A STUDY OF THE IMPLEMENTATION OF HUMAN PICTURE PUPPET AS MEDIA IN TEACHING SPEAKING OF DESCRIPTIVE TEXT TO SEVENTH GRADERS OF MTS. MANBAUL ULUM BUNGAH GRESIK

Thesis

Submitted as Partial Fulfillment of Requirements
for Degree of English Language Teaching
in State Institute for Islamic Studies
Sunan Ampel Surabaya

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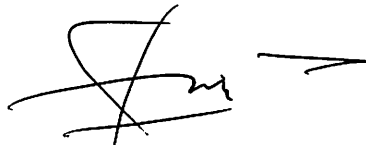TARBIYAH FACULTY
EDUCATION OF ENGLISH DEPARTMENT
2012

APPROVAL SHEET

This thesis by Faridatul Choiriyah entitled "A Study on the Implementation of Human Picture Puppet as Media in Teaching Speaking of Descriptive Text to Seventh Graders of MTS.Manbaul Ulum Gresik" has been approved by the thesis advisors for further approval by the Board of Examiners.

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ABSTRACT

Choiriyah, Farida. 2012. *A Study of the Implementation of Human Picture Puppet as Media in Teaching Speaking of Descriptive Text to Seventh Graders of MTS. Manbaul Ulum Bungah Gresik* (S-1 Thesis). Education of English Department, Tarbiyah Faculty. State Institute for Islamic Studies. Advisor: Dr. Muhammad Salik, M.Ag.

Key words: The Implementation of human Picture Puppet, Teaching Speaking.

This study is concerned with teaching speaking in junior high school. The researcher wants to know to what extent does the implementation of human picture puppet in teaching speaking build student's confidence to speak descriptive text? And what can be inferred about student's responses towards the implementation of human picture puppet in terms of its effectiveness?

The designs of research used in this study is descriptive qualitative. The subjects of this study are English teacher and seventh graders of MTS. Manbaul Ulum Bungah Gresik. These instruments of this study are observation checklist, questionnaire, field note and documentation.

The research findings showed that the teacher implemented four steps in teaching speaking of human picture puppet; those are building knowledge of field, modeling of text, joint construction of text and independent construction of text. By following those steps, the teacher implemented human picture puppet in teaching speaking of descriptive text marked by student's confidence; students enjoy retelling the content of descriptive text in front of the class, and also marked by students pay attention and be more active and creative.

The response of students about the implementation of human picture puppet in teaching speaking of descriptive text during the class is that many students said that the human picture puppet was interesting and made them enjoyable in speaking. Because they watch the real object and make student's not bored. So, they do not need some imagination to describe the human physical appearance.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Nowadays, English is one of the important subjects for all Indonesian students. Students need English because they will face global era, and English as an international language has an important role in communication, transferring science and technology. As developing country, Indonesia really needs English because Indonesia government is trying to improve all life aspects that are usually faced by all countries. One of these aspects is education. Therefore, the government deeply concerns with English teaching. The government has put English as one of the compulsory subject at school, which must be taught to students from elementary to university levels.

Speaking as one of four skills in English is very important because people in general can speak well enough in their community, although many cannot read and write.[1] Students can express their feeling, ideas, or send intended message directly by speaking.

Teaching speaking may become something difficult for English teachers, there are several factors about it; first, the limit time and opportunities to practice speaking English in the school. Second one is the students do not talk using English but using their own language or

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[1] Rosi Anjarwati, Thesis: *The Implementation of Teaching Speaking by Using Flashcards to the Grade X Students of SMAN 3 Jombang*: (STKIP PGRI Jombang, 2009), 2.

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mother - tongue use. Third reason is some of the students are afraid of having mistakes when they speak in the class, and some of the students to dominate the class in speaking activity.[2] In that situation, it is not help students to improve their speaking; automatically they become passive students in the class.

Speaking has become the important skill for SMP/MTS student because the purpose of teaching English in junior high school is for the student to communicate well by using English. Moreover, in teaching speaking to SMP/MTS student is to make the changing of student's ability to be better. However, in the implementation there are problems such as the media in teaching and difference level of student's comprehension in accepting material from the teacher and it makes the student to have different ability in English subject, especially, in speaking. The difference levels of student speaking ability will affect their performance. The active student will tends to dominate the class. Student who has less spoken will become passive student. In that situation, sometimes the teacher does not use interesting media in teaching speaking. Consequently, student gets bored easily during speaking so that student cannot be creative in developing their speaking ability and it is less motivate.

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[2] Penny Ur, *A Course In Language Teaching,* (Cambridge University Press, 1996), 121.

Instructional media is a means of communication use to carry message with an instructional intent.[3] Instructional media use to make the communication effective so that the teaching objectives can achieve totally. This is useful to facilitate the students to acquire language skills, in which they can use the language actively. If the students are actively learning in speaking, the students have the opportunity to remember the content of each class section more than passive students have.

In creating 'joyful learning' condition in speaking class, the existence of media will help the teachers to facilitate the students to be easier to express what they want to say. In this study, researcher focuses in the implementation of human picture puppet in teaching speaking descriptive text.

There are some reasons to use human picture puppet. Firstly, human picture puppet is a type of puppet that it is a combination between human picture and puppet. In the case, teacher makes human picture puppet as the description of creature such as human physical appearance. The purpose of human picture puppet is to make student's confidence and to increase the student's motivation. Moreover, it makes the description of human physical appearance easier than describing it in a text. Secondly, the use of a human picture puppet can provide help with public speaking, especially for the shy or apprehensive student. The use of human picture puppets is beneficial for the student who prefers to

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[3] Rosi Anjarwati as quoted Heinich in Kasihani Kasbolah, *Bahan Ajar Foreign Language Teaching Media* (Malang: University Negeri Malang, 2001), 3.

learn kinesthetically. Puppet activities keep students actively engaged with hands-on activities.[4] The use of puppets in the classroom increase student involvement, motivation, and the development of student's reading, oral language, and communication skills.[5] Thirdly, puppet play stimulates the brain and opens communication for all ages and puppets allowed these scientists to use their hands, brains and tongue to produce active and imaginative thinking.[6] Therefore, it is suitable for adolescent points out that adolescent or teenage students are the best and enthusiastic language learners.[7] In addition, teenagers have great capacity in learning something, a big potential of creativity, and passionate to something interesting.

Teaching speaking using human picture puppet will become an interesting and fun way in the classroom. The student will give their attention if the teacher uses this media in teaching speaking descriptive text. This media is very easy to apply in teaching learning process. In teaching speaking usually needs much motivation for students to talk more. By using human picture puppet, the teaching of speaking descriptive text will become livelier. The teacher can make various colors to human picture puppet so, that the puppets will look more interesting

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[4] Sandra M Reidmiller, *the Benefits of Puppet Use as a Strategy for Teaching Vocabulary.* (Article of Puppet.Pdf accessed on February 4, 2012)

[5] S Gronna, " *Promoting Generalized Social Interaction Using Puppets and Script training in an Integrated Preschool*" A Single Case Study, (http://bmo.sgepub.com, accessed on March 17, 2012)

[6] D Ozdenit, "*Puppets in Primary*", (http://www.hltmag.co.uk, accessed on February 12, 2012)

[7] Vida Zuljevic, " *Puppets-A Great addition to Everybody Teaching*: Thinking Classroom". Vol. 61 January 2005. 8.

and unique for the students. This media will help the teacher in teaching speaking of descriptive text to seventh graders of junior high school. The human picture puppet is possible to apply in teaching descriptive text because human picture puppet serves about description of human physical appearance.

