably & DilNusrat (2017: 1) said that realia means using real items found in everyday life as an aid in teaching English. Thus, the media gets the students directly to practice it which builds them enthusiasm and easily to utter their ideas. As could be seen from the teacher's statement as follows:

"Another media can help the students to have new experience. The media needed is something that the students can experience it directly".

The teacher only used video for teaching speaking to her students. Unfortunately, the students faced difficulties in learning speaking by using video. The students could not use the media directly, so that they could not develop their idea in speaking English. So, the students needed another media that could be used directly.

2. The Material

The teacher was asked about which material needed media and the material suitable to the hand puppet. The teacher explained that narrative text is best material for the media, as could be seen from the teacher's statement as follows:

"If you want to use hand puppet for teaching speaking, narrative text is the best material".

Supported as Diana (2018: 43) noted that narrative is one of the genre types of curriculum with the basic competency which is to enable the students to retell the story based on the given material or text. Then a narrative text is one of the available materials for the students in retelling the story supported their speaking ability.

The students need retelling and conversation activities in learning activities. That could be found in the material of the narrative text. So from the teacher's statement, the teacher states that the narrative material is appropriate material.

3. The Learning Activities

The teacher was asked about the learning activities of teaching speaking. The teacher explained that the students did retelling and conversation by using hand puppet, each puppet had its own character. Then, the students used the media in the main activity of learning. To support the hand puppet, it was integrated with cards, as could be seen from the teacher's statement as follows:

"In narrative text the students are required to tell a story. So, the teacher can ask the students to do simple conversation based on the story told by using hand puppet."

From the teacher's statement, it could be concluded that the students needed retelling activities in the use of hand puppet media. The media are needed to make the learning process to be more fun and enjoy because the students feel like the teacher let them to play. According to Mujahidah et.al. (2021:81) hand puppets can be used as a learning medium that appeals to children because it helps them in learning the language.

In these activities, the teacher could provide instructions so that students carry out conversations related to a predetermined story, in this case the teacher states that the famous story could be used, Malin Kundang, because students had already known it.

"If you choose Malin Kundang for the story taken, it can be two or three characters, because we cannot ask the student to do more if we want to get to solve the students' difficulties".

From the teacher's statement, it could be concluded that students needed small groups of two or no students in the implementation of learning, because this number could optimize in solving student difficulties.

"In the main *activities".*

The teacher explained that the use of media was used in the core activity, which is for 45 minutes in a meeting.

"I think it would be helpful for the students to arrange the conversation*, you can add the example of the conversation in the card".*

The teacher explained that the addition of cards as a tool to determine the story line would greatly help students in using hand puppet media. By giving the card the learning process, the media will make the students to be more fun and it guide them to open their mind and develop their ideas to speak in front of the class (Areski, 2018:21). Thus the story line could be organize well. And the students needed conversation examples for students to explore their ideas.

4. The design of EPUGA

The teacher was asked about the design of EPUGA. The teacher explained that the students needed the appearance of hand puppet reflected the Minangkabau culture that could be seen from the teacher's statement as follows:

"If we want to use Malin Kundang story, it will be better if the costumes reflected the Minangkabau culture. Because, Malin Kundang is from Minangkabau."

The teacher explained that the implementation of the Malin Kundang story requires a hand puppet that reflects this character, namely wearing accessories that could show Minangkabau customs.

The students' needs identified had been confirmed by the teacher. Hence, the researcher would like to design a medium which could facilitate the students to speak English through hand puppet. This hand puppet was the English Puppet Game. It was designing to the EPUGA.

Phase 2. Design

In design phase, the researcher investigated the process of modifying the EPUGA was taken from the result of the needs analysis.

The design process is conducted by some steps. Firstly, the game was modified by the puppet, tool, content, and rules of the EPUGA. Secondly, after the researcher modified the medium, it will be validated to the expert for preparing the implementation of the EPUGA and ready for being assessed by the English teacher.

1. The Original design of Puppet

Based on the need analysis phase. The researcher choose the Fuzzy Puppet as the medium modified and Malin Kundang story as the content. The source of Fuzzy puppet was taken from YouTube here the URL: https://youtube/cAymrVaIGw4. From observation on video, Fuzzy Puppet is used to educate kids through telling story. In addition using Fuzzy Puppet, in the video also use miniature smurfs as media to convey stories about smurfs, here Fuzzy Puppet plays a role as player that tells smurfs stories using smurfs miniatures, this method is used to educate children in understanding how smurfs stories is and also make the leaning process becomes fun. In the process of telling story, Fuzzy puppet tells that the smurfs with its friend, Smurfette explores the forbidden forest to find the whereabouts of the lost village, knowing this, Gargamel tried to stop Smurfette from entering his residence.

However, the Fuzzy puppet and the story used needed to be modified and matched with the need analysis. The shape of Fuzzy puppet modified to be smaller. So it can cover three students in a group. The content used in fuzzy puppet change to Malin Kundang story. Because the story familiar to students.

2. The modification of EPUGA

The design and story of this hand puppet almost different, there are many story of popular legend in Indonesia. Here the researcher took three popular story, they are the story of Malin Kundang, Timun Mas and Danau Toba.

