

The Use of Puppets in Teaching Speaking for Junior High School Students

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Abstract

This purpose of this research is to find the effectiveness of teaching speaking by using puppet for the junior high school students and how effective the use of puppet in teaching speaking for the junior high school students. The method applied in the present research was pre-experimental with one group pre test and post test design. The population of the test was 28 and all the students were the sample as well. To collect the data, a pre test and post test were administered with oral test as the instrument. The results of pre test and post test were used to determine the mean score and standard deviation score. In analyzing the data, a paired sample t-test was used to analyze whether the alternative was accepted or rejected. To analyze the data, the present researcher applied SPSS 17 for windows. Based on the result of data analysis, the mean score of pre-test was 50.00 and that of post test was 68.75, meaning that there was a difference in the mean scores between the pre test and post test. In testing hypothesis, the present researcher found that $t(df=27) = -7.232$ at $p= 0.000$, meaning that the alternative hypothesis was accepted. It was concluded that puppet usage was significantly effective in teaching speaking for the junior high school students.

Key Words: Teaching speaking, Puppet

1. Introduction

Language is commonly divided into four language skills; they are listening, speaking, reading and writing. One of the skills which can be a part of human's life is speaking. It happens when oral communication involves the negotiation of meaning between two or more

people. Speaking is one of four languages skills which is considered as a basic of language as communication instrument. Speaking is an active usage of language to express meaning so the other people can make sense of them. According to Richards and Renandya (2002, p. 210) speaking is “one of the central skills of communication”. Speaking is the interaction between two people or more to receive information in which there is a speaker and listener. Speaking is an active usage of language to express meaning so the other people can make sense of the meaning. Unfortunately, related to the language teaching, students usually get difficulties in speaking English which is caused by condition of school environment and media that is used to teach them. Generally, there are some speaking problems which the researcher can come across in getting students to talk in the classroom. These are inhibition, lack of knowledge about topics, low participation and mother tongue use.

Based on the problems stated previously, the present researcher decided to choose an interesting media in teaching speaking to help teacher and students in teaching and learning process. Wright (1997, p. 48) states that “there are some media that can be used in teaching speaking. Some ways in prompting the speaking skill are a sequence of picture which prompts their memory”. Then, a sequence of picture can be card picture of paper. A sequence of key words, in addition, mime in which students try to speak based on the gesture. Finally, teacher can use figurines or puppet. Puppet could be used as an effective media to improve speaking. Puppet is an inanimate figure that is made to move by human effort for an audience (Baird, 1973, p. 13).

Puppets includes in visual media because it is an imitation of real thing. It can be played as a model in front of the class. Then, the students can see the performance of the model first and then they can imitate the performance. Through this media, the students can speak freely and enjoyable without feeling afraid and shy when they speak in front of the classroom. Nuril Khrirshenbaum (1997, p. 44) states that “when a person creates a puppets, he can only creates a character about which he knows something.” Puppet as one of teaching media shows characters of something and their detail, it offers fun too. Puppets also provide benefits to the teacher because she/he has an example model in presenting lesson to the students. Suyanto (2010, p. 103) states that “the teacher can use puppets for all activities. By moving it, the teacher can make puppets speak, move and walk.

The procedures of using puppet to teach speaking could be divided into three phases; they are pre-teaching, whilst-teaching and post-teaching activity. Pre teaching activity is done at the beginning of teaching and learning process, it is administered to provide students background knowledge and build their confidence. Pre-teaching activities have several benefits, such as giving new information, stimulating the students' concentration and increasing curiosity. Furthermore, pre-teaching activity makes the students understand about what they are going to study. In whilst-teaching activity the teacher first of all shows puppet to keep attention of student. In this case, teacher uses a hand puppet as media. Second, teacher introduces the topic of the lesson. Third, the smote talk further about the topic. Fourth, the teacher asks the students to repeat what the teacher says. Fifth, the teacher invites one or two of the students to have a dialogue about personal information using hand puppet. Sixth, the teacher asks the students to discuss about asking personal information in pairs. Seventh, the teacher asks the students to practice in front of class by using hand puppet and make a conversation about personal information with their own topic.

