

IMPROVING STUDENTS' SPEAKING SKILL AND MOTIVATION BY USING HAND PUPPETS SHOW MEDIA

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ABSTRACT

This research was conducted to investigate whether the use of *Hand Puppet Show Media* enhances the students' speaking skill and motivation in learning at the second year students of SMPN 1 Krueng Mane, North Aceh. The research employed quasi experimental design. The population of the research was all nine classes of the eighth grades of SMPN 1 Krueng Mane. The samples of the research were taken two customize classes from the population by using nonrandom sampling technique. Each class consists of 24 students. The experimental group was class VIII/2 and class VIII/3 as the control group. The method use in this research was descriptive quantitative in nature. The instruments used to collect the data were test and questionnaire. The data were analyzed by using SPSS 17 to find t-test score between the two groups. From the statistical result, it is found the significance value of both the experimental and control groups in the post-test is 0.01 which is lower than $\alpha=0.05$. It means that H_a is accepted and H_0 is rejected. It means the use of Hand Puppet Media in teaching speaking skill is more effective to enhance the students' speaking skill than teaching speaking without using Hand Puppet Show Media. Furthermore, to know the students' motivation toward the use of Hand Puppet Media in teaching speaking skill, a set of questionnaire was given for 24 students at experimental group. The results of this research shows the use of Hand Puppet Show Media improve students' speaking skill and motivation.

Keywords: *speaking skill, students' motivation, hand puppet show media*

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INTRODUCTION

According to KTSP (School Based Curriculum) of English for SMP at second year students, exactly in the third of standard of competency, the students are expected to be able to express the meaning intransactional and interpersonal short simple verbal conversations to interact with their surrounding (Depdiknas 2006). It means the students must be able to speak, interact and communicate each other.

However, it is not easy for Indonesian, especially Acehnese students to study English because a lot of things to be learned in English, included the mastery of vocabulary, pronunciation, grammar, accent, fluency, etc. Additionally, in acquiring speaking skill, some problems which are resulted from their L1 (first language) interference were the influence of regional dialects and the different features of language. Ellis (1986, p. 19) states a negative thing that interfere learners in acquiring the second language comes from the role of the first language of the learners. These evidences also was found from the research resulting of Njoroge, (2000) that many people, especially pupils in primary schools when they try to speak and write in English, the first language are greatly affected them. Without positive attitudes towards the speaking performance, the aim of speaking will not be obtainable for learners.

Regarding to some difficulties and problems in learning speaking skill, the researcher tried to observe the English teaching and learning problems among second grade students of SMPN 1 Krueng Mane, Aceh Utara on April, 7th, 2015, to obtain preliminary information for the researcher. Then, the researcher obtained some information about it as follows, the speaking ability of the students is still low. Such problem appears because of several reasons. From the students' point of view, there are two problems, first, many of them are still incapable of using English orally. These may be caused by the limited opportunity to practice, lack of vocabulary mastery, the students are very hard to understand some sentences because of pronunciation problem. Second, the other difficulties of the students is they frequently could not understand well when the other speak and usually asked to repeat, some students understand nothing even the simple English conversation, then they usually produce some grammar errors when they try to speak, and also usually hesitant and often forced into silence by language limitation. Furthermore, in the case of the teachers' point

of view, the teacher usually tends to focus on the grammar aspects or on their generic structures and language features of the text while learning speaking skill. Hence, the students look very passive and do not put any interest in doing such activity. Finally, to be able to speak English well, students have to feel comfortable and confident in practicing their English. By feeling comfortable and confident, students will not fear of making mistakes when speaking English. But in the reality, many students always feel uncomfortable, unconfident, and fear of making mistakes when speaking English. This fear and uncomfortable feeling can be caused by the inappropriate method strategy, and the lack of media used by the teacher. These problems made the students had low motivation in learning speaking skill. The lower the motivation they have in expressing their own idea orally and practice to speak, the lower the chance to be successful in learning English especially in speaking will be. Though, as we know, motivation as the internal aspect has an important role for the students to encourage the students' interest in learning English. The success or failure of the students in learning the target language seems largely depending on students' motivation to learn that. To overcome these problems, various methods have been used (communicative approach, cooperative learning, contextual teaching and learning, and etc) by the English language teachers. But sometimes the result is still not satisfied. Additionally, in fact, the use of interactive and creative media in this school is still very low, here the teachers usually use some printed medias without making the students more creative, interactive and touching various senses.

