CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion. It reports the findings and results of the data collection and data analysis. Detailed description of the results obtained from this study is presented.

A. Research Finding

The researcher described the data which had been gotten from some kinds of the data collection technique. Concerning how the teacher used puppets as media for teaching speaking, the researcher had done four data collection techniques in order to get more complete data. The researcher observed the students in the class to know the implementation of puppets as media. After that the researcher analyzed the result of the rating scales observation.

I. The Teaching Learning Process

All of the students had different characteristics. They were talkative and always answered most of the questions. Most of the students had a good speaking skill they could sing a song with a good pronunciation or make some utterance using English. Only a few students were very active during the lesson and some of the students were very smart they could do the task quickly and

understood the learning material easily. On the other hand, some of them were very shy and sometimes they could not finish the task

In the speaking learning technique, the teacher used oral approach in the teaching learning process. The teacher used puppets in warm up activities. The teacher thought that it was a good time to introduce some new technique in warm up activity. So, the students also had speaking English formed friendships and were playing well with one another.

The materials which were given by the teacher were passed orally. This way of teaching made the students easy to catch the teacher's instruction. The teacher gave the instruction in English and Indonesia. It was to make the students easy and understand the teacher instruction. The teacher sometimes used Indonesian language in the teaching learning process because not all of the students understood English well, especially for students at the first grade of Junior High School.

The idea of how to make a good talking puppets was transferred in this step. The puppets were made from pair of cotton socks with some modifications. The learning materials that were delivered by talking puppet were selected based on the lesson plan. Teaching and learning activities in the classroom were developed based on PPP (Presentation-Practice-Production) method. Talking

puppets media and some flash cards were used in delivering the learning materials. There were topics in materials in this class: Introduction each other, greetings and leave taking, and command and prohibition. The used material in used here based on the curriculum of English from government in the First Grade of Junior High School. The researcher observed the use of puppets in teaching English for three times (meetings).

I. First Meeting

The first meeting occuredat 07.00 a.m on August, 4th 2016. In the opening of the lesson the teacher greeted the students and took the students attendance. Then, the teacher gave stimulation about the lesson. The teacher made some conversation with his students and used hand puppets as media in warm up session. The teacher said Salam and asked condition all of students. The students answer spirit. Because the lesson in the first time in the morning. After teacher giving warming up to openthe lesson. Teacher provide the materials.

In this first meeting the teacher gave the material about "Introducing each other" to the students. The material had been taken from students book which was used based on the curriculum for first grade of Junior High School.

Firstly the teacher asked the students "Any one of you know how you introduce some one?". The students answered randomly. Then, teacher referred two students to answer the question.

Then in while-teaching, teacher started his lessons with introduced his material. He explained how to introduce someone else not only our self. For example :

- *I'd like to introduce...*
- I want you to meet
- This is my.....

In teaching techniques, the teacher used a dialog to give the materials into his students understood. At the first the teacher asked to the students whether they were ready or not to following this meeting. In that meeting, teacher selected two students to perform as a tiger and beautifull horse. After doing observation of the children. The researcher assumed that the children would want to perform a puppet showed as culminating activity. But, that idea began to change as the researcher observed how the teacher used the puppets in classroom activities.

Teacher give instruction for them to practice as tiger and beautiful using horse hands puppet in front of the class. Teacher also commanded the other students to pay attention to two students who were talking using hand puppets in front of the class. So, they could be more conceptualized and the students enjoyed and interested.

In building dialog, students were often making errors, especially in their pronunciation. But in here teacher always kept on their spirit and activity and teacher showed the correct pronunciation.

Based on the first observation the students could understand and enjoy using puppets as media in speaking session in the class, because the use of puppets in the first meeting still simple, just having conversation about introducing each other usinganimal puppets. The students could practice well and understood about the material although some of them speaking still using Indonesian language in some words.

Presentation

Giving input to the students

In this step the teacher should introduce some sentences and vocabularies as the input before activities. Flashcards were used in this step. During doing conversation based on the flash card students understand the rules and the ways in building conversation. The teacher always helped the students and gave the correct answer.

Practice

In this stage, talking puppet were used to delivered the material. The teacher used it in front of the class. The media used hand puppet. Basically, hand puppets were easy to move so the English teacher could use this media easily. This media should fit to the hand so it will be easier for the user to control the movement. The design of hand puppets was the animal character "tiger" and "phony horse" There were two parts in this stage:

1. Stating the Title and introduce the characters

The teacher wrote the title on the whiteboard and pronounced it. Then, the characters of "very hungry tiger" were introduced by the teacher. The teacher only used two puppet in the story.

2. Telling the story

The story should be repeated more than twice so that the students could understand the learning material and memorize the vocabularies. If the English teacher culd catch the story or the main points, they could read the transcript in the teacher guidance book in the appendix. So each group must prepare to show the drama used tiger hand puppet and little ponny hand puppet in front of the class.

Production

During the lessons, teacher monitored his students' activity. The last stage was production. The teacher drilled the students with the vocabulary while the students understanding about the story. And the teacher gave some questions for the students as feedback and stimulated students speaking skill ability. Some students raised their hand to ask some questions about the task. All of the activities in this meeting ran smoothly.

II. Second Meeting

In second meeting occuredat 09.00 on August, 5th 2016, the students were able to speak. They could speaking English more motivated and attracting in the class because teacher gave other topics about greeting and command. Teacher gave more suitable way to appropriate the material using puppets in speaking ability (*See on Appendix III-Lesson Plan*) suitable with curriculum in their school. Teacher also tried to build them gave an example the kind of voice using animal puppets. The students could appreciate well and their speaking more fluently although still using Indonesian language in some words.