Most of the teachers especially in MTS. Manbaul Ulum Gresik teach English in the same way all the time by using drill. Meanwhile, during the teaching learning process, the teacher only uses textbook to teach speaking. It is not enough to stimulate the students' interest although the students to seventh grade of MTS. Manbaul Ulum. Moreover, the students to seventh grade of MTS. Manbaul Ulum are shy or afraid to say something. Students acquire learning activities that are both stimulating and interesting. But, recently MTS. Manbaul Ulum has apply the use of human picture puppet as media of descriptive text in teaching learning process in English speaking class. If the Students have time to give arguments, ask questions and generally use the language in any form they will be more confident to practice their speaking skill and the students to seventh grade of MTS. Manbaul Ulum become more active than usual. In order to make the students interested in speaking, the teacher can use human picture puppet to attract the students' attention and confidence. Therefore, using human picture puppet makes the description of human physical appearance easier than describing it in a text.

B. Statement of the Problem

1. To what extent does the implementation of human picture puppet in teaching speaking build student's confidence to retell the content of descriptive text?

2. What can be inferred about student's responses towards the implementation of human picture puppet in terms of its effectiveness?

C. Objectives of the Study

1. To describe to what extent the implementation of human picture puppet in teaching speaking builds student's confidence to retell the content of descriptive text.

2. To describe what can be inferred about student's responses towards the implementation of human picture puppet in terms of its effectiveness.

D. Significance of the Study

The researcher conducts this study in order to find an alternative media in teaching speaking by using human picture puppet to seventh graders of junior high school. This study is expected to have benefits. They are:

1. Theoretically this study is expected to give contribution for education development generally.

2. Practically this study is expected to give benefit for students, teacher and school.

a. Students: for the students themselves, this media is hope to stimulate the student to be active in learning English speaking and make the classroom more interacting. And this study expected to have positive contribution in increasing student's speaking ability.

b. Teacher: it can be make reference by English teacher and another teacher in teaching process to develop their professionalism.

E. Scope and Limitation of the Study

The subject of this study is seventh grade of MTS. Manbaul Ulum Gresik in academic year 2012/2013 that focuses on the implementation of human picture puppet in teaching speaking of descriptive text in order to ease the students make the description of human physical appearance. Why does the researcher conduct her observation in this school? Because of this school has implemented human picture puppet in teaching speaking of descriptive text. And why the researcher conducts her observation in the seventh or first grade? It's efficient to implement human picture puppet in students that freshly graduated from elementary school. Because of the purpose of teaching speaking to SMP/MTS student is to make the changing of student's ability to be better.

F. Definition of Key Term

Since it is possible that same terms will be use by different researchers, to refer to different concepts, the following key terms need defining so that there will not be any misinterpretation.

1. *Teaching* is the work of a teacher or that which is taught,[8] it means in this thesis that teaching is process of transformation or giving knowledge from a teacher to the learners.

2. *Speaking* is an interactive process of constructing meaning that involves producing, receiving, and processing information.[9] In this case Speaking is the ability of expressing opinions, ideas or thoughts orally.

3. *Human Picture Puppet* that it is a combination between human picture and puppet. This can be use as the description of creature such as human physical appearance.

4. *Descriptive Text* is a text that describe about a particular person, place or thing.[10] It means in this thesis is especially describe about a particular person that consisting of identification and description.

G. **Research Report Writing Organization**

Chapter I. Chapter one discusses about introduction that consist of background of the study, the statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms and research report writing organization.

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[8] Hornby A S, *Oxford Advanced Learner's Dictionary of Current English* (Oxford New York: Oxford University Press), 1995.
[9] Kathleen M Bailey, *Practice English Language Teaching: Speaking* (San Francisco: Mc. Grow Hill, 2005), 2.
[10] Wahyu Purnomo SS, *Access to English Competence English for Senior High School.* Galuh Sansekerta Inti, 13.

Chapter II. Chapter two discusses about frame of theories that consists of the teaching speaking, teaching stages for a speaking activity, teacher's roles during a speaking lesson, descriptive text, generic structure of descriptive text, language features of descriptive text, instructional media, picture, the kinds of pictures, the criteria in selecting a good picture, puppets, type of puppet, advantage of using puppet in teaching speaking, implementation of teaching speaking descriptive text using human picture puppet, the review of previous study.

Chapter III. Chapter three discusses about the research design, research setting of the study, source of the data, variable, data collection technique and the instrument of the study, and the data analysis technique.

Chapter IV. Chapter four discusses about research findings and discussion.

Chapter V. Chapter five discusses about conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Speaking

1. Definition of Teaching Speaking

According to Hornby, teaching means giving the instruction to (a person): give a person (knowledge skill, etc).[11] Speaking means that to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities, chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teachers and students. Everyone can see how well they are doing, both how successful they are, and also what language problems they are experiencing. Finally, good speaking activities can and should be highly motivating. As a result, students gradually become autonomous language users. This means that they will be

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[11] A.S Hornby, *Oxford Advanced Learner's Dictionary of Current Language* (Oxford: Oxford University Press, 1995), 37.

The goal of teaching speaking skills is to communicate efficiency. Learners will be able to make themselves understand, using their current proficiency to the fullest.

Thus, teaching speaking, in my opinion, is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

2. **Teaching Stages for a Speaking Activity**

For an effective speaking lesson, teachers need to be aware of, knowledgeable about, and familiarized with the teaching stages of a speaking activity. Carolina Terry says that teaching stages for a speaking activity is pre-communicative stage, practice stage, and communicative interaction or production stage.[13]

During the pre communicative stage teacher introduce the communicative function, highlight the fixed expressions, point out the target structure, provide students with the necessary vocabulary and provide students with the language of interaction. Thus, during the practice stage includes correcting, prompting students if necessary, monolingual dictionaries, and aim for intelligibility. Therefore, during the communicative interaction or production stage is encourage language

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[13] Carolina Terry, *How to Teach Speaking in an EFL Class*. Academic Supervisor. (Ministiry of Education: ICPNA San-Miguel, 2008), 5.

negotiation, take note of any aspects that may hinder communication (pronunciation, vocabulary, grammar) and respect students 'wait' time.

3. Teacher's Roles during a speaking lesson

Harmer mention that teaching roles during a speaking lesson as follows organizer, prompter, observer, participant, assessor, feedback provider and resource.[14]

As an organizer, teacher get students engaged and set the activity. Prompter provides students chunks not word then observer, the teacher analyze what causes communication breakdown thus, participant do not monopolize or initiate in the conversation. As an assessor when the teacher record mental or written samples of language produced by students. Then, in feedback provider teacher tell students how proficient their performance was. The last is resource when teacher provide students with tools to improve their oral performance.

B. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a text that describe about a particular person, place or thing.[15] It means that the purpose of speaking description is to describe about the object that human is watch and give analyze and give description about it object. Basically, the aim of a descriptive text is to

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[14] Jeremy harmer, *How to teach English*, (Longman: England, 1998), p. 94.
[15] Wahyu Purnomo SS, *Access to English Competence English for Senior High School.* Galuh Sansekerta Inti, 13.

give information to the readers by making them see, hear, feel, etc.[16] The teacher uses description to help clarifying a definition or comparison or to make the process of identification.

