

ARTICLE

**THE INFLUENCE OF USING PUPPET FOR SPEAKING ABILITY AT
FOURTH GRADE STUDENTS OF SDK YOHANES GABRIEL
POHSARANG KEDIRI**



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THE INFLUENCE OF USING PUPPET FOR SPEAKING ABILITY AT FOURTH GRADE STUDENTS OF SDK YOHANES GABRIEL POHSARANG KEDIRI

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Abstract

The research question of this study are: 1) How is the students' speaking ability before being taught using hand puppet as the media to the fourth grade students of SDK Yohanes Gabriel Pohsarang Kediri in academic year 2016/2017? 2) How is the students' speaking ability after being taught using hand puppet as the media to the fourth grade students of SDK Yohanes Gabriel Pohsarang Kediri in academic year 2016/2017? 3) Is hand puppet influence to the students' speaking ability of the fourth grade students of SDK Yohanes Gabriel Pohsarang Kediri in academic year 2016/2017? Quantitative approach, especially in pre-experimental research design was used in this research. There were 16 students who were used as the sample of this research. There were some instruments used in this research, they were lesson plan which was used in delivering material in treatment. The test which was used in pre-test and post-test to know the students response after they were being taught using Hand Puppet. According to this research finding as explained before, it can be concluded that hand puppet has significant influence at fourth grade students' speaking ability, because the score of post-test is higher than pre-test. From the result of the researcher's analysis, it shows that there is significant influence of using hand puppet at fourth grade students' speaking ability. In the result t-score is 8,176 and the t-table is 2,131 So, t-score is higher than t-table. Based on the result, the researcher concludes that using hand puppet as media gives a better result in students' speaking ability.

Keywords: young learner, hand puppet, speaking ability

A. INTRODUCTION

Teaching English to children is different with teaching English to adults. According to Harmer (2001: 38), he states that young learners learn differently from adult learners. Children have their own characteristics. They learn step by step and frequently. They easily get bored and lose their interest fastly. They do not like learning in serious atmosphere. They still like to play with the other.

Speaking for children is focused in oral competence. When they produced even a simple English speech sounds and sound pattern, they are able to express their emotion, communicate intentions and reaction and also explore the language with their own language. They use and integrate some words and structures into real life situations.

Children cannot learn directly about the lesson but they need some practical approaches to make them enthusiastic. According to Brown (2001: 87), children learn in the classroom using visual, audio and kinesthetic to implement their lesson easily. The learning process needs a variety of activities such as learn in different places, use some media give some exposure to make them attracted.

Nowdays, English has been taught in every level. In elementary school, English intends to develop language skill that is used to accompany the action or language accompanying action based on Kurikulum Tingkat Satuan Pendidikan 2006. The purpose of learning English in elementary school based on Content Standard is:

“Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (language accompanying action) dalam konteks sekolah. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkat kan daya saing bangsa dalam masyarakat global”.

Developing competence to communicate in oral form is limited to accompany the action (language accompanying action) in the context of the school. The teacher has an awareness of the nature and importance of the English

language to enhance the nation's competitiveness in a global society. Unfortunately, students do not able to express their response in English when the teacher asked them. Students still afraid and unconfident to speak in English because they do not use English in daily life.

According to Nurhajati and Wicaksono (2012), say that teaching speaking means teaching the students to use the language in real communication. The English teacher should teach them to produce the English speech sounds and sound patterns. The students should be able to use words and sentences which are appropriate with the contexts.

There are some media that are useful to teach speaking to young learners. There are such as puppets, class mascot, paper dolls, English corner, cardboard boxes, picture card, card games, board games, word card display based on Scott and Ytreberg explanation is a simple way to make them interactive and interest also enjoy in learning process.

According to Faurot (2009: 17), “A puppet will frequently be able to manage a crowd in an almost magical way, and it can enable you to gain and retain the attention of even very young or unfocused audiences. Moreover, puppet has role to increase the students’ attention at the

lesson. Its shape, color, form can attract the students to study more. There are also have some kinds of puppet that can be played by someone, such as; hand puppet, rod puppet, shadow puppet, finger puppet, ventriloquist's dummy and marionette.

