ABSTRAK


Penelitian ini bertujuan untuk (1) mengetahui apakah penggunaan Puppet Show pada pengajaran bahasa inggris dapat meningkatkan keterampilan berbicara siswa kelas tujuh SMP WARGA SURAKARTA tahun ajaran 2014/2015, (2) mendeskripsikan bagaimana Puppet Show meningkatkan keterampilan berbicara siswa kelas tujuh SMP WARGA SURAKARTA tahun ajaran 2014/2015.


Berdasarkan penelitian, ada beberapa peningkatan keterampilan berbicara siswa. Hal tersebut dapat dilihat dari \( t_0 \) yaitu 53.07, dengan \( t \)-table (0.05 adalah 2.042). Dapat diketahui bahwa \( t_0 \) lebih tinggi dari pada \( t_i \) (\( t_0 = 14.03 > t_i = 2.042 \)). Hal tersebut dapat dibuktikan dengan peningkatan nilai rata-rata dari pre-test 1 dan post-test 2. Nilai rata-rata pre-test adalah 53, nilai rata-rata post-test 1 adalah 62.69 dan nilai rata-rata post-test 2 adalah 73.65.


Kata kunci: Keterampilan Berbicara, Puppet Show, Penelitian Tindakan Kelas.
IMPROVING STUDENTS’ SPEAKING SKILL USING PUPPET SHOW
(A Classroom Action Research at the Seventh Grade Students of SMP WARGA SURAKARTA in 2014/2015 Academic Year)

By:
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ABSTRACT
This research aims at (1) finding out whether the use of Puppet Show in teaching English can improve the students’ speaking skill at the seventh grade of SMP WARGA SURAKARTA in 2014/2015, and (2) describing how Puppet Show improves students’ speaking skill at the seventh grade of SMP WARGA SURAKARTA in 2014/2015.

This research was conducted at the seventh grade students’ of SMP WARGA SURAKARTA in Academic Year 2014/2015. The researcher used Classroom Action Research which was conducted from April 1st, 2015 to May 31st, 2015 at class 7B. In this action, the researcher conducted in two cycles. In each cycle, there were two meetings and one test. In this research, the researcher used two kinds of data, namely quantitative data and qualitative data. In collecting the qualitative data, the researcher used interview, observation, and document. The researcher also used pre-test and post-test in the research.

Based on the result of the study, there were some improvements in students’ speaking skill. It could be seen from the computation of the t-obtained (t₀) was 53.07, consulting the t-table (0.05 is 2.042). It could be known that t₀ was higher than t₁ (t₀ = 14.03 > t₁ = 2.042). It can be proven by the increasing of mean score from pre-test until post-test 1 and post-test 2. The mean score of pre-test is 53, the mean score of post-test one is 62,69 and the mean score of post-test two is 73,65.

It can be concluded that Puppet Show can improve the students’ speaking skill. There are significant improvement in students’ result of study. They spoke and communicated using English fluently. They enjoyed the teaching and learning process, and the students were more creative in arranging stories based on their own ideas. Puppet Show can be an alternative media to teach speaking skill.

Keywords: Speaking Skill, Puppet Show, Classroom Action Research.
INTRODUCTION

English is an international language and it is used in many countries in the world. The position and function of English used in one country differs from other countries. In Indonesia, English is used as a foreign language. People learn language in orders to use it in their life communication. English is very important because English as an international language and which are used for among people in the world especially as a means of communication.

According to Cameron (1988:40) “Speaking is the active use of language to express meanings so that other people can make sense of them”. In this case, teachers have responsibilities to guide the students during the teaching learning process and to give motivation to them to improve their English especially in speaking skill.

In SMP Warga Surakarta, the minimum score (KKM: Kriteria Ketuntasan Minimal) for English is 7.2. It was too high for the students especially for students of 7B, because the average value of learning English in this class was 6.2. They still found some difficulties in teaching learning English especially speaking such as: (1) Incapable in speaking English; (2) not understand about the meaning of utterances; and (3) still confused about pronunciation.

It was implemented in teaching learning process in class 7B because puppet show gave benefit to the teacher in giving a model of figure or hero for the students. Here the researcher uses puppet show media in teaching learning process that can improve the student’s their motivation and interest in learning speaking.

