THE USE OF STICK AND ROD PUPPET TO IMPROVE
STUDENTS’ SPEAKING SKILL

Sulasih
Teaching Training and Education Faculty, Slamet Riyadi University

ABSTRACT
The aims of this research are; 1) to find out whether stick and rod puppet can improve students’ speaking skill and, 2) to describe the class condition when stick and rod puppet is implemented at the eleventh grade students of SMA Al-Muayyad Surakarta. The researcher conducted a Classroom Action Research (CAR on May 2016. The research consisted of two cycles. The procedure of the action research consisted of planning the action, implementing the action, observing the action, reflecting the action, and revising the plan. In the techniques of collecting data, the researcher used tests and non-tests. In the techniques analyzing data, the researcher used two kinds of data namely; qualitative data and quantitative data analysis. Research findings showed that Stick and Rod puppet can improve students’ speaking skill at the eleventh grade students SMA Al-Muayyad Surakarta. The improvement can be seen from the result of the test. The mean score of pre-test was 63.7, post-test 1 was 71.6 and post-test 2 was 83.1. The result of mean score of post-test 2 is higher than the minimum score (KKM) in SMA Al-Muayyad Surakarta which is 72. It means that there is a significant improvement in students’ speaking skill by using Stick and Rod puppet. From the description above, it can be concluded that by using Stick and Rod puppet in teaching speaking at the eleventh grades students SMA Al-Muayyad Surakarta can improve their speaking skill.

Keywords: Speaking Skill, Stick and Rod Puppet, Action Research.

INTRODUCTION

Language is important thing which needed by everyone to communicate with other person in daily life. In communication process without using language will never run clearly. According to Richards (2010:311), language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. There are many kind of language in the world which one is
English. English has become an international language. People of different countries speak English to communicate.

In Indonesia, English has been chosen by government as the first foreign language to be taught in the schools. English becomes one of compulsory subjects from Junior High School up to University. Especially, in Senior High School in learning English process there are four skills that must be mastered by the students. They are listening, speaking, reading and writing.

Based on result of pre research showed that the minimum score (KKM: Kriteria Ketuntasan Minimal) of SMA Al-Muayyad Suarakarta for English is 72. It was too high and difficult for the students especially for students of XI IPA. Most of students often find some problems and difficulties in learning English, especially on speaking skill. Based on result of pre research the students’ problem in speaking skill were; 1) the students obtained difficulties in pronouncing word, 2) the students were lack of vocabulary mastery, and 3) the students’ grammars were lack. The class conditions were; 1) some students slept in teaching learning process, 2) some students left the class when teaching learning process.

Based on result of pre research, there were two factors caused the problems namely; students and teacher. The students factor as follows; 1) the students did not focus in teaching learning process, 2) the students did not pay attention when the teacher was teaching, and 3) some students slept in teaching learning process. While, the teacher factor as follows; 1) the teachers’ explanation was unclear, 2) the teacher did not use media appropriate with the lesson will being taught.
The researcher offers a solution to solve the problem with increasing the students’ speaking skill by using Stick and Rod Puppet at the eleventh grade students of SMA Al-Muayyad Surakarta. Stick and Rod puppet is interesting media in teaching English because it can motivate students to learn English. According to Chetna (1995:3), Rod puppets are easy to make and manipulate. The puppet’s body is securely tied to the rods or sticks. Rod puppet can do limited things but are effective even before a large audience. Meanwhile, Freed (2002:9), stick puppets are used to support the upper body of a stick puppet. As well-known stick puppet is the dancing man, which is made of wood. It has joints that move. By bouncing the man on a table or floor, he appears to dance.

LITERATURE REVIEW

According to Freed (2002:9), stick puppets are used to support the upper body of a stick puppet. As well-known stick puppet is the dancing man, which is made of wood. It has joints that move. By bouncing the man on a table or floor, he appears to dance. Another hand, Orr (1961:70), stick puppets are supported and manipulated by sticks or thin metal rods. This technique, as mentioned above, is commonly employed for the shadow puppets. But it is also used for the round or doll type puppet (the wayang golek of Java). Meanwhile, Asphyxia (2005: 12), stick puppets these simple puppets are made from card and drinking straws/icy-pole sticks and are quick to make. Children can construct a variety of puppets – from simple shapes to more detailed figurines.
According to Chetna (1995:3), rod puppets are easy to make and manipulate. The puppet’s body is securely tied to the rods or sticks. Rod puppet can do limited things but are effective even before a large audience. Meanwhile, Freed (2002:12), rod puppets are an advanced kind of stick puppet. Rod and wires hooked to rod puppets are used to move the puppet. Someone standing behind or below the puppets moves the rods or wires. Another hand, Sarma (2013:25) rod puppets are an extension of glove puppets but often much larger. They are fixed to heavy bamboo sticks which are tied to the puppeteer’s waist. These are three-dimensional moving figures that are manipulated with the help of rods.