But, only the story of Malin Kundang that had been implemented. The characters used in designing hand puppets are taken from the figure in the Malin Kundang story and the appearance was reflected to the Minangkabau. The researcher choose this story because it had been familiar to the students. The story tells about a man who lived poor with his mother in the village, then wandered and became rich and married a beautiful woman from the city. However, this situation made him not recognize his mother in the village. The text of the story was adopted from students' compulsory book. Concerning the size of the EPUGA, the hand puppet is modified with the size of 32 cm x 14 cm. The material is flannelette.

Figure 4.2. The design of the EPUGA, Malin kundang

Back side   Front side
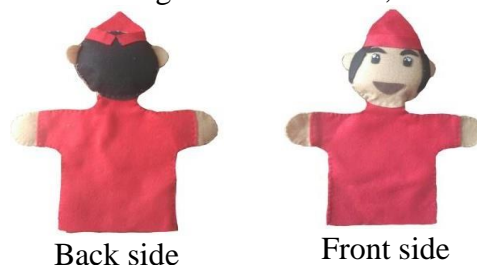
This hand puppet becomes the character of Malin Kundang. Malin Kundang is a round figure because he is changing his character. At the beginning of the story, Malin Kundang is described as having obedient character to parents, loves his mother so much. Malin Kundang's character is changing. His polite and obedient attitude towards parents changes drastically, both in character and physique.

The design is quite simple, has a space located inside the body of the hand puppet, used to a player's hand space. The color of the clothes used is red, has a red headgear, in Minangkabau traditional clothes called Deta. Then, there are a few black flannelette for hair.

Figure 4.3 The design of the EPUGA. Mother

Back side   Front side
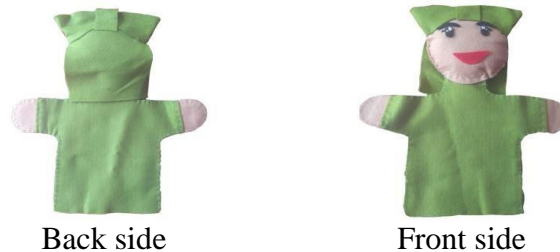
This hand puppet became a figure of Mande Rubayah. Mande Rubayah is Malin Kundang's mother. Mande Rubayah is told to possess a merciful character, patient, kind and loving to her son so much. In addition, Mande Rubayah is also a religious person.

There are differences in the design of the hand puppets against the hand puppets of the Malin Kundang character. The color of the clothes used is green, has a red headgear, in Minangkabau traditional clothes called Tengkuluk.

Figure 4.4. The design of the EPUGA, Wife

Back side   Front side
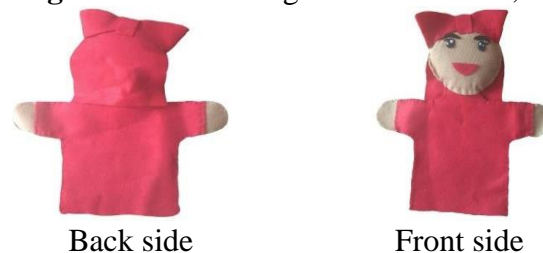
This hand puppet became the figure of Malin Kundang's wife. Malin Kundang's wife in the story of Malin Kundang is described as an elegant and beautiful woman. However, her beautiful face was accompanied by her arrogant nature.

There are differences in the design of the hand puppets against the hand puppets of the Malin Kundang character. The color of the clothes used is red, has a red headgear, in Minangkabau traditional clothes called Tengkuluk.
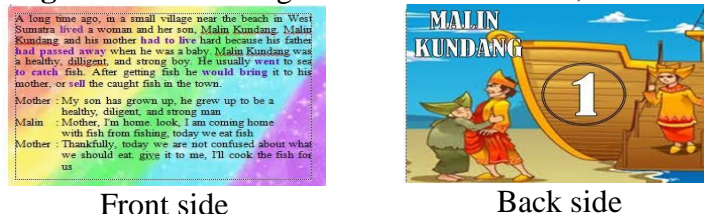
Figure 4.5. The design of the EPUGA tools, Card one
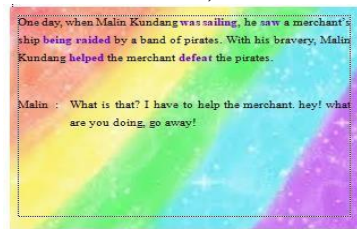
Front side   Back side

Figure 4.5 tells about in a small village near the coast in West Sumatra lives a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had died when he was a baby. Malin Kundang is a healthy, diligent, and strong child. He usually goes to the sea to catch fish. After getting the fish, he will take it to his mother, or sell the fish caught in the city.

Figure 4.6. The Design of the EPUGA tools, Card two

Front side   Back side

Figure 4.6 tells about when Malin Kundang sailed, he saw a merchant ship being raided by pirates. With his courage, Malin Kundang helped the merchant defeat the pirates.