2. Generic Structure of Descriptive Text

The schematic structure or the generic structure of descriptive texts suggest by Eudia Grace. It is as follows identification and description.[17]

"It can be say that identification describes about the phenomenon. It includes identification of someone, something or place which is going to be describe. And description describes parts, qualities, and characteristic of someone, something or place. For example the description of material, color, hobby and size". The schema describes below:

Mike

Identification

Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Description: Physical features

Mike has a nice smile. His body is chubby; his plump cheeks make him cute. His face is oval. Mike has black and short hair.

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[16] Joko Priyana, *Interlanguage: English for Senior High School Students X.* (Jakarta: Pusat Perbukuan, Departement Pendidikan Nasional, 2008), 123.
[17] Eudia Grace, *Look Ahead an English Course.* (Jakarta: Erlangga, 2005), 14.

Description: The way she dresses

Mike is confident in his black t-shirt and blue jeans. He always wants to feel relax. He is neat well dressed.

Description: Personality

Mike is a nice and cheerful person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

Description: Other

His hobbies are singing. Mike has a beautiful voice. He likes all kinds of music, but his favorite is pop.

3. **Language Feature of Descriptive Text**

The characteristic of descriptive text based on the linguistic features as state Wahyu Purnomo as follows specific noun, using simple present tense, using detailed phrase and relating verb, using certain adjective verb, using figurative language, using thinking verb and feeling verb, using adverbial and the last using action verb.[18]

The first language feature of descriptive text is specific noun. It means that in descriptive text, the researcher is to use a specific noun that will be described such as my clothes, my car and etc. Then descriptive text uses simple present tense to describe an object in detail. Using detailed phrase and relating verb in this case, the descriptive text is to describe something in order to give the correct information about what

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[18] Wahyu Purnomo SS, *Access to English Competence: English for Senior High School.* Galuh Sansekerta Inti, 14.

the writer wants to describe. Using certain adjective verb is used in descriptive text to describe, to number and to classify an object. For example two strong legs, sharp white fangs. Therefore, using figurative language is to describe an object in detail beautifully such as Rizal is white as chalk, sat light. Then using thinking verb and feeling verb is to show the writer assumption about the subject or object such as police believe the suspect is armed, I think it is a clever animal. Moreover, using adverbial is to give additional information. It makes the text clearer and easier to understand such as Sonia walks at the tree house. The last using action verb is important because it is to tell the reader about the condition clearly such as a new puppy bites our slipper.

Language feature is a consequence of the communicative purpose of a text.[19] It means the details of an object so that the audience has a clear description of something.

C. Instructional Media

1. Definition of Instructional Media

Languages are taught and learn in various places, some in informal settings, others in formal contexts, such as in classroom. Language teaching, especially English in the classroom is a process that involves both teacher and student. Teacher must create learning situations, which are not too difficult for the student, so that the student

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[19] Helena I.R Agustien, *the English Curriculum in a Neutshell*. Unpublished Paper (Malang: Malang State University, 2004), 42.

can actively participate in teaching learning process. To create such kind of that situation, the researcher needs instructional media.

Instructional media is a means of communication use to carry message with instructional intent.[20] The English teachers are recommending using instructional media. In my opinion, the reasons the media they are going to use are to motivate the student to learn, to increase their interest, and to extent the channel of communication between the teacher and the student, so that the teaching will be more communicative and effective.

2. Kinds of Instructional Media

There are three kinds of Instructional media (Teaching Aids) used by English Teacher, they are:[21] Visual media, audio media, and audio-visual media. Visual media are media that can be seen and touched by the students. These media include picture, photograph, wall charts, flashcards, flannel board, and slide projector and overhead projector. Audio media are media that can only be listened. The media are usually used to teach Listening comprehension skill. The examples of Audio Media are radio and tape recorder. Thus, audio-visual media are the kinds of media that can be seen and heard by the student. The examples of this media are: Television, VCD, DVD, etc. Among these three groups of media, Visual Media is relatively cheap and easy to be developing.

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[20] Rosi Anjarwati as quoted Heinich in Kasihani Kasbolah, *Bahan Ajar Foreign Language Teaching Media* (Malang: University Negeri Malang, 2001), 3.
[21] Mona Khameas, (http: General-Instructional-Objective/Cari-Ilmu-Online-Burneo.html Accessed on March 3, 2012)

Instructional media has several functions. According to Dale in Kasbolah, there are several matters media can give for teaching process such as heighten motivation for learning, provide freshness and variety, appeal to students of varied abilities, encourage active participation, give needed reinforcement, assure order and continuity of thought and widen the range of students' experience.[22]

With instructional media, student will be more motivated and they experience more variation and rich reality. Brown in Kasbolah states that the functions of media are to save time, stimulate interest, encourage students' participation, provide a review, help the students learn communicative ideas visual, provide medium for individual or group report, make the classroom dynamic and relevant and attractive.[23]

From various functions of instructional media above, it can be concluded that instructional media are really important in teaching learning process. English teachers need to use instructional media in achieving the teaching objective. However, it demands more attention and ability of the teacher to use them in order that their use becomes more effective.

Wright in Kasbolah mentions some of advantages about selecting media.[24] First it will be easy to prepare. Second, it will be easy to

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[22] Rosi Anjarwati as quoted Dale in Kasihani Kasbolah, *Bahan Ajar Foreign Language Teaching Media* (Malang: University Negeri Malang, 2001), 12.

[23] Rosi Anjarwati as quoted Brown in Kasihani Kasbolah, *Bahan Ajar Foreign Language Teaching Media* (Malang: University Negeri Malang, 2001), 12.

[24] Rosi Anjarwati as quoted Wright in Kasihani Kasbolah, *Bahan Ajar Foreign Language Teaching Media* (Malang: University Negeri Malang, 2001), 13.

organize in the classroom. Third, it will be interesting to the students and teachers. Fourth, the language and the way teacher wants the students to use the media will authentic to the activity.

D. Picture

1. Definition of Picture

Usually language teacher especially English teacher has experienced to use picture as media for presenting different language item so picture are not new thing for language teacher. Among teaching media, pictures are commonly use as visual media, beside its simplicity, picture are relatively cheap use in the classroom.[25]

Picture, in my opinion, has an interesting for the children. It can create attention and surprise as well as interest. All of which are necessary in teaching and learning a foreign language. Picture can be the media to distribute the information from teacher to student. It is easier to teach material using picture because the picture serves many variations. Picture can be form into wall charts; flashcards, hand drawn picture, and illustrate course books and supplementary books.

2. Kinds of Picture

Using picture in presentation will make the students improve their mind because picture visualizes abstract into a real thing. However, the visualize picture depends on the kinds of picture one is using.

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[25] Arief sadiman, *Media Pendidikan* (Jakarta:CV.Rajawali, 1993), 29.

Picture can be in the form of drawings, photos, magazines or newspapers. Mary suggests that pictures divide into three types. They are picture of individual, picture of situation and picture of series.[26]

In this case, picture of individual person and object are single picture of objects, activities or personal. Thus, picture of situation that shows scene or situation in which some people can be seen "doing something". Situational pictures show or suggest relationship between object and peoples. The last picture of series is a number of relate composite pictures which link to form series or sequence of events on one chart. Series of pictures are ones that show a simple action, such as sun rising.[27]

E. Puppet

1. Definition of Puppet

Although there are still not clear about the use of puppet to the first using to teaching. Helena Aikin tell that puppet are useful tools in the English classroom as they provide an excellent means of introducing new language through stories and conducting creative follow-up activities.[28] However puppet has been use in India for more than four thousand years.[29]

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[26] Mary Finnochchiaro, *Visual Aids in Teaching English as a Second Language* (Washington d.c: English Teaching Forum, 1975), 37.