**Advantages of Stick Puppet**

Stick Puppets can be used to teach a variety of literacy skills. And, they make a great addition to enhance any literacy experience. Here are a few ways you can use stick puppets to teach literacy skills:

a) Character Development: One important component of literacy understands characters in a story and how they act, learn, and change. As students role play with puppets, they develop a deeper understanding of the character. This helps enrich the literacy experience and relate to stories.

b) Recalling details: After a story is read aloud, the student can use puppets to share their favorite parts of the story. The teacher or parent can help assess comprehension or collect data regarding details from the story.

c) Sequencing: Students may use puppets to show ability to sequence the details from the story.
d) Retelling: Students may use puppets to retell stories. By acting out the story and retelling in sequence, the students demonstrate an understanding of the story, relate to the experience, and share the experience.

e) Vocabulary: Puppets can be used to allow children to practice vocabulary from a story. The character themselves may be a target vocabulary word such as animals from Brown Bear Brown Bear by Bill Martin or The Mitten by Jan Brett. Or, students may use character puppets imitating and using the new vocabulary in role play and retelling situations.

f) Storytelling: Students can select or be given characters to use in telling their own stories. These props can facilitate their creative writing process. If the child is too young to write down his or her story, the child may dictate the story to an adult. Then the child's own story can be read and shared, thus showing their gifts as an author or storyteller.

g) Change the Ending: As you read a story aloud, give the stick puppets to a student to act out. Before reaching the resolution of the story, stop the book and have the students create their own ending to the story. Once different ending are collected, finish the story and compare how the author chose to end the story to how the students ended the story.
Advantages of Rod Puppet

a) These puppets can be a painted 2D design or a solid 3D puppet ranging from a fully jointed figure to a simple development of a glove puppet.

b) Usually rod puppets are made from cloth, Paper Mache, or wood, and are easy to dress as the rods give you good control of the arms and there are no strings attached.

c) Like a shadow or glove puppet, rod puppets are worked from below; with one hand holding the main support rod which will be attached to the body of the puppet and the other hand controls the rods attached to the limbs of the puppet.

d) Because these puppets are controlled from below they have the advantage of being able to be produced to larger scale, than a glove puppet – which needs to be fitted to a human hand- or a marionette puppet – as the weight is much easier to manage from below. Making them easy to be seen anywhere in large theatres.

e) However because these puppets can be produced to a larger scale the operators arms may get tired before the act is over. This problem can be solved by attaching a ledge to the proscenium of the stage, where the rods connecting to the puppets limbs can sit, whilst still rotating from side to side continuing the movement.

f) For productions which require a speaking puppet, rods can be attached to the puppets lips and eyes the trigger mechanisms are then fitted to the main
supporting rod of the puppet, and can be controlled by the index finger. Another way a speaking rod puppet can be achieved is to have no added mechanism, which allows the actor to put their hand up the puppet to move its mouth as they speak from behind.

g) Some productions however, may choose for the puppet to speak in a different way by carving a neutral face onto the puppet and showing the emotions by lighting and movement.

METHODOLOGY

Participants

This research was conducted on the second semester in the Academic Year of 2015/2016 for about one month on May 2016. It was held at SMA Al-Muayyad where the located at Jl. KH. Samanhudi No. 64 Mangkuyudan Surakarta. The subject of the research were students who got speaking class at that time, they were from XI IPA students of SMA Al-Muayyad Surakarta. They were consist of 29 students who there were 19 girls and 10 boys.

Method

This research used a Classroom Action Research (CAR). The research consisted of two cycles. Every cycle consisted of three meetings. According to Watts (in Ferrance 2000:1), action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Another hand, Burns (2009:2), action research is part of a broad movement that has been going on in education generally for some time. It is
related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Meanwhile, Elizabeth (in Burns 2009:5), action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. The research used a Classroom Action Research as an attempt to improve speaking teaching learning process and to solve the problems that students have related to speaking skill.

*Collection and Analysis Data*

In collecting data, the researcher used tests and non-tests. The researcher gave students test which was used to measure their skill especially speaking skill. There were three tests used in this research namely; 1) pre-test, 2) post-test 1, and post test 2. The researcher carried out pre test before implementation the action. The pre test conducted in order to measure the students’ speaking skill before implementation the actions and post-test was carried out in order to find out the improve of the treatments towards the students’ speaking skill after being given the treatments.

Before the researcher did the action, she did an interview with some students and the English teacher about English lesson especially in speaking skill. It was applied to know students’ problems and difficulties in speaking skill, students’ condition in speaking activities, and kinds of the media usually applied by the teacher in teaching speaking. According to Burns (1999:118), interviews are a popular and widely used means of collecting qualitative data. If they are incorporated into the lesson, whenever possible as an aspects of the regular
activities of the classroom, the can double as a classroom task and as a way of investigating and collecting data on areas one wishes to explore.