In this research, it was conducted at fourth grade students in SDK Yohanes Gabriel Pohsarang Kediri. This research was done by using one group pre-test post-test only. Based on the phenomenon of the problem above, the researcher formulated the research problems as follow:

1. How is the students' speaking ability before being taught using hand puppet as the media to the fourth grade students of SDK Yohanes Gabriel Pohsarang Kediri in academic year 2016/2017?
2. How is the students' speaking ability after being taught using hand puppet as the media to the fourth grade students of SDK Yohanes Gabriel Pohsarang Kediri in academic year 2016/2017?
3. Does hand puppet influence to the students' speaking ability of the fourth grade students of SDK Yohanes Gabriel Pohsarang Kediri in academic year 2016/2017?

B. RESEARCH METHODS

In this research, the researcher used a pre-experimental design and focused on one group pre-test post-test only. The data can be drawn using the statistical formula. In this research, there are a pre-test, treatment and post-test. She conducted the research at fourth grade students in SDK Yohanes Gabriel Pohsarang Kediri. She used one class only and consisted of 16 students. There are two types of variables: The independent variable of this research was used of hand puppet which was symbolized by X and the dependent variable of this research was achievement score the students' speaking ability which was symbolized by Y. The researcher used test to collect the data. The data were collected from the pre-test and post-test. The pre-test was administered before the treatments and post-test was administered after the treatments. The technique of data analysis that the researcher used in this research was T-test. From this process, the researcher knew whether this research was significant or not by looking at the result of pre-test and post-test analyzing.

C. FINDINGS AND DISCUSSION

In order to answer the research questions, the researcher administered the oral performance test with the table of specification in one group. These test

considered of two parts: pre-test and post-test for one class. Furthermore, the researcher analyzed the result based on formulas to know the influence of this media for speaking ability at fourth grade students in SDK Yohanes Gabriel Pohsarang Kediri.

This research was conducted in three stage: pre-test, treatment and post-test. The researcher give treatment before pre-test without hand puppet. Then, she give a treatment using hand puppet to attract the students. The last stage, post-test was conducted to know the result of the score of the test. It was compared to get the differences of their speaking ability using hand puppet. The total of students' pre-test score was 855. Thus, the mean score was 53.44. It was categorized "below KKM". Meanwhile, the total of students' post-test score was 1,235. therefore, the mean score was 77.1875. It was categorized that the post-test is better that the pre-test.

From the calculation of T-test, it is known that the result was 8.176 and degree of freedom was 15. Discussing the table of analysis of pre-test and post-test score above, the total score of pre-test was 855 and the total score of post-test was 1,235. From the pre-test the researcher found 53.44 as the number of means, and the highest score was 85, the lowest score was 25. From the post-test, the researcher

found 77.1875 as the number of mean in post-test. The highest score was 95, and the lowest score was 60. So, the mean score of post-test is higher than the mean of pretest. The minimum of D (total scoring of pre-test and post-test was 5, and the maximum was 40. The score of D was 380 and the final result of D2 was 11,050. The result of calculating the value of T – test and degree of freedom (df) was :

$$df = (n - 1) = (16 - 1) = 15.$$

The result of db is 15, T – table at the degree of significance 1% = 2.947 and the degree of significance 5% = 2.131. Based on the statement above, it can be concluded that the result is significant. H_a is accepted and H_o is rejected.

Besides, the conditions when the researcher did this research before the treatment most of the students got difficulty in pronunciation and their confidence. Some students lack of vocabularies, unconfident and process of understanding the conversation. In this research, some aspects of speaking as like pronunciation and gesture improved while the fluency and also the intonation did not increase. On the other hand, using hand puppet has influence to help the students in speaking ability. In this media, the students built their confident and improved aspects of speaking ability and enjoyed the learning process.

The activities of this research were the students did a conversation with their friends and asked what they like and dislike in fruit and vegetables. The students were given review about purpose, the benefit and the way to do a conversation with friends. They also use hand puppet as the media to support their learning process. By using hand puppet as the media, children can easily explore their ideas and act used their hand puppet what they chose. When they played the hand puppet their motor system was worked, they can move their hand puppet as what they want.