In accordance with the problems faced by the students, it is found that the teachers should not only focus to use the appropriate method in teaching speaking skill but also must consider to select some interested, suitable and interactive media in order to attract the students' interest to learn and speak English. The use of Puppet Show in teaching speaking is considered as an alternative media that can increase the students' speaking ability and motivation. Puppet Show Media is one of the three-dimensional media which is able to make the students more interesting and can motivate the students to understand about the lesson deeply. In this case, the type of puppets that will be chosen and applied by the researcher is Hand Puppet. Most previous studies had proved about the effectiveness of Using Hand Puppet Show Media in teaching speaking for students. Previous studies have shown that this Puppet Show media is a best, interesting, fun, and enjoyable media which can

be used and chosen by the teacher in teaching English, especially in teaching speaking skill (Setyarini, 2010; Nilawati, 2009; Nurhayati, 2011; Reidmiller, 2008; Korosec, 2013; Toledo & Hoit, 2016).

Based on the problems, the writer is interested in conducting the research in order 1) to find out if the use of Hand Puppet Show media can enhance Junior high school students' speaking skill, and also 2) to find out the students' motivation toward the use of Hand Puppet show media in teaching Speaking skill at second year students of SMPN 1 Krueng Mane, Aceh Utara.

LITERATURE REVIEW

Christine and Burns (2012, p. 15), the importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the acquisition of the target language and the learning of academic content. In the reality, the main reason of the students to avoid speaking in the target language is that they are influenced by affective factors, such as anxiety and a lack of motivation. Arnold and Brown (1999, p. 8) state that anxiety is a strong influence that interfere the learning process to run well. Anxiety can be interpreted as excessive fear, subjective feelings of tension, nervousness and worry of a student that related to the learning process and arising from the unique situation in the language classroom. When the language learners have high anxiety in learning the target language, they will be affected by the other affects such as self- esteem, inhibition, and risk taking. And this will also affect the students in learning and acquiring the target language, such as fear to make mistakes because of perceived social pressure, uncomfortable in their performance, and less willing to express and involve themselves in the target language. Therefore, it is useful for the teacher to be aware of language anxiety and some of the situations that can rise the students' language anxiety in speaking. Furthermore, the teacher should create a non-threatening classroom environment and encourage guided reflection or discussion to help learners monitor and eventually lower their language anxiety.

Christine and Burns (2012, p. 19) state ideally in the activities of teaching learning process, the teacher should provide a chance to give input and feedback for the students and also encourage each student to drill to produce well- formed utterances. One way to solve this problem is the teacher should develop some interesting activities in a group

work that can attract students' attention to linguistic forms in their speech and can further develop the students' ability to speak accurately. An interested learning activity must be supported by using an interested, attractive, and fun media.

Depdiknas (2004, p. 13) stated that using a variety of the media can overcome students' boredom. So, the students will learn enthusiastically, they will enjoy the teaching learning activities and they can understand the lesson easily. Furthermore, according to Murcia (2001, p. 461), media can serve as an important motivator in the language teaching processes in order to encourage the students' interest in learning. Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes (Gerlach & Elly, 1980, p. 241).

Furthermore, according to Kemp and Dayton (1985), there are some very important contributions of using media in the learning process such as, the delivery of learning messages can be more standardized, learning can be more interesting and interactive, the quality of learning could be improved, the learning process also can take place whenever and wherever needed, and the last, the positive attitudes of students to learning materials and learning processes can be improved.

Based on the explanation above, it can be inferred that, the main reason of the students to avoid speaking in the target language is that they are influenced by affective factors, such as anxiety and a lack of motivation. The students are fear to make some mistakes in their speaking performance because they think they must be able to master some aspects in speaking such as pronunciation mastery, grammar mastery, vocabulary mastery, fluency, etc.