One of the ways to solve the problems was the use of media in teaching learning speaking. According to Murcia (2001: 461), “Media can serve as an important motivator in the language teaching processes.”. One of the good media in speaking skill was the use of Puppet Show. According to Wright (1997:48), “Puppet show was the way in the teaching and learning process to motivate the students to understand the meaning in the sentences.
The Types of Puppet According to Vitulli and Santoli (2012 :7 ), there are types of puppet, they are: (1) Hand puppets - human and animal forms can be purchased from stores and/or catalogs featuring early childhood materials. People puppets should represent diverse groups and reflect special needs, such as puppets in wheel chairs or using adaptive equipment. Animal puppets should represent species that are familiar to children in some way such as common pets, animals indigenous to a geographical area, or familiar characters in a favorite book. Minimal accessories, such as a hat or shirt, can increase their versatility and temporarily individualize puppets to suit a specific script. Bath mitts, usually found with the baby items, and character oven mitts, found in the kitchen section, provide economical options for hand puppets. (2) Finger puppets - require less storage space and allow children to manipulate multiple characters at one time Figures for preschoolers are often hollow and can be used as finger puppets. Patterns for paper finger puppets can be attached to empty film canisters with wide, transparent tape (open end at the bottom) for durable finger puppets that also serve as play figures. (3) Handmade Puppets - Puppets can also be made by parent volunteers, the teacher, or the children. (4) Sock - Hot glue “jiggle eyes” to the toe of a clean sock to create the most basic sock puppet. Decorate with permanent markers (spots for Trinka Hakes’ Jimmy’s Boaseries) Combine with paper pieces (The Very Hungry Caterpillar).

The use of Puppet in Teaching Learning speaking According to Reyhner (1997: 98), they are: (1) Lip Synchronization : It was synchronize the opening of the puppets mouth with the spoken words. The puppeteer should avoid moving the mouth at random during a sentence. The puppeteers save the wide mouth openings for exaggerated or loud expression. (2) Mouth Action : Practicing to pen the puppet’s mouth by moving the puppeteers thumb downward without moving his fingers upward. A slight forward thrusting of the hand may help when first starting out. This to made sure the bottom jaw moves and not the top of the puppetshead called by “flipping the lid”.
Eye Contact: The puppeteer should look the audience regularly. If the stage is elevated, the puppeteer will want his puppets to look down a little more than usual, rather than over the heads of the audience.

Puppet as a medium of teaching learning was regarded as junior high school of the approach because it can be used as media to attract the students interest in learning language. The uses of puppet have had dual purposes to improve teaching, and to permit teacher and students to interact based on the materials discussed in this class. The use of puppets can encourage and support their participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid such as puppets.

So, Puppet Show was a media that was very good if it was implemented in Teaching Learning process in class 7B because puppet show gave benefits to the teacher in giving a model of figure or hero for the students.

This research aims were: (1) To know that puppet show can improve the speaking skill for 7B students of SMP Warga Surakarta in 2014/2015 Academic Year. (2) To know that the implementation of puppet show is in teaching learning speaking is at 7B students of SMP Warga Surakarta in 2014/2015 Academic Year.

RESEARCH METHODOLOGY

The research was conducted at SMP Warga Surakarta. It is located at Jl. Monginsidi No. 15 Surakarta, Jawa Tengah. This research was held in December 2014 until January 2015 in the academic year of 2014/2015.

The subject of the research was the students of the eight grades of SMP Warga Surakarta in Academic Year 2013/2014. In this research, the researcher chooses class VII B. This class consists of 32 students; they are 25 boys and 7 girls.
In this research, the researcher used a Classroom Action Research (CAR). According to Ferrance (2000: 1) states that “Action Research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.

In this Classroom Action Research the researcher used the simple model of the cyclical nature of the typical action research process. Each cycle has four steps: plan, act, observe, and reflect.

![Action Research Model by Stephen Kemmis and Taggart (1988: 14)]

The Procedure of Action Research consisted of four steps called planning, action, observation and reflection. According to Burn (2009:87), in this Classroom Action Research, the techniques of collecting the data are test and non-test.

In collecting data analysis, the researcher used test and non-test. In test, she held pre-test and post test. In non-test, there were observation, interview and documentation.
In analyzing the data, the researcher used qualitative and quantitative data analysis. In qualitative data analysis, the researcher used the model of data analysis by Miles and Huberman. It could be seen on the figure below:

![Component of Data by Miles and Huberman’s](in Sugiyono, 2010: 338)