[27] Uri Shulevitz, *Writing with Pictures: How to Write and Illustrate Children's Books* (New York: Warson-Gruptil Publication, 1985), 8.

[28] Helena Aikin, *Young Learners. Creating a Positive and Practical Learning Environment.* Published by IATEFL. (the British Council, 1998), 22

[29] Child Resource Centre, *Learning and Teaching through Puppets*. India: CHETNA. The Internet Books. (English Teaching through Puppet.pdf, 1995), 3.

Concerning to puppets, I can say that puppet is a language that conveys feelings, ideals, and passions with a combination of gestures and words that can be use to present inanimate object in the form of human life character. Puppets can help to improve upon communication skills, overcome language barriers, and teach self control. It can also make the students feel comfortable with and upon up to the world.

According to Peyton, puppets does widely recognize for their beneficial influence on learning and social all ages.[30] 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.

2. **Types of Puppet**

Some countries in the world have different puppet. Puppet can divided into the way the puppets are presented. The common puppets are glove or hard puppets, string puppet, rod puppets and shadow puppets.[31]

Glove or hard puppets are very simple and easy in to perform because this puppet is move by puppeteer's hand. Glove or hand puppet needs skill in playing glove or hand puppet. String puppets are types of puppets which are quite difficult to perform because the puppet performances are controlled by string according to different part of puppet's body like hand, head, and leg. Basically, string puppets are

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[30] Jeffrey Peyton, "*The Promise of Play: A Paradigm for Deep Reform in Education.*" (Puppet tools). http://www.puppetools.com/getpublicfile.php?fid=146, accessed on March 15, 2012.

[31] Child Resource Centre, *Learning and Teaching through Puppets*. India: CHETNA. The Internet Books. (English Teaching through Puppet.pdf, 1995), 1.

more interesting in the performance but this puppet need skill to operate them. Thus, rod puppets can be use easier than the previous. The puppet's body is trying to the rods or stick. They can use in large audience although rod puppets only have limit movement. Shadow puppets are flat puppets that are control on a screen with a light behind or above the screen, and the audience only uses the shadow of the puppet. This puppet is simpler to be applied and effective for large audience. Shadow puppets are operated from behind the screen so, what the audience actually sees are the projected shadows. The nearer to the screen, the smaller and clearer the images; as the audience move further away they become blurred and increase in size [32]

In much simpler way, puppet is dividing into two types. First, the puppets are operating by hand and fingers. The other one is puppets which are operated on strings.[33] The teacher also gives some examples of some puppets that commonly use in teaching such as sock puppets, stick puppets, papier-mâché puppet head and paper bag puppet. Other type of puppets generally can be created called hand puppets, jumping jack puppets, box puppets and frog or bird finger puppets.

F. Advantage of Using Puppet in Teaching Speaking

In using puppets in teaching and learning process it may give some advantages. The advantages are supported by Cuenca and Carmona

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[32] Helena Aikin, *Young Learners. Creating a Positive and Practical Learning Environment.* Published by IATEFL. (the British Council, 1998), 23.
[33] W H Miller, *Strategies for Developing Emergent Literary* (United States of America: The MC Graw-Hill Companies. Inc, 2000), 203-206.

who state that as the student identifies with the puppet; he/she is being able to speak without feeling shy on insecure. Some other advantages that this short of shadow with other advertisements are to add variety to the rough of learning situations, to change the pace of lesson and so maintain motivation, to increase student's communication and decrease the teacher's domination of the classroom and to encourage student's participation and can remove the inhibition of those who feel intimidated by formal classroom situation.[34]

G. Implementation of Teaching Speaking Descriptive Text Using Human Picture Puppet

Human picture puppet is a combination between human picture and puppet. The teacher makes human picture puppet as the description of creature such as human physical appearance. The purpose of human picture puppet is to increase the student's motivation and make the description of human physical appearance easier than describing it in a text. So the teacher can modify the human picture puppet with various colors to make human picture puppet more attractive.

Teaching speaking descriptive text through human picture puppet will be more interesting and fun. The student will give their attention more if the teachers use it in the speaking descriptive text. This method is easy to apply in teaching and learning English for seventh graders of junior high school, especially in teaching speaking in which students that

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[34] C M Cuenca-Fernandez Carmona Rodriago, *Puppet Shows in the English Class* (English Teaching Forum, 15(3) 1987), 42-44.

usually need a lot of motivation. To use of human picture puppet will be a new and suitable method in teaching speaking descriptive text.

Indeed, there are four important stages in implementing human picture puppet orally:[35]

1. Building knowledge of field

Teacher provides students with several important element of language in this stage. The role of teacher is to show and explain about human picture puppet, the teacher gives explanation about definition of picture puppet and elaborates explains about the characters of each human picture puppet represented in teaching speaking descriptive text to the students in the front of the class.

2. Modeling of text

In this stage, teacher acts as if he/she is the real describe using human picture puppet. If the teacher only describe in the text, the students will get bored. Then, the real describe using human picture puppet must use an appropriate and interesting way using gesture and asking question can be such interesting ways in attracting students' attention. If students do not know the meaning of the words, teacher can asks another students or tell the students by her/him self. In this step, teacher guides students to understand about the definition, generic structure of descriptive text, those are identification and description.

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[35] http://redroom.com/teaching-deskriptif-through-picture. accessed on Monday, 6 February 2012 at 09.15 a.m.

3. Joint construction of text

   In this stage, students work in group. Students do such discuss human physical appearance using human picture puppet in group. Students can ask for teacher helps. The most important thing, students can implement their understanding about the generic structure of descriptive text orally.

4. Independent construction of text

   The final and crucial stage is for presentation in the front of the class. In this step, student reflects their understanding of the describing character human physical appearance using human picture puppet.

   In the implementation of teaching speaking descriptive text, the teacher makes some modification into human picture puppet. The teacher adds some celebrity figures into human picture puppet. The reason of the teacher to add some celebrity figures is making the students become more interested in the teaching and learning process.

H. The Review of Previous Study

   Ika Arifiana (2010) at Universitas Negeri Surabaya (UNESA). Conduct a research with title "The Use of Puppets as Media in Teaching Speaking of Narrative Text to the Tenth Graders.[36]

   This thesis concerned about the way to speak and present puppet that both interesting and educating. This study offers a mean of linking elements of narrative theory with puppet and research which focus on

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[36] Ika Arifiana, Thesis: *The Use of Puppets as Media in Teaching Speaking of Narrative Text to the Tenth Graders*: (UNESA, 2010)

speaking skill. Also are effective methods of teaching speaking of narrative text since it is focus on commands by incorporating the universal human art of puppet. Additionally, this study also has limitation in time management in teaching practice.

Rosi Anjarwati (2009) at English Department Sekolah Tinggi Keguruan dan Ilmu Pendidikan Persatuan Guru Republik Indonesia Jombang. Conduct a research with title "The Implementation of Teaching Speaking by Using Flashcard to the Grade X Students of SMAN 3 Jombang.[37]

In her thesis, focuses in using flashcards in teaching speaking. There are some problems are find in teaching learning process using flashcards, such as: it needs a long time, some students only pay great attention on the picture of flashcards and discuss unimportant things, the situation is noisy, and some students are lack of vocabulary and some students still shy when they have to speak English in front of the other friends.