So, the teacher should create the classroom situation more active and engage students' motivation in learning speaking skill. The use of creative, innovative, attractive and fun media is considered has positive impact to solve the problem of second year students of SMPN 1 Krueng Mane, Aceh Utara in their learning speaking skill. The use of Hand Puppets can encourage and support the students' participation in many language activities, especially for the shy or apprehensive students and also provides an opportunity for students' expression through the social aspects of communication. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others, where there is give and take and share of ideas. Then, the

students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid of puppets.

There are some kinds of puppets and one of them is hand puppet. A Hand puppet is a puppet controlled by hand, to play it someone has to put their hand inside and move it with fingers. When a teacher gives puppets to students, their imagination will be formed. They will try to think about puppets' characters by looking at their faces or the bodies.

Most of the students especially at junior high school students are still in young age, they like a media that is fun and colorful that can motivate them to study actively in class. Then, Hand Puppet as colorful and funny things can help them to understand the material of study in class easily. By using this media the teacher will find some possibilities to enrich educational system. Beside that the media of puppet help the students find themselves able to express thoughts, ideas, and feelings that they otherwise could not. One of the objectives of puppets used in language teaching is helping the students to understand meaning of word of something. Besides, by using Hand Puppets as tools, the students can hear, see, assume, and describe something directly. It also provides opportunities for them to create and add variety of character, roles, and events.

The use of Hand Puppets in teaching and learning process give some advantages. According to Cuenca and Fernandez (1987, pp. 42-44), the advantages of using puppets as a media in teaching speaking are as follows; the student are being able to speak without feeling shy or insecure, to add variety through learning situations, to change the pace of lesson and maintain motivation, to increase students' communication and decrease the teacher's domination of the classroom, and to encourage students' participation and also remove the inhibition of those who feel intimidated by formal classroom situation.

According to Peyton (2002), puppets are widely recognized for their beneficial influence on learning and social for all ages. It means that puppet language is unique in its ability to help teachers and children learn from one another, grow, relate opening, to be self confident and self expressive.

According to the Rehymer (1997, pp. 98-101), there are some procedures in creating an effective class and original storylines and dialogues of using Hand Puppets. First of all, invite the students to create characters for puppets from the classroom collection or they can bring some tools from home. Second, determine the topic which will

discuss. Third, provide the time for the students to prepare their dialogue. Fourth, ask each student to work in pair or in group. Fifth, the students choose the appropriate puppet with suitable with their dialogue. Sixth, they can focus to describe about puppets' similarities and differences if the topic about descriptive text. If the students describe about a mother, she used a woman puppet. Then they begin describing the characteristic of a mother such as about her hair, skin, eyes, nose, body, etc. When a student chooses and plays a woman puppet, her sound and gesture must be suitable with the puppet. Otherwise, when a student plays the other characters such as father, brother, sister, grandmother, etc, she creates the sound and gesture with the appropriate characters. Sometimes, they can combine the explanation with the songs and ask some questions toward their friends to make the performance more attractive. Then, the other students listen and notice toward their friends' performance. Seventh, set an interested stage to perform their performance by using Hand Puppet. Finally the teacher gives feed back for the students and motivates who did not participate actively. The teacher also appreciated the students' performance.

RESEARCH METHODOLOGY

The method that was applied in this research was a descriptive quantitative in nature because the researcher presented the data by using statistics analysis. Meanwhile, in this case the researcher chose and focused on the quasi experimental design named Pre-test Post-test Nonequivalent-Group Design. The researcher divided the sample or subjects into two groups, namely experimental group and control group. The experimental group received the treatment of applying Puppet show Media in teaching speaking skill for the students. On the contrary, the subjects who belonged to the control group would not be taught speaking skill by using Puppet Show Media.

The population of this research is the second year students of SMPN 1 Krueng Mane, Aceh Utara which consisted of nine classes and there were 232 students in academic year 2016/2017. Meanwhile, the sample in this research was the students at level VIII/2 as the experimental group which consisted of 24 students and the students at level VIII/3 became the control group which consisted of 24 students. Thus there were 48 students altogether to be the sample of this research. The samples in this research were categorized homogeneous because most of them have almost the same characteristics in some

aspects such as in family background and genders. The researcher selected the sample through nonrandom sampling technique.