From that figure above, it could be explained that: (1) **Data Collection**: Having collected data, a sub stage follows immediately or co-exists with the collection of data the generation of hypothesis. At the end of data collection stage, not only have collected our data, but we have also establish a number of hypothesis, construct or categories that begin to explain what is happening in the classroom. (2) **Data Reduction**: Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes. Data reduction process continues after field work, until a final report is complete. (3) **Data Display**: Display is an organized assembly of information that permits conclusion drawing and action taking. Looking at displays help us to understand, what is happening and to do further analysis or action based on the understanding. (4) **Conclusion Drawing or Verification**: From the beginning of data collection, the classroom action research is beginning to decide what things mean, regularities, patterns, explanation, possible configuration, casual flows and preposition. The competence researcher holds these conclusion are still there, inchoate and vague at first, then increasingly explicit and grounded.
In quantitative data analysis, the researcher analyzed the data from students' scores. The formula of pre-test and post-test were:

a. The mean of pre-test and post-test could be calculated with the formula:

\[ x = \frac{\sum x}{N}, \quad y = \frac{\sum y}{N} \]

Where:

- \( x \) = mean pre-test scores
- \( y \) = means of post-test scores
- \( N \) = the number of the sample

b. The t-value could be calculated by the formula as follows:

Where:

- \( t \) = the t-value for non-independent (correlated means)
- \( D \) = the difference between the paired scores
- \( D \) = the mean of the differences
- \( \sum D^2 \) = the sum of squared differences score
- \( N \) = the number of pairs

(Ary, Donald; Jacob, L; Razavied, Asqhar; Christine K Sorensen 2010: 177)

**THE RESULT OF THE RESEARCH**

The research was carried out at SMP WARGA SURAKARTA. It was located at Jl. Monginsidi No. 15 Surakarta, Jawa Tengah. The research was conducted in collaboration with the English teacher of SMP WARGA SURAKARTA (Mrs. Rani Tiur Prasasti, S.Pd). The researcher used Puppet Show to improve students' speaking skill. The researcher took two cycles.
Cycle one was held in 27th April up to 11th May 2015. Cycle two was held in 13th May 2015 up to 30th May 2015. Every cycle consisted of four steps: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting.

Before implementing cycle one, the researcher conducted pre-test in 11th May 2015. The mean score of pre-test only 53.07. It was too low, because the minimum score of SMP WARGA SURAKARTA is 72.00.

In cycle one, there were two meetings. The first meeting was conducted on Monday, May 4th 2015. The second meeting was conducted on Friday, May, 8th 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) Puppet Show as Media made the students were more enjoy to learn English especially speaking. (2) The students were more enthusiasts in speaking class. After the researcher drilled them. (3) The students were more active in the classroom. The students did all the instruction given by the researcher. (4) The students were more confident to speak English in front of the class. (5) The result of the first students’ post-test was 62.69, it was higher than the students’ pre-test 55.33. The weaknesses were: (1) the means of the score in the post-test one was under the minimum score (KKM). It was 62.69; (2) The class was still noisy. There were some students played who with their friends when the researcher explained the lesson. (3) Some students were still un-confident to speak English in front of the class. (4) The students were still lack in vocabulary and the students felt difficult to use grammar well.

From the reflection of cycle one, the researcher was not satisfied with the result. So, the researcher held cycle two to improve the result. The first meeting held on Wednesday, May 13th 2015 and the second meeting held on Thursday, May 14th 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) Puppet Show improved the students’ speaking skill. it could be seen from the result of mean score that they got. The post test two was 73.65 and it was higher than
post test one was 62.69. It showed that there was improvement that they had than before. The students skill incered. Overall the teaching learning process was well done. Just few students were not active in the classroom and felt un-confident to speak English in front of the class. The researcher concluded that teaching learning speaking using Puppet Show created the condition class and spirit of study. (2) The students were active in the classroom. It could be seen from they enjoyed to speak English after the researcher drilled vocabulary them. (3)The students were more confident to speak English in front of the class. (4) The students could speak English fluently and they could use the vocabulary same with the contant. The weaknesses were: (1) Some students were not active in the classroom in speaking class. (2) Some students felt un-confident to speak English in front of the class, because the confiussed about pronunciation.

**DISCUSSION**

In this section, the researcher held pre-test in 27th April 2015. The mean of pre-test only 53. It was to low, because the minimal score of SMP WARGA Surakarta is 72.

The discussed the research finding of the research concerning on the students’ responses toward the teaching learning speaking using Puppet Show and the problems occurs during the research. The students had more motivation to learn English, especially in speaking. They be came more active to practice speaking and they be came more confident to spoke English in front of the class.

The implementation of “Puppet Show” was successful to improve the students’ speaking achievement scores. If it was compared with the result of pre-test in which the average score was 53.07 and the result of post-test in cycle one was 62.69, as the average score. And the average score of post-test in cycle two was 73.65 as the average score. It meant the students’ speaking skill improved. The students could spoke using correct grammar
and they got new vocabulary, well-pronunciation, the students felt easy to communicate using English, and the classroom became more fun with “Puppet Show”.