Overall, this research will be different from the studies above. In this research, the researcher would like to describe the implementation of human picture puppet in teaching speaking descriptive text. The researcher will try to find the effectiveness of using human picture puppet as a method in teaching speaking descriptive text by evaluating the use of it in MTS. Manbaul Ulum Gresik. Besides that, researcher

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[37] Rosi Anjarwati, Thesis: *The Implementation of Teaching Speaking by Using Flashcards to the Grade X Students of SMAN 3 Jombang*: (STKIP PGRI Jombang, 2009)

wants to explain the student's responses to the implementation of human picture puppet in teaching speaking descriptive text.

CHAPTER III

RESEACH METHOD

A. Research Designs

The researchers uses descriptive qualitative study, because the researchers uses words, sentences or pictures to represent the data that are going to be analyzed to make general conclusion. The research design employed in the study belongs to a descriptive methodology. The descriptive study is designed to obtain information concerning a particular issue and then describe it. Descriptive research is to represent a broad range of activities that have in common the purpose of describing situation or phenomena.[38]

Here, the researcher acts as the observer who examines the student at the speaking class using human picture puppet. She also observes the teacher and the student activities when the teaching and learning process takes places.

In this research, the researcher collects, identifies, analyzes, and interprets the data as a non-participant observer; the observer simply observes the implementation of human picture puppet as media of

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[38] Emmanuel J, Mason and William J. Bramble, *"Understanding and Conducting Research"*. (New York: Megraw-Hill Book Company, 1998), 3.

B. Research Setting and Subject of the Study

This study is conducted at MTS. Manbaul Ulum Bungah Gresik. The researcher chooses this school as the object of this study for some reasons. First, this school has apply the use of human picture puppet as media of descriptive text in teaching learning process in English speaking class.

Second, this school is including one of famous schools in Gresik so, it is other school can make parameter that have implemented human picture puppet.

The subject of this study is the students and the teacher at the seventh grade. One class in the seventh grades consists of 25 students.

C. Source of the Data

Source of the data is the important matter in field research. The data for this research are data about student's responses in the implementation of human picture puppet in teaching speaking descriptive text. The data will be collected from the seventh graders of MTS. Manbaul Ulum to know their responses in the implementation of human picture puppet. The class consists of 25 students'. In this class the researcher will give questionnaire related to the student's responses in following the implementation of human picture puppet.

D. Variable

In her thesis consist of variable independent it is the implementation of human picture puppet. And in variable independent

D. Variable

In her thesis consist of variable independent it is the implementation of human picture puppet. And in variable independent there are two sub variable it is student's confidence to retell descriptive text and media affective to apply in teaching descriptive text.

E. Research Instrument

The instruments used this research are an observation checklist, questionnaire, field notes and documentation. By using four instruments of data collection the researcher expects this research will be able to get the result correctly.

1. Observation checklist

Observation is an evaluation by observing to the object directly, accurately and systematically.[39] The checklist is used to look for the information about the process of students speaking actively in descriptive text by using human picture puppet. The researcher also uses checklist observation to identify the teacher activities directly. The activities will checked by the respondent by giving thick sign (V) to the observation checklist (see appendix 1). The form of observation to the material may comprise whether the material are interesting or not.

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[39] Burhan Nurgiyantoro, *Penilaian dalam bahasa dan sastra*, (Yogyakarta: PT. BPTF, 2001), 57.

The researcher observes how the teacher leads the speaking class using descriptive text through human picture puppet to the seventh grades of MTS. Manbaul Ulum and also observes how the students interact with their friends in a group presentation.

2. Questionnaire

Questionnaire is the second step to collect the data. Questionnaire is some questions to the students about some problems that have purpose to get opinion of the students.[40] The students must answer about the question based on what they responses toward the human picture puppet as descriptive material.

In this study, the questionnaire is to find what the students responses on the task given by the teacher, what the students can improve the speaking ability, and whether the students like or interested in human picture puppet as descriptive material given in the classroom during the teaching and learning process or not and to know their reason about it. The researcher gives the question sheet to the students at the last meeting. The questionnaire consists of 10 questions (see appendix 2).

In advance, the advantages of questionnaire are the researcher is not necessarily present in front of the respondents, but it can be shared directly to many respondents, can be answered by the respondents as fast as their own and depend on their part times, can be anonymous, so respondents will

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[40] Ibid, 54.

feel free, honest, and confident to answer and can be standard in similar questions for all respondents.[41]

3. Field notes

Field note are the write account of what the researcher hears, sees, experiences, and thinks in course of collecting the data in a qualitative study. The researcher uses field note to write some phenomenon that happen in the studies that are not included in observation checklist. It is used to get more specific data that researcher needs to make summary.

4. Documentation

The writer use documentation to get input data by data of observation checklist, questionnaire, field notes and pictures. And also, the researcher uses this technique to collect some files that are needed for this research, such as lesson plan (see appendix 3).

F. Data Collection Technique

To collect the data, the researcher uses four components of the instrument above. The researcher uses observation checklist to observe the whole classroom activities of the teaching-learning process. The observation uses to collect the data about how human picture puppet implemented in teaching speaking descriptive text. Then the researcher will distribute the questionnaires to the student after teaching-learning process furthermore, the

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[41] Suharsimi Arikunto, *Prosedur Penelitian. Suatu Pendekatan Praktik,* (Jakarta: PT. Rineke Cipta, 2006), Rev. VI, 152.

documentation was done from the first day until the last day of the reasearch. The data gets from the documentation such as lesson plan and photoes. The data from documentation was used to support uncomplete data gotten from observation and interview.

G. Data Analysis Technique

Having collected the data through the four instruments, the researcher will analyze the result of the research; in this case the researcher will analyze the implement of human picture puppet applied in the class, and the students' response of human picture puppet during the class. To analyze the data and information found during the class, it will be conducted by using descriptive way as follow:

1. Identifying the data based on the statement of the problem

2. Classifying each answer based on each item of the questionnaire

3. Arranging the data take from questionnaire in form of table

4. The data taken from questionnaire will be analyzed by using simple percentage. Using the formula below:

$$P=F/N\times100\%$$

Where P= Percentage of interest and expectation

F= The number of frequency of the respondent answer

N= The number of respondent

5. Verifying and interpreting the data

6. Drawing the conclusion

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data collected during the research from observation checklist, questionnaire, field note and documentation. The researcher tries to answer the research questions in chapter 1. They are; to what extent does the implementation of human picture puppet in teaching speaking build student's confidence to retell the content of descriptive text? And what can be inferred about student's responses towards the implementation of human picture puppet in terms of its effectiveness? To answer the first question the researcher uses observation checklist, field note and documentation. To answer the second question, the researcher uses questionnaire to get the information about the student's responses in teaching and learning using human picture puppet in the classroom. All the data that the researcher gets are from observation that is described and presented in the form of paragraph.

A. **The result of observation checklist, field note and documentation in the implementation of human picture puppet**

The first meeting conducts on July 17th, 2012. In the opening the lesson the teacher greets the student and takes the student's register by calling their name one by one. After that the teacher gives some stimulate

about the lesson. The teacher makes some conversation with her students. The teacher begins to the students about definition of descriptive text. Because the class is still seventh graders so, the teacher's also still uses Indonesian language to make the student easier to understand the material. The following conversation is the conversation between the teacher and the students.