In collecting the data, the researcher used test (pre test and post test) and questionnaire as the research instrument. Test was given to see the improvement of the students' speaking ability. In this research, to test the students' speaking skill, they are asked to perform their speaking individually. The researcher gave the topics that should be parallel to what skill that would be considered or measured by the researcher and also based on the syllabus or curriculum. The test was adopted from English Book for second grade students of junior high school and also from the internet sources. In evaluating students' speaking performance, there are several components that should be emphasized such as pronunciation, vocabulary, grammar, comprehension, fluency as mentioned in speaking ability rating scale by Harris (1969). To analyze the data collected from pre- test and post-test, Statistical Product and Service Solution (SPSS) version 17 was used. These numbers of statistical procedures were used in order to observe the comparison of the scores from both experiment and control groups by finding out Mean (M), Standard Deviation (SD) and t- test. The process of data analysis for both pre-test and post- test included the normality test.

Meanwhile, the purpose of questionnaire was to gather information from the students about the students' viewpoint about teaching speaking process in classroom by implementing Puppet Show as its learning media. The questionnaire consists of 15 questions which were distributed for experimental group (the students at grade VIII/2 of SMPN 1 Krueng Mane, Aceh Utara) after the students got the treatment (the use of Hand Puppet Media). This questionnaire covers some aspects about the use of Hand Puppet Media in teaching speaking, motivation or psychological effect, and academic achievement. The scoring system of questionnaires was carried out based on the Likert scale. The data was processed by using the percentage formula as recommended by Sudjana (2009, p. 43).

RESULTS AND DISCUSSIONS

The result from the statistical measuring of the tests showed that the students' speaking scores of the experimental group were better after the use of Puppet show media in teaching speaking than those of the control group which did not teach by using Puppet show media. It

can be seen that the scores of the post- test were higher than those of the pre- test. The data were analyzed by using SPSS 17 to find t-test score between the two groups. The level of significance degree in this research was 5% or $\alpha = 0.05$. Alternative hypothesis (H_a) was categorized acceptance if $t\text{-value} < t\text{-table}$. It means there is any significant difference in speaking scores between the students who are taught speaking by using Hand Puppet show media and those who are not. On the contrary, null hypothesis (H_0) was accepted if $t\text{-value} > t\text{-table}$. It indicates there is not any significant difference in speaking scores between the students who are taught speaking by using Hand Puppet show media and those who are not.

From the statistical result, it is found the mean score of Control Group in the pre-test is 54.04 which is higher than the mean score of Experimental Group in the pre-test 53.92. While, the statistical result for Experimental Group and Control group post-test shows the mean score of Experimental Group is 64.17 which is higher than Control group (58.25). The significance value of both the experimental and control groups in the post-test is 0.01 which is lower than $\alpha=0.05$. It means that H_a is accepted and H_0 is rejected. It means the use of Hand Puppet Media in teaching speaking skill is more effective to enhance the students' speaking skill than teaching speaking without using Hand Puppet Show Media.

Based on the statistical data quantifying of the questionnaire that consisted of fifteen statements and distributed to 24 students of the experimental class, it is found that 52% students chose strongly agree option, 40.8% the students chose agree option, 6.9% the students chose disagree option and 0.3% the students chose strongly disagree option. Then, the total score interpretation of all students responses were 82.3 % and it is categorized that the students have strong motivation toward the use of Hand Puppet Show media in learning speaking.

Discussions

Based on the results of this research it is found that there is a significant difference between the students who are taught speaking by using Puppet Show Media and those who are taught speaking by using the commonly used technique and media by their teacher. It indicated that teaching speaking by using Puppet Show as a media in teaching speaking can enhance the students' ability in speaking. This can be seen in the result of the students' post test score at level VIII/2 SMPN 1 Krueng Mane as the experimental group after giving the treatment.