Figure 4.7. The design of the EPUGA tools, Card three

Front side   Back side

Figure 4.7 tells about the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed with the hope of getting a better life. He left his mother alone.

Figure 4.8 The design of the EPUGA tools, Card four

Front side   Back side

Figure 4.8 tells about Malin Kundang became a rich man. He has a large ship and many crews work loading trade goods. He also married a beautiful woman.

Figure 4.9. The design of the EPUGA tools, Card five

Front side   Back side

Figure 4.9 tells about when Malin Kundang sailed on his trade journey, his ship landed on the beach near a small village.

Figure 4.10. The design of the EPUGA tools, Card six

Front side   Back side

Figure 4.10 tells about the local people recognized that he was Malin Kundang, a boy from the area. The news spread quickly in the city

Figure 4.11. The design of the EPUGA tools, Card seven

Front side   Back side

Figure 4.11 tells about an old woman, who is Malin Kundang's mother, ran to the beach to meet the new rich merchants. She wanted to hold him to release her sadness because of the long loneliness

Figure 4.12. The design of the EPUGA tools, Card eight

Front side   Back side

Figure 4.12 tells about when his mother approached him, Malin Kundang who was with his beautiful wife and his crew denied that she was his mother. She had pleaded Malin Kundang to look at her and admitted that she is his mother. But he kept refusing to do it.

Figure 4.13. The design of the EPUGA tools, Card nine

Front side   Back side

Figure 4.13 tells about Malin Kundang who remained firm did not recognize that the woman who approached him was his mother. The woman was disappointed and hurt, then cursed Malin Kundang to become a stone if he did not apologize to her.

Besides modifying the puppet, tool, and content of the EPUGA, this study also modifies the rules and procedure of the EPUGA. The rules are almost different with the rules of original Fuzzy Puppet, because it should be adjusted by considering the goal of the EPUGA which for facilitating the students in learning English.

The rules and procedure for playing the EPUGA as follow:

1. Determining the order player. It can be three by choosing the students randomly or anything based on their decision.
2. All the players choose what the character she or he wants to play, each puppet has a character and sequence of which cards will be read by the player

3. Opening and reading the card, the words used in paragraph fragment are simple past and other relevant forms, then the characters contained in the card will arrange the conversations
4. The players are able to use any tenses form that is relevant to the circumstances that will be played in composing simple conversations
5. The players are allowed use the dictionary as a tool to search for unknown vocabulary if needed
6. The players are given a maximum of four minutes to arrange good conversations and prepare the speaking practice in each session
7. The players have conversations with a maximum duration of two minutes
8. Every conversation made the score
9. The players in each group have to finish the game until the story ends

3. The Expert's Validation

The validation process of the EPUGA was done by an expert (a lecturer of Methods in ELT). The validation of the product was conducted on 6th of August 2021. The result of the expert's validation was done to be the basic for revising the media. Based on the results of the expert's validation, the design of the EPUGA had been appropriate to the characteristics of good game for teaching speaking and could be sufficiently interesting teaching media. In addition, the results were got some suggestions for revising the product before it was ready to be implemented. It was about the layout and design aspect. The use of font size in the card and the layout size of the card should be printed bigger to make the students would be easy to read the speaking passage in the card, then, the instruction of the card should be added.

After doing revision, all of the content had been fixed. The rules were also clear to be understood. Finally, the result of validation process was stated that EPUGA was ready to be implemented to the students and could be assessed by the English teacher.

Phase 3. Development and Implementation

It was the last phase in design research by Hannafin and Peck. It was conducted on 10th of August 2021 by implementing EPUGA based on its rules and procedures of playing.

In implementation of EPUGA, The researcher showed and explained the rules and procedure of playing the EPUGA. During playing it, the teacher observed that students had interaction by using EPUGA, and there was not dominant one because all of the students were involved actively in playing the game. Although, there was a student who did not utter the narrative correctly, but that problem could be solved by the other players who could arrange the conversation correctly based on the paragraph in the card.

After the implementation process, the students were given a questionnaire to fill out. The result of questionnaire were used to know the students' responses on the questionnaire. Moreover, the result of it showed that all of the elements such as layout, colour combination, and manual were clear and interesting. It could be conclude that EPUGA was attractive and interesting for the students.

CONCLUSION

Some conclusions can be formulated as follows. First, the instructional needs in modifying teaching media for teaching speaking it was hand puppet that was named EPUGA (English Puppet Game) and the material was narrative text which content was the legend of Malin Kundang. It was conducted by interviewing the teacher and giving questionnaire to the

students. Second, the EPUGA (English Puppet Game) was designed based on the needs analysis identified. The layout and design aspect of EPUGA and cards were made reflected the Minangkabau culture where Malin Kundang came from. Then, the product of EPUGA (English Puppet Game) was validated by the expert using questionnaire. There were some suggestion from the expert related to the product. Those are the use of font size, the card size and instructions of card. After revising, implement and develop phase were conducted by implementing in a small group to gain students' responses toward the EPUGA and the teacher conducted observation. Those were used to assess the EPUGA. The final result after assessing EPUGA, all of the participants were interested in the game, and they gave positive responses to the game.

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