Teacher : Ok student, do you know about descriptive text?

Students : Teks yang menggambarkan tentang seseorang/tempat. Mom

Teachers : Good. But in English, please!

Students : Text that describe people, thing and place. Mom

Teacher : Ok, good….Do you know the generic structures and language features of descriptive text?

Students : (Keep silent and thinking. Some of them open their book to search about the material)

After the teacher makes a short conversation with her students, the teacher explains to the student about the generic structure and language feature of descriptive text. Then, the example of describing people is covered in the below:

DESCRIBING PEOPLE		
Generic Structure	*Text*	*Language Features*
Identification	He is an Tukul Arwana. Tukul Arwana is famous artist in our country.	Tukul Arwana (certain noun). Tukul Arwana is famous artist in our country (simple present tense)
Description	He has proportional body. He is funny. He has short hair, He is tan brown. He has oval face. His nose is flat and he has moustache. In this human picture puppet, Tukul Arwana wears white shirt with blazer. He looks handsome.	A funny man (noun phrase). In this human picture puppet (adverbial). He is funny (adjective)

While teaching and learning process the student give their attention to the teacher, the student also give a question to the teacher if they still confuse about the material from the teacher. After the teacher explained about descriptive text, the teacher gives the student a paper that contains material about vocabularies focus. In here, the vocabularies focus also has meaning in Indonesia language. So, the student will be much easier in using the vocabularies when they use in describing human physical appearance as follow:

VOCABULARY FOCUS

NO	COMPONENT	CATEGORY	IN INDONESIA LANGUAGE
1	General Appearance	Beautiful Handsome Good looking Pretty	Cantik Tampan Sedap di pandang Manis

		Gorgeous	Menarik
		Ugly	Jelek
2	Age	Young	Muda
		Middle Age	Paruh baya
		Old	Tua
3	Skin	White	Putih
		Pale white	Pucat
		Dark black	Gelap
		Tan brown	Sawo matang
4	Face Shapes	Oval	Oval
		Round	Bundar
		Square	Persegi
5	Hair	*Length*	*Panjangnya*
		Long	Panjang
		Medium Length	sebahu
		Short	Pendek
		Color	*Warna*
		Black	Hitam
		Brown	Coklat
		Blond	Pirang
		White	Putih
		Type	*Jenisnya*
		Straight	Lurus
		Wavy	Berombak
		Curly	Keriting
6	Eyebrow	Bushy	Tebal
		Wiry	Tipis
7	Eyes	*Shape*	*Bentuk*
		Round	Bundar
		Chink	Sipit
		Color	*Warna*
		Black	Hitam
		Brown	Cokelat
		Blue	Biru
		Green	Hijau
		Grey	Abu-abu
8	Ears	Big	Besar
		Small	Kecil
9	Nose	Pointed	Mancung
		Flat	Pesek
10	Lips	Thin lips	Bibir Tipis
		Well defined	Berbentuk

		Full lips	Bibir Tebal
11	Other features	a moustache	Kumis
		a beard	Berjenggot
		Glasses	Kaca mata
12	Clothing	Hat	Topi
		Coat	Mantel
		Blouse	Blus
		Shirt	Kemeja
		Blazer	Bleser
		t-shirt	Kaos
		Sweater	kemeja dari wol
		Jacket	Jaket
		Tie	Dasi
		Gloves	Sarung Tangan
13	Body	*Height*	*Tinggi*
		Short	Pendek
		Medium height	Seimbang
		Tall	Tinggi
		Weight	*Berat, Bobot*
		Thin slim	Ramping
		Proportioned	Proporsional, seimbang
		Fat	Gemuk

The teacher asks student to follow after the teacher read it so, when there are some mistakes from the student's pronunciation, the teacher can correct directly. After the student read vocabularies focus, the teacher take one human picture puppet to show to her students. The teacher describe about human picture puppet and how to describe human physical appearance use human picture puppet. The teacher chose the picture of famous artist in the human picture puppet to make the student be interesting in using the media the teacher show one human picture puppet to the students and describes it.

The teacher example of describing human physical appearance use human picture puppet is as follows:

"Ok my class, I am going to describe this human picture puppet. He is Tukul Arwana. Tukul Arwana is a famous artist in our country with comedy and bukan empat mata program. He has proportional body. He is funny. He has short hair, his is tan brown. He has oval face. He has moustache, his nose is flat and he has thick lips. In this human picture puppet, Tukul Arwana wears white shirt with tie and brown blazer, also he wears brown jeans. He looks handsome. Everybody likes him because he is humorous and friendly man to every people."[42]

After the teacher give example how to use human picture puppet, the teacher ask some students to describe with the same picture in the front of the class so, another student can watch the performance of their friends in

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[42] Shofiyah, Teaching Speaking Descriptive Text using Human Physical Appearance use Human Picture Puppet. Accessed on Thusday July, 17th 2012.

describing use human picture puppet. There are some mistakes made by the students because the teacher asks them to describe the human picture puppet directly without any preparation before.

Student 1 performance:

He is Tukul Arwana. He artist. Tukul is funny. He have tan brown skin. He has oval face and he has short black hair and he has moustache.

Student 2 performance:

He is Tukul Arwana. He has short hair. He use white shirt with brown blazer and brown jeans. He is artist. He has thick lips. He looks handsome. Everybody likes him.

Student 3 performance:

He is Tukul Arwana. He is funny and humorous. He is artist. He has thick lips and flat nose. His hair is short and he wears white shirt with brown blazer.

In the student's performance, there are some student's mistake from vocabulary, grammar and pronunciation. By knowing the student mistake, the teacher considers that the student needs some preparation before present in the front of the class because it is speaking performance. The teacher gives correction from the student's performance and shows the generic structure and language features from human picture puppet that they have present.

During the teaching and learning process, the students give a great attention to the teacher explanation. Moreover, the teacher use human picture puppet in explaining about human picture puppet. Before the end of class, the teacher divide the student into five groups and each group consist of 5 students. The teacher also explains about the next material for next meeting. The teacher gives a human picture puppet for each group. The student discusses with their group and after that they must present in the front of the class. In human picture puppet, the teacher use famous artist to make the students more interest in the using human picture puppet to describing human physical appearance.

The second meeting is conduct in July 18th, 2012. The teacher is ready with the material and the media. As usual the teacher opening the lesson with check the student register by calling their name one by one. Then the teacher review about the last meeting. After that the teacher continues to the next material. The dialog among the teacher and the students are as follows:

Teacher : Ok class, you have your own group. Please sit in your group. Hurry up!

Student : Yes mom (the student move to find their group)

Teacher : Ok. Good. Now please, the leader of each group comes forward to get a human picture puppet from me

Student : (All of the leader from the five groups come forward to the teacher and receive human picture puppet from the teacher)

Each group gets a human picture puppet from the teacher. The teacher prepares human picture puppets. The teacher takes some famous figure artist in making human picture puppet. The purpose of the teacher including famous figure artist is to get the student attention and make the students be more interest in teaching and learning process because the students can describe about their idol. The student will describe the human picture puppet with the correct vocabularies focus and grammar that give by the teacher in the first meeting. After that each group describe the human picture puppet in the front of the class one by one. It will be the first student's performance in describing human physical appearance use human picture puppet.

Like the first meeting the teacher considers that students need preparation in describing human physical appearance use the media. So, the students can give 15 minute to discuss human picture puppet in group. And 5 minute to prepare their performance in the front of the class. After that the teacher asks all the groups to present one by one in the front of the class use human picture puppet. All of the groups get their human picture puppet. The teacher asks the student to perform in the front of the class with their human picture puppet, the student present about the physical appearance of human picture puppet that they have.