The indicators that were used to analyze the students’ assignments before and after the cycle consisted of vocabulary, grammar, pronunciation, and fluency. The researcher used the scoring rubric (accuracy and fluency) from Ur (1996: 133). The researcher concluded that Puppet Show was the best media to teach speaking of the students of SMP Warga Surakarta. It made the students to improve their speaking skill. They could communicate using English language.

In cycle one, the result of the research showed the improvement of the students’ speaking skill, but the students needed more action. Because there were several problems occur in cycle one such as the class was still noisy, the students were still un-confident to speak English, the students were still lacked in vocabulary, and the students felt difficult to use well grammar. The cycle was done in cycle two.

In cycle two, the result of the research showed that students’ achievement could improve significantly. The students got more score after Puppet Show applied. The class was more fun, they were more active and they were more confident to speak English in front of the class. Overall the teaching learning speaking using “Puppet Show” was well done. Some students were not active in the classroom and they felt un-confident to speak English in front of the class.

The result of improvement of the students could be seen on the result table as follows:
Table 4.5, Result of the Research

<table>
<thead>
<tr>
<th>Mean of Pre-Test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle I</th>
<th>t-value of Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.07</td>
<td>62.69</td>
<td>73.65</td>
<td>8.32</td>
<td>10.28</td>
</tr>
</tbody>
</table>

The result of pre-test was 53.07 and the result of post-test one was 62.69. It meant that there was the improvement. The improvement in the pre-test and post-test one was 8.32. The improvement happened after teaching learning speaking activity using “Puppet Show” Media. There was also improvement in cycle two. The mean of score of post-test-one was 62.69 the mean of score of post-test two was 73.65. The improvement of the post-test one and post-test two was 10.28. It could be concluded that there was the improvement of the students’ speaking skill.

Based on the analysis using t-test, the result between pre-test and post test 1 was 10.28. It is consulted in the t-table and the result was that \( t_0 > t_1 \) in significance 5 % \((8.32 > 2.042)\). It meant that there was significance improvement which was described before in the learning of speaking skill through Puppet Show in pre-test and post-test 1. Then the result of analysis using t-test between post-test 1 and post-test 2 was 10.28 It could be concluded that \( t_0 > t_1 \) in significance 5 % \((10.28 > 2.042)\). It meant that there was significance from learning of speaking skill through Puppet Show in post-test 1 and post-test 2.

**CONCLUSION AND SUGGESTION**

**Conclusion**

The results of this action research, the researcher could draw the conclusion considering the improving of speaking skill using Puppet Show for students of SMP Warga Surakarta in class VII B was success, as follow:
1. Most of the students had improved their speaking skill using Puppet Show at VII B students of SMP Warga Surakarta. It could be from the students’ achievement in score test. The pre-test score was 53.07. After conducting some cycles using Puppet Show, the students’ speaking skill got better. The students’ score in the post-test 1 was 62.69. It was higher than pre-test. After conducting some cycles, the students’ speaking skill improved highly. The students’ score in post-test 2 was 73.65. It meant that Puppet Show could improve the students’ speaking skill.

2. The result in Puppet Show applied in teaching and learning speaking in class VII B they were: Puppet show improved the classroom condition in terms of their motivation to speak English. After getting some drills vocabulary the students more confident to spoke English in front of the class. The classroom condition becomes more spirit, active, and alive in teaching learning speaking process, the students could practice well with other students or individual and enjoyed with the lesson.

   After analyzing the data, the researcher concluded that Puppet Show could improve students speaking skill at the seven grade of SMP Warga Surakarta in Academic Year 2014/2015.

**Suggestion**

Based on the result of the research, the researcher has some suggestion to improve the students’ speaking skill

1. For the teacher

   To improve students’ speaking skill, the English teacher is suggested that he or she should be:

   a. Giving more attention to the students’ speaking skill.

   b. Motivating the students’ interest in English, especially in speaking
c. Making sure that the students enjoy the lesson and they are able to be active in classroom activity.
d. Continuing teaching speaking using Puppet Show to improve the students’ speaking skill.

2. For the students

There are some suggestions for the students below:
a. Practicing to speak a lot, it will absolutely help them to express their idea.
b. Becoming an active participant in English class.
c. Having more spirits to learn and to study well, especially in English lesson.

3. For the other researcher

The other researcher can use Puppet Show in improving the students’ speaking skill. Hopefully, the other researcher can give an alternative media in enhancing Classroom Action Research in speaking skill.

BIBLIOGRAPHY