Additionally, the researcher focused and measured three aspects in students' speaking performance. In order to see that the students had a good improvement in speaking well, the researcher intended to measure the students' mastery on pronunciation, vocabulary, and grammar. Meanwhile, in the pre-test, the researcher found that most of the students from both control and experimental groups had lack ability on mastering the pronunciation, vocabulary, comprehension, grammar, and fluency and also felt shy and unconfident in their speaking performance. The students usually used the same vocabulary in their speaking, they usually had grammatical errors in each sentence, as we know because the material which is given to the students is descriptive text, the students must use the right tenses for this material, instead, the students did not do it. As the same as the previous problems, the students also had difficulty in pronouncing all words correctly; so they must frequently be asked to repeat. They had difficulty in comprehending the other speaker even the simple English conversation and they lack in fluency. As mentioned in the rubric score, the students were usually hesitant and often forced into silence by language limitation. But after the researcher gave the treatment for the experimental class in five meetings by applying puppet show as their instructional media and used the interested method, the students were more interested, brave; the errors are minimal, they felt confident and also achieved a better improvement in the their post- test as the last test to see the students' achievement in this experimental research after implementing the puppet show media. And in this case, the most important things that the researcher got after implementing the treatment (applying hand puppet media) in teaching speaking, the students achieved a good improvement in mastering their vocabulary; such as the students were able to use some various new vocabularies in their speaking, in the term of grammar mastery, the students were able to use the correct tenses and language features which related to the descriptive text and in the term of pronunciation mastery, the students were able to pronounce the English words well and correctly. These improvements were the aspects which was considered and focused by the researcher in order to improve the students' ability in mastering vocabulary, grammar and pronunciation. Although sometimes some mistakes were also still obtained in the students' performance such as the students still made grammar errors in their speaking performance. But this is not a fatal mistake, considering they are still the students at junior high school who still need more practice to speak.

The analysis of the questionnaires represents that most of the students agreed to the use of hand puppet show as a media in teaching speaking. They were very active and interested. It is very appropriate to use it in learning speaking because this media can enhance them to speak actively in the class. These statements can be founded in the questionnaires number 1-5. The questionnaire number 6-10 told us about the students' motivation after applying hand puppet media as their learning media. Most of the students agreed that by using this media, their motivation in speaking improved. Teaching speaking by using hand puppet show media motivated the students to study English especially to start speaking in the class. Therefore, the students feel interested to learn speaking and they are not ashamed anymore to speak in front of the classroom and also their anxiety is reduced. Furthermore the questionnaires number 11-15 related to the students' achievement after applying hand puppet show as learning media in teaching speaking showed most of the students agreed to respond about Learning speaking by using hand puppet as media challenged them to speak in English, make them easier to convey their ideas in speaking, increases their vocabulary, grammar, and pronunciation mastery. The percentage formula was used to analyze the questionnaire and it is found the percentage of students answered of questionnaire is 82.3% and it is categorized that the students have strong motivation toward the use of Hand Puppet Show media in learning speaking. It is in line with the research that had done by Toledo and Ho it (2016). In their final report found the impact of puppets on young learners' spoken interactions and motivation. The findings indicated this media motivated the students positively and made them have good interaction because one of the advantages of using puppets in teaching speaking is to give the opportunity for young learners to use the target language out of the textbook context. When children focus their attention on puppets, they are unaware of the fact that they are actually practicing a foreign language. So, based on this finding, it is clear that the use of puppets for the students in learning English provide the chance for them to get involved in meaningful interactions.

CONCLUSION AND SUGGESTIONS

After the researcher did the experimental that is implementing Hand Puppet Show media in teaching speaking skill toward the students at level VIII/2 SMPN 1 Krueng Mane, it was found that there

is a significant difference of the students' achievement in speaking skill between the students who were taught speaking skill by using Puppet Show media and those who are not in terms of students' speaking performance. In other words, applying the hand puppet show as a learning media in teaching speaking skill could enhance the students' speaking skill.

Furthermore, by applying Hand Puppet show as learning media in teaching speaking skill at the second year students at level VIII SMPN 1 Krueng Mane, the students show positive response and their interested in this media. The findings of the questionnaire signified the use of Hand Puppet Show media in teaching learning process enhances the students' motivation in learning speaking skill with the percentage of the questionnaire was 82.3%, and it was categorize strong. It means the students have strong motivation toward the use of Hand Puppet Show as a learning media in teaching speaking because this media created fun, enjoyable, attractive and good atmosphere.

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