The following are the student's performance (1st performance) of the students:

Group 1 performance:

"She is Manohara. Manohara is famous artist in our country. She is 30 years old. She has proportional body. She is beautiful. Manohara has wavy, long, black hair and her skin is white. She has oval face, her nose is pointed and she has full lips. Manohara wears black t-shirt with black blazer and blue jeans. She always wants to feel relax."[43]

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[43] First Students Group Performance in Describing Human Physical Appearance use Human Picture Puppet accessed on Thursday July, 19th 2012.

Group 2 performance:

"He is Anjasmara. Anjasmara is famous artist. His wife is Dian Nitami. His is middle age. He is handsome. He has short and black hair, his skin is white. He has oval face, his nose is pointed and he has thin lips. Anjasmara wears white t-shirt with white shirt. He is tall body. He is good looking. Everybody likes him because he is friendly and wise to all people."[44]

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[44]Second Students Group Performance in Describing Human Physical Appearance use Human Picture Puppet accessed on Thursday July, 19th 2012.

Group 3 performance:

"She is Afika. Afika is very young or childish. She is famous artist after she becomes 'OREO' advertisement. She has fat body. She is funny. She has black, long and straight hair, her skin is white. She has oval face, she has full lips. Afika wears white t-shirt. She looks pretty. She is kind so people and her friend love her very much."[45]

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[45] Third Students Group Performance in Describing Human Physical Appearance use Human Picture Puppet accessed on Thursday July, 19th 2012.

Group 4 performance:

"He is Morgan 'SMASH'. He is young man. He is 20 years old. Morgan is the member of boy band SMASH in our country. His famous song is "senyum semangat". He has tall body. He is handsome. He has short and black hair, his skin is white. He has oval face and he is pointed nose. He wears glasses. Morgan SMASH wears blue t-shirt. His hobby is singing and when he dance in the stage, he looks enjoy and attractive."[46]

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[46] Fourth Students Group Performance in Describing Human Physical Appearance use Human Picture Puppet accessed on Thursday July, 19th 2012.

Group 5 performance:

"She is Nabila Syakieb. Nabila is pretty girl. She is famous artist in Indonesia. She has well proportioned body. She is kind. She has black and long hair, her skin is white. She has oval face, her nose is pointed and she has thin lips. Nabila wears white shirt. Her hobby is racing. She always becomes actress protagonist in film."[47]

From the second student's performance, it can be conclude that human picture puppet can be use to teach descriptive text of human physical appearance. Human picture puppet can be use to make the students be more interest and make the students confidence in describing human physical

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[47] Five Students Group Performance in Describing Human Physical Appearance use Picture Puppet accessed on Thursday July, 19th 2012.

appearance. Moreover, the teacher use famous artist in human picture puppets. So, it will make the student's be more enthusiasm

B. The result from questionnaire in the implementation of human picture puppet

To answer the second research question of what can be inferred about student's responses towards the implementation of human picture puppet in terms of its effectiveness? The researcher uses questionnaire (see appendix 2). The indicators in the questionnaire as follows:

1. The teachers role in the implementation of human picture puppet in teaching speaking of descriptive text (1,2)

2. The students opinion on the use of human picture puppet in teaching speaking of descriptive text (3,4,5)

3. The students problem on the use of human picture puppet in teaching speaking of descriptive text (6)

4. The students motivation on the use of human picture puppet in teaching speaking of descriptive text (7)

5. The students opinion about the topic (8)

6. General observation (9,10)

To know the student's responses in percent form. The researcher use pattern as follows:

The number of students who choose the alternative x100%

The number of the students in whole class

So, it can be getting the result as follows:

NO	The student's response			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1	56%	44%	-	-
2	44%	56%	-	-

a. The teacher's role in implementation of human picture puppet in teaching speaking of descriptive text

Based on the student's responses to the teacher's role in teaching speaking of descriptive text use human picture puppet, there are 56% of the students strongly agree that teacher explain the material clearly. And 44 % agree on the teacher explanation the material using human picture puppet.

Then, 44% student does strongly agree and 56% of the student's agree if the material understand to the student.

NO	The student's response			
	Strongly Agree	Agree	Disagree	Strongly Disagree
3	36%	56%	8%	-
4	44%	40%	12%	4%
5	36%	36%	28%	-

b. The students opinion on the use of human picture puppet in teaching speaking of descriptive text

Based on the student's opinion in teaching speaking of descriptive text use human picture puppet, 36% of the students strongly agree and feel enjoy use human picture puppet to teach in speaking. And half of student's answers agree. Only 8% of student's disagree that human picture puppet is enjoy to teaching speaking.

And also, 44% student's strongly agree that student's understand in receive instruction using human picture puppet and 40% of the student's answers agree. 12% of student's answers disagree that students understand in receive instruction using human picture puppet. Only 4% of the students strongly disagree.

Moreover, 36% student's answers strongly agree and agree that human picture puppet can make student's interest and motivation in teaching speaking. 28% of students that answers disagree that teach speaking using human picture puppet can make student's interest.

The student's response			
NO	Strongly Agree	Agree	Disagree	Strongly Disagree
6	8%	8%	44%	40%

c. The students problem on the use of human picture puppet in teaching speaking of descriptive text

Based on the student's problems, only 8% of the students strongly agree and agree that student' feel difficulties in use of human picture puppet instruction. 44% student's answers disagree that the student's had difficulties in using human picture puppet and 40% of the student's strongly disagree if the student's difficulties in use of human picture puppet instruction.

The student's response			
NO	Strongly Agree	Agree	Disagree	Strongly Disagree
7	48%	40%	4%	8%

d. The students motivation on the use of human picture puppet in teaching speaking of descriptive text

Based on the student's motivation, from 25 students there are 48% strongly agree and 40 % answers agree on the student's motivation using human picture puppet. 8% student's disagree and only 4% of the student's answers strongly disagree if use of human picture puppet increase student's motivation.

The student's response			
NO	Strongly Agree	Agree	Disagree	Strongly Disagree
8	48%	40%	8%	4%

e. The students opinion about the topic

Based on the student's opinion about the topic in teaching speaking of descriptive text use human picture puppet, the researcher say

that 48% of the students strongly agree and 40 % of the student's answers agree on the media can increase student's comprehension. 8% students disagree and only 4% of the student's answers strongly disagree if the uses of human picture puppet increase student's comprehension.

The student's response				
NO	Strongly Agree	Agree	Disagree	Strongly Disagree
9	16%	60%	20%	4%
10	88%	12%	-	-

f. General observation

The general observation in teaching speaking of descriptive text use human picture puppet, 16% of the students strongly agree and 60 % answers agree that using human picture puppet can help student's overcome the shyness to speak in front of the class. Then, 20% from student's answers disagree and only 4% of the student's answers strongly disagree if the use of human picture puppet cannot help student's overcome the shyness to speak.

Therefore, almost 88% students strongly agree that teaching speaking using human picture puppet increase student's achievement and 12% of the student's agree if the media can increase student's achievement in study English especially in speaking.