After conducted an interview, the researcher did observation during teaching learning process. It was done to identify teaching and learning activities, especially speaking activities, and to reveal problems of speaking activity in classroom. It may be about teacher’s performance in teaching speaking, and students’ speaking skill such as; grammar, vocabulary, comprehension, fluency, and pronunciation. According to Burns (1999:80), observation is a mainstay of action research. It enables researchers to document and reflect, systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.

In analyzing data, the researcher used two kinds of techniques. They were qualitative and quantitative data. According to Erikson and Davis (in Burns 1999: 152) state that data analysis is the point where statements or assertions about what the research shows are produce.

RESULT AND DISCUSSION

Based on of result of pre research the students’ problems in speaking skill were; 1) the students obtained difficulties in pronouncing word, 2) the students were lack of vocabulary mastery, and 3) the students’ grammar were lack. Besides from the class conditions were; 1) some students slept in teaching learning process, 2) some students left the class when teaching learning process. Moreover,
the teacher factor as follows; 1) the teachers’ explanation was unclear, 2) the teacher did not use media appropriate with the lesson will being taught.

In collecting data, the researcher analyzed the students’ speaking skill score. Pre test was conducted on Saturday, May, 7th, 2016. It conducted to measure the students’ speaking skill. The pre test was in conversation form. The researcher asked the students to make short dialogue in pairs about the expression of asking and giving opinion about “puppet” and practice it in front of the class. The mean score of pre test was 63.7. The score was lower than the standard minimum score (KKM: Kriterian Ketuntasan Minimal) The Standard minimum score is 72. Then, the researcher applied Stick and Rod Puppet to solve the problems faced by the students in two meetings. After that, the researcher gave them post-test 1.

The post test 1 was carried out to measure how well the students’ achievement in speaking improved and is there any improvement better than pre test in post test 1. The result of post-test 1 showed there was an improvement of the students’ mean score in speaking skill. It was proved of the result of post test 1 was good enough. It can be seen from result of pre test and post test 1. The mean score of pre test was 63.7. Meanwhile, the mean score of post test 1 was 71.6. The students became more enthusiastic and active in the lesson.

The researcher stated that the action in cycle 1 did not achieve the action success yet. There were still some problems that happened in the students’
speaking skill in cycle one and post test 1 and the score did not achieve the standard minimum score (KKM). Therefore, the researcher determined to take the second cycle in order to improve the students’ speaking skill until reach the standard minimum score (KKM). For the next cycle, the researcher was revising the plan. In cycle 2, the researcher planned there were three meetings, included two meetings for the lesson and one meeting for post test 2.

The cycle 2 was carried out to solve the problems that had been found in cycle 1. The students would focus in performing a role playing used Stick and Rod puppet, but before the students perform a role playing the researcher would give some exercise that can improve the students’ vocabularies and also write down short spoof text. The material still used spoof text, but different titles they were “Three Friends” and “Abu Nawas Saved by Stilts” and still used media Stick and Rod puppet. These efforts were hoped can improve the students’ speaking skill in performing role playing used Stick and Rod puppet.

The result of post-test 2 showed there were significant improvements of the students’ speaking skill in cycle 2. The students’ mean score in cycle 2 was 83.1 than post test 1 was 71.6. So, the mean score has achieve target of the standard minimum score (KKM) which is 72. The classroom condition can be handled by the researcher, so when the students were playing a role play, overall the students were more enthusiastic in doing role play activity than retelling activity in post test 1. Besides, the students also looked braver and more confident to speak English in front of the class. Their pronunciation and fluency were better than before.
The improvement can be seen from the students’ mean score. The can be seen Table 3. List of Mean Score follows:

<table>
<thead>
<tr>
<th></th>
<th>Total Score</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>1848</td>
<td>63.7</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>2076</td>
<td>71.6</td>
</tr>
<tr>
<td>Post-test 2</td>
<td>2412</td>
<td>83.1</td>
</tr>
</tbody>
</table>

From the table above, it showed the significant improvement in each test. Started average score of pre test is 63.7, the average score of post test 1 is 71.6, and post test 2 is 83.1. It is proven that the students’ speaking skills improves and reach the standard minimum score (*KKM*) which is 72.

**CONCLUSION**

Based on the research which aims to find out whether stick and rod puppet can improve students’ speaking skill and to describe the class condition when stick and rod puppet is implemented, the conclusions are described as follows:

1. The use of Stick and Rod Puppet can improve students’ speaking skill.

   The students can increase the score in teaching learning English. It can be seen from the improvement result in pre-test, post-test 1 and post-test 2. From pre-test was 63.1 the result of post-test 1 was 73.6, and post-test 2 was 83.1.

2. The class condition class was more exciting and effective after used Stick and Rod Puppet.
The effect by using Stick and Rod puppet was the students’ learning process more fun, exciting, and effective. It looked when the teaching learning process the students were more enthusiastic and serious in accepting the lesson material. And most of them have not slept in teaching learning process.

REFERENCES