Finally, in post-teaching activity, the teacher led the students to conclude the lesson and told what they will learn next week and closes the lesson. Having taught the students, there must be evaluation to measure how far the students master the lesson. There are some ways in evaluating on teaching. According to Harmer (2007, .p. 135) those are like comment, marks & grades and report. Commenting on students' performance happens at various stages both inside and outside the class. The teacher can say, very well, well, and that is not quite right; marks and grades: when students gain good grades, their motivation is often positively affected. However, bad grades can be extremely unheard and reports: at the end of year, some teacher writes reports on their students' performance. Such reports should give a clear indication on how well the students accomplish their achievement the past and a reasonable assessment in their future prospects.

Syakur (as cited in Pipin, 2010) defines that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency which may be assessed: (1) Comprehension for oral communication certainly requires a subject to respond to speech as well to initiate it; (2) grammar, it is needed by the students to arrange a correct sentence in conversation; (3) vocabulary, vocabulary means the appropriate choice of

words which are used in communication; (4) Pronunciation, pronunciation is the way for students to produce clearer language when they speak, and (5) Fluency, fluency can be defined as the ability to speak fluently and accurately. There are several types of puppet which can be used by teachers as medium of teaching. Here are several types of puppets taken from Chetna (1995, p. 5) glove puppet, string puppet, rod puppet, shadow puppet, sock puppet, finger puppets, paper bag puppets, stick and ball puppets and shadow puppets. In order to limit the discussion of research, the present researcher stated that the subject of the research was the seventh graders of junior high school and the object was the effectiveness of teaching speaking with puppet. The present researcher focused in applying hand puppet in teaching speaking. Based on the explanation previously, the researcher investigated the use of puppets in teaching speaking for the junior high school.

The purposes of this research were as follows:

- a. To know whether the use of puppet is effective in teaching speaking to students for the junior high school.
- b. To know how effective is the use of puppet in teaching students' speaking for the junior high school.

2. Method

Pre experimental method was used in this research. Ary et al (2010, p. 301) states that "experimental method is the general plan for carrying out research with an active independent variable". A design is very important because it determines the researcher's internal validity, which is the ability to reach valid conclusions about the effect of experimental treatment on the dependent variable. Furthermore, one group pre test and post test design was applied in this research which meant that only an experimental group without control group was applied. The experimental group was then tried out by puppet media and pre test and post test were administered to experimental group.

2.1 Participants

The population taken here was the entire seventh grade of a junior high school which consisted of 28 students in one class. Then all of the population was taken as sample because the number of students in the classroom was less than 100.

2.2 Data Collection

Instrument is an integral part in a research because it is needed to measure the variable investigated. (Sugiyono, p.102). To know the effectiveness of puppet media, the students were administered oral test. The present researcher divided the score into five criteria namely, comprehension, grammar, vocabulary, pronunciation, and fluency. After that to get the mean score, total score all from all criteria were summed. Next, the present researcher administered pre test, treatment and post test as the technique of collecting data.

2.3 Data Analysis

2.3.1 Descriptive Statistics

Descriptive statistics is used in analyzing data. Descriptive statistics is a generalization testing process of the result of research which consists of one sample (Sugiyono, 2007, p. 80). As the first step, the present researcher measured the mean score to find out the score which provide the indication of the students on an achievement test. The mean score was got from the result of pre test and post test. The mean score of students' tests both pre and post test was calculated by SPSS Statistics 17 for windows. The next step was finding out standard deviation. It was needed to calculate the degree to which the group of score deviated from the mean score.

2.3.2 Testing Hypothesis

In testing hypothesis, the collected data should be normal and homogenous. There were two required statistics needed, namely normal distribution and homogeneity were tested by using SPSS statistics 17 for windows. In calculating normal distribution, the present researcher used one sample kolmogorov Z smirnov test. After calculating normal distribution of the data, the present researcher checked homogeneity of the variable variance. If the values of the significance level of the investigated variables are greater than 0.01, the distribution of the data is normal (Moedjito, 2014, p. 111)

3. Findings and Discussion

3.1 Descriptive statistics

Having calculated the data, the present researcher found that the result of the lowest score of pre test was 12 and the highest score was 16 while in the post test the lowest score was 13 and the highest score was 22. The result of the data calculation showed that the mean score of the experimental group in the pre test was 50.00 and in the post test was 68.75. Meanwhile, the standard deviation of the pre test and the post test were 1.79 and 2.46 respectively. Based on the data gained on the students' speaking skill it is indicated that the mean score after having the treatment was higher than before doing the treatment in which the mean score of post test was higher than the mean score of pre test.