C. Discussion

The discussion classify in two parts. They are (1) the implementation of human picture puppet in teaching speaking of descriptive text and (2) the student's response in teaching speaking using human picture puppet. Speaking is making use of language in an ordinary, not singing voice. Speaking activity is important for human because it as communication media and making interaction with another people.[42] It means that speaking cannot be separated from our daily lives. This argument is supported by Rivers who says that to develop skill in communication in foreign language; the student must do continual practice in communicating.[43] Media is needed to support in the classroom activities. Picture as the media to describe about the fact and give all the require information.[44] The picture completes the information so, that people can get all information about the situation of something they want to know. Picture can be used to help the student to visualize language from abstract to concrete. It can be concluded that human picture puppet can be used to teach descriptive text.

Based on the result of observation, the researcher concludes that human picture puppet is implemented successfully in the teaching speaking

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[42]Hornby A.S. *Oxford Advanced Learner's Dictionary of Current English.*(Oxford: University Press, 1987), 827.

[43] M Wilga Rivers. *Speaking in Many Tongues: Easy in Foreign Language Teaching.* (Cambridge University Press, 1983), 67.

[44]Uri Shulevitz. *Writing with Picture. How to Write and Illustrate Children's Books.* (New York: Warson. Guptill Publication, 1985), 16.

of descriptive text. It supported by Cuenca and Carmona who state that as the student identifies with the puppet; he/she is being able to speak without feeling shy on insecure. Some other advantages that this short of shadow with other advertisements are to add variety to the rough of learning situations, to change the pace of lesson and so maintain motivation, to increase student's communication and decrease the teacher's domination of the classroom and to encourage student's participation and can remove the inhibition of those who feel intimidated by formal classroom situation.[45]

In the result of observation that in the teaching process, it can be seen from students' confidence; they enjoy retelling the content of descriptive text in front of the class without shyness and from student's attention; they give great attention and are active in the use of human picture puppet as media in teaching speaking of descriptive text. From the first time, until the last time the student show their ability in speaking descriptive text. Although in the first time they make some mistakes in grammatical and pronunciation because there is no preparation from the students but, in the second and third meeting, they can enjoy and be able to use human picture puppet in describing the human physical appearance. However, this media makes the student more confident in speaking in the front of the classroom. It can be prove from the student's responses that the most of the students say that

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[45] C M Cuenca-Fernandez Carmona Rodriago, *Puppet Shows in the English Class* (English Teaching Forum, 15(3) 1987), 42-44.

human picture puppet is the good media in teaching speaking of descriptive text and students feel interesting and not boring as teaching and learning process.

The material in teaching and learning process is suitable with the curriculum, understandable and makes the student be able in speaking descriptive text. The teacher gives the human picture puppet to make the student be able to describe easily the physical appearance. Some of students say that with human picture puppet, they can describe the human physical appearance because they look real object so; they do not need imagination before describing the human physical appearance. The student show their good ability in describing human picture puppet although they are still in seventh grader but, students enjoy and not shy to retell descriptive text in front of the class because the teacher make human picture puppet be more interesting moreover, the teacher use some famous artist in the human picture puppet. This statement agrees with Peyton argument that puppets does widely recognize for their beneficial influence on learning and social all ages.[46]

The teacher's role in the implementation of human picture puppet as the media in describing the human physical appearance is important. The teacher is choosing and prepares the media before implementation in the

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[46] Jeffrey Peyton, "*The Promise of Play: A Paradigm for Deep Reform in Education.*" (Puppet tools). http://www.puppetools.com/getpublicfile.php?fid=146, accessed on March 15, 2012.

classroom. The teacher makes the human picture puppet and makes some modification to make the student be interest in the teaching and learning process. The teacher considers that the student had difficult to speak in front of the class if the material and media that is giving by the teacher is not interesting. So, to solve the problem, the teacher prepare and make the human picture puppet be more interest to the student and the teacher is successful with human picture puppet because the student say they interesting and easily in using human picture puppet as the media in describing the human physical appearance.

In the first meeting, the teacher explains about descriptive text. The teacher also explains about generic structure and language feature of descriptive text. Then the teacher asks to the student to give some example of simple descriptive text. Here, there is a great effectiveness of the student in following the teaching and learning process. After that, the teacher explains about the human picture puppet. The student give their attention to the teacher when the teacher explains human picture puppet the teacher also give example how to describe the human physical appearance use human picture puppet. After that, the teacher asks some student to describe the human physical appearance using human picture puppet. Although in the performance they do some mistake but the student shows their interest in using human picture puppet. In the second and third meeting, the student performance to describe human physical appearance use human picture

puppet and make time of teaching and learning process be more effective because the teacher only have 2x45 minutes in each meeting. So, the teacher must be able to manage the time in the teaching and learning process. In the implementation of human picture puppet in the second and third meeting, the teacher does not dominate the class. She only observe and guide the student if they is some problem when the student discussion.

The teacher can say that the student give a great attention and confidence in the implementation of human picture puppet in the classroom because the student be interesting in using of this media in describing the human physical appearance and they are active when they discuss and give their attention when their friends perform in the front of the class.

From the data questionnaire, the researcher finds out the student's response in the using of human picture puppet in teaching speaking of descriptive text. The student agrees and supports that human picture puppet as the media in describe human physical appearance. This media can motivate the student to speak confidence. And this media make students affective because student's not bored when studying descriptive text using human picture puppet. Here, the student describes the human physical appearance directly because they watch the real object. So, they do not need some imagination to describe the human physical appearance. The students also agree that they become easily in describing human physical appearance

use this media. The students also agree that this media make the student brave to speak in the front of the class.

Human picture puppet is a good media to be implementing in speaking class. The teacher say that human picture puppet make the students confidence and give their attention the teaching and learning process. The teacher also say that the media is affective in describing human physical object because the student watch the real object without need imagination to describe human physical appearance. Supported in Helena Aikin, She tell that puppet are useful tools in the English classroom as they provide an excellent means of introducing new language through stories and conducting creative follow-up activities.[47] So, it can be concluded from the result of the observation, the student responses and the teacher side. The researcher can say that human picture puppet is a good media in teaching speaking of descriptive text.

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[47] Helena Aikin, *Young Learners. Creating a Positive and Practical Learning Environment.* Published by IATEFL. (the British Council, 1998), 22

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the problems statement, the researcher can take the conclussion as below:

1. The implementation of human picture puppet in teaching speaking of descriptive text marked by student's confidence; students enjoy retelling the content of descriptive text in front of the class, and also marked by students pay attention and they are more active and creative.

2. The response of students about the implementation of human picture puppet in teaching speaking of descriptive text during the class is that many students said that the human picture puppet was interesting and made them enjoyable in speaking. Because they watch the real object and make student's not bored. So, they do not need some imagination to describe the human physical appearance.

B. Suggestion

Teacher had done many things in teaching learning process; she had done anything to create the enjoyable and interesting learning for students. There are some suggestions that hopefully can be useful to improve the effectiveness the English teaching, such as:

1. Implementation of human picture puppet is good media in teaching speaking of descriptive text at seventh graders but, the teacher will control the allocation time to manage the student's preparation before the student present in front of the class.

2. The teacher will give to connection in the student's mistake be done after the end of their presentation. The teachers ask the student to use their dictionary. It is uses to know how to pronoun a word correctly.

3. I hope the students keep the condition where they have motivation to learn. If they have motivation to learn and to get something, they can be rich the goals, enjoy and not shy to perform in front of the class especially to speak.

4. The researcher also hopes that the next researchers will continue this research by conducting the different object and population. Because the performance of teacher in the implementation of human picture puppet in teaching speaking of descriptive text is different in other school.

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