D. CONCLUSION

In speaking ability, the students were expected to understand about the learning process in oral language for real communication. They should understand about the pronunciation, fluency, intonation and also gesture to describe the language. Furthermore, students appear many kind of problems in speaking such as express their ideas in oral language.

To solve the problem above, it needs such kind of media as like hand puppet to apply speaking material can be running well. One of the suitable strategy and allows the students to find problems individually which are related with using simply conversation that are the given by

the teacher. The students can increase their speaking ability.

Besides, by using hand puppet, they can make a gesture based on the puppet and also make them more creative to describe their puppet itself. In reality there were some problems where children are still awkward and embarrassed if they made a mistake. Therefore, the role of researcher in this study not only get results for the value of speaking for children increased but also provided motivation to the children, therefore, they were brave and willing to do the task with pleasure and without compulsion.

Typically, teachers are indifferent to their students because their goal is just to teach and complete their tasks. While, we knew that the young learner is a special human being because they are very active, have a high curiosity and they will easily understand with what we give if we can mingle with their world.

Based on the calculation, it can be concluded that the result of the research does very significant or there is very significant influence of using hand puppet as media in teaching speaking for young learners at fourth grade in SDK Yohanes Gabriel Pohsarang Kediri. It means the level of significance of H_a is accepted and H_o is rejected.

E. SUGGESTION

Based on the result of the research, using hand puppet gave positive effect in teaching speaking ability. Because of that, it is suggested to use hand puppet in teaching speaking ability. As the people know that giving the interesting media that can be attracted everyone to learn and try to understand easily. The suggestion are given for the teacher, the students and the researcher. There are the more explanation below:

1. The Teacher

The teacher can made a good preparation before taught the students:

a. Choice a material

The teacher should choice an appropriate material as simple as well. Good material should be in accordance with the level of students ability and what is required by the students.

b. Process Interaction

In presenting the material, the teacher should pay attention to appropriate and correct language. The language that delivered by the teacher involves verbal and nonverbal language. Good communication is a way of communicating with attention to body language, right expression, attitude, gesture and eye contact. Also while interacting process with the teacher and the students notice

how to communicate; it's fun to be heard, seen and felt.

c. Giving an Exciting and Enjoyable Learning Experience

English learning can be designed to build strong student characters. Therefore, the experience of learning in the classroom should give a good impression that is interesting and fun. It is no longer a teacher's time to be a "monster" feared by students. Good teachers are teachers who can provide a sense of secure, peace, and comfortable for students in learning. They can create the classroom much fun and relax atmosphere by providing various activities and good interaction.

d. Choice of Media

The teacher can choose the good media based on their material, subject and location. If the teacher wanted to use puppet as the media. The teacher should choose an appropriate puppet based on the learning process. There are kinds of puppet that teacher can choose:

- 1) Hand puppet
- 2) Rod puppet
- 3) Shadow puppet
- 4) Finger puppet
- 5) Ventriloquist' Dummy
- 6) Marionette

From that kinds of puppet the teacher can choose one of them to apply in their learning process.

2. The Students

The students should pay attention to the teacher give explanation or gives instruction, because the explanation and instruction from the teacher help the students to understand the lesson. The students should be active in teaching and learning process, if they do not understand about the materials, they should to ask the teacher.

The students should try to explore their ideas to speak up with hand puppet. The students should try to speak English not only inside the class but also outside the class. Therefore, English can be their habits and it can change their speaking ability. The students also can explore their ideas to act the hand puppet.

Finally, the researcher hopes that this effort will be useful for teaching speaking and to improve the students' speaking ability and the researcher also hopes that this research be useful for the English teacher and the students.

3. The Other Researchers

The other researchers also can use this media to the next research in different skill with interesting ways. In this research, there are some mistakes and weakness in some aspect. The other researchs may be improve the next research and give the newest ways in teaching learning process.

The researcher hopes that the other researchers can improve their own research using interesting and creative ways to help our children for learning English easily. Fortunately, the other researchers can make students confident in learning.

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