3.2 Normality Testing

To check the data finding whether the distribution of pre tests and post test was normal or not, the present researcher used normality testing. If the value of significant level of the investigated variable was higher than 0.05 at the significant level value, it implied that the distribution of the investigated data was normal. Having obtained the data from the research field, it was found that the distribution of data was normal. It could be seen from the result of asymp. Sig (2-tailed) on the pre test and post test was higher than 0.05. In pre test, it was 0.36 and higher than 0.005 as a significant level. Meanwhile, post test was 0.718 higher than 0.005.

3.3 Homogeneity testing

Further that the data, this test was conducted to know that the data is homogenous. Moreover, the data is said to be homogenous if the values of the level significance is greater than $p=0.05$. The homogeneity test by using one way ANOVA showed that the data was homogenous, Levene's statistics test = 3.546, at $p = 0.65$.

3.4 Testing Hypothesis

Testing hypothesis was conducted to know whether null hypothesis is accepted or rejected. To analyze whether there is a significant difference in the mean score between the pre tests and post test, the present researcher used a paired-samples t-test to get answer of the hypothesis. After performing a paired-sample, the present researcher found that there is a significant difference in the mean scores between the pre test and post test $t(df=27) = -7.232$ at $p = 0.000$, is meaning that the null hypothesis was rejected and alternative hypothesis was

accepted. Then, it is concluded that puppet was significantly effective in teaching speaking by using puppet for the seventh graders of junior high school.

3.5 Discussion

Based on the research method, teaching and learning process was divided into three steps. First step is preliminary study where the researcher conducted a preliminary study to know the students' speaking ability by administering pre test without puppet. The second step was giving treatment to the students. The treatment was teaching speaking by using puppet media. The students were given material about descriptive (description about person, animals/things. For the first treatment, the researcher told about animals/things (name of animals/things, mention the name and kinds of color) by using puppet. Then, the researcher asked the students to have a conversation about animals, people, and things around the classroom with their pair by using puppet media. The students also spoke with the researcher by using puppet media. After having treatment, the students become active and enthusiast to speak because they enjoy the media.

Based on the research finding, puppet media was effective to improve speaking ability. It was because puppet could encourage the young learners to speak actively.

The result above is also in line Richard and Renandya (2002, p. 210) "speaking is one of central elements of communication". It means that speaking is very important. Speaking which is the interaction between two people or more to gain information could happen when there is a speaker and listener. By speaking, someone can express his or feeling, emotion and ideas. Unfortunately, some teachers still teach English by using classical teaching technique which later affects students' achievement. Puppet media also offers fun activities in speaking and simulates to speak. The young learners can speak English easily and relax without much barriers. The comfortable situation of teaching and learning will make the students enjoy learning and get good result. It could be done because by fun learning, information could be understood and maintained in memory well.

4. Conclusions and Suggestions

4.1 Conclusions

Based on results, the present researcher concludes briefly some conclusions as follows:

1. The Puppet media was significantly effective especially for the seventh graders of junior high school. The figure of t-test was also higher than the value of t-table. It meant that the standard deviation and mean score were significant.
2. Puppet media was success on teaching students' speaking for the seventh grade student of junior high school.

4.2 Suggestion

Based on the results of this study, the present researcher has some suggestions, such as:

1. To apply puppet as media in teaching and learning process, the teacher should pay more attention to the students' ability in making conversation with their friends.
2. Using puppet in teaching and learning process makes students become more active in classroom.
3. The English teacher has to give more opportunity to the students in order to practice their speaking skill to increase their fluency in using the target language.
4. The English teachers should motivate their students to speak English either inside or outside the classroom.

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