Opening

The teacher gave greetings for students and warm up for students using finger puppets and hand puppets. The students gave response to teacher and doing conversation. The teacher give motivation and made the situation in this class more attractive and baffling. The teacher doing eliciting students to made conversation and practiced together about greetings and leave taking.

Teacher took finger puppets and hand puppet on the table to stimulated the students about greetings and leave taking. The teacher practiced with different sounds based on the character of puppet did he brought.

Teacher: Students,, Now, little phony will ask you.. (with cute sound) When you met your friend.. what did you said after "Salam"?

Student 1: I ask.. about her condition Mr.Faris...

Student 2: I said ... How are you friend?.. like that Mr...

Teacher: Oke.. Good students.. and what your response

?(with big sound)

Students: I'm fine.. and you?

Teacher: It's one example about greetings. Now, Students when your mother will go to market. What she to said about leave taking or split?

Students: Good bye ...

Student 1+4 : Bye .. bye ...

Teacher: Okay.. Correct answer.. All of you amazing.. It is one example about how we "leave taking" to peoples.

The students could build creatively to used new vocabulary although the students asked the teacher what's the meaning. After teacher gave brainstorming about greeting and leave taking. He explained the component and language features of greetings and leave taking, after that he discussed whit his students. Teacher also gave motivation and explanation that the material today is very important in our daily lives.

Elaboration

In this activity the teacher gave instruction clearly., pertinent to objectives of the particular activity will be presented. Teacher and students doing game to speaking practice based on picture the teacher given.

Teacher divided students into four groups to make story telling to applied in writing skills to be practice speaking skill.

In teaching skill, the teacher must convey to the students the precise actions they are perform.

In addition, the teacher should encourage students to ask questions about any step of the procedure that they did not understand. The teacher gave explanation to practice used puppets and he brought hand puppets and finger puppet. The students practice and elaborate this activity in action and cheer up. The students must played the puppets based on their script. And the students practice with appropriated sounds. The teacher gave an example in front of the class to practice well used. The students were very interesting in showing his performance. After that teacher conducted the students to gave performance like he did.

Confirmation and Conclusion

During the lessons, teacher monitors his students activity and in the last session teacher explains about the students difficulties. In this session teacher also asked the students to mention some vocabularies in correct pronunciation. And repeated how spelling several vocabularies together. Teacher gave feedback about "greetings" and "leave taking" for students.

III. Third Meeting

The researcher conducted the third observation at 07.00 on August, 11th 2016. To begin the lesson, the teacher started by saying greeting to the students and checked the students attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson would be started and the students were asked to pay attention to the teacher.

The students more interest because the teacher gave some clue to describe in front of the class using puppets. The teacher used finger puppets and hand puppets. For example, the kind of animals, foods, things, public place and etc. The teaching technique supports the students comprehend describe something using puppets so that the students were spoken very active in the class. The teacher did not dominate the class so the students can state their ideas. The teacher also motivated the students to understand the material and technique. In teaching learning process the students asked some questions and the teacher helped their difficulty.

The researcher found that the students got many advantages after the teacher using puppets as media. The teacher also planning the learning process well organized and congruent to implemented puppets in his lesson plan (See on Appendix 1II). The result of first observation using field note, the students using puppets in order to improve their speaking ability and also create the students interesting. The teacher can make the students will have full attention and their imaginative power is stimulated in the third meeting. At the first, the teacher stimulated the students about the topic that will be taught by asking the question related to the topic by holding as short discussion to build students knowledge. He asked the students about meaning the materials, a few of students ought to stand up and try to answer the teachers questions in front of class using hand puppets.

Presentation

Giving input to the students

In this step the teacher should drilled the students used some sentences and vocabularies as the input before activities as the kinds of foods, things, animals, public place and etc. and then The teacher give an example to

used finger puppet to realized in material "command and Prohibition". The teacher gave different sounds talking puppets with "command and Prohibition". For example: Clap your hands! Sit down! Raised your hand! Turn around and etc.

- Teacher: Hello students, now i will introduce my friend his names is poky (teacher bring one finger puppets). Hallo friends, my name is poky. How are you today (teacher speaking like child and small sound and move finger puppet (poky)).
- Students: I'm fine thanks poky. Nice to introduce you.
- Teacher: Oke now, poky will give you some questions. Attention please!

Practice

In this stage, talking puppet were used to deliver the material. The teacher used it in front of the class. The media used finger puppet. The teacher gave explanation about the pattern "Command and Prohibition". After the explanation clear, the teacher ask to the students to confirmation about the material they used. All of students

gave attention for the teacher explanation in this class. Then, the teacher gave instruction for the students to open book task "LKS" page 18, to read one part in this book when linked up with command and prohibition. After that, the students analyzed the structured of command and prohibition and some of them presented the work in front of class. They practiced to use finger puppet. The teacher also encouraged the students to be more confident and bravely when speaking and practice in front of the class.

Elaboration

The stage was elaboration and confirmation. The teacher gave some games *choose* and guess. Any two of students in this class look tired, The teacher chose one of them to practice in front of the class. And the teacher gave two pictures about "command prohibition" and finger puppets for students. The teacher gave instruction for her to make two sentences about "command and prohibition" fastly. The student answered the instruction used finger puppets "the first picture is stamp your feet!" "the second picture is don't cheat!". The teacher was correct the students answer, than the student must chose one other students. This games during four cycle. After that, the

teacher divided students into 4 groups. And the teacher gave many pictures to students. The students must make many sentences based on the picture. All of students look great and spirit to doing activities with their group to make many sentence about "command and prohibition". It was belonging to their homework, because the time was not enough. After the time was up, the teacher asked the students to collect their tasks in the end of teaching learning process. Then, he reviewed the lesson that has been taught, checked the students comprehension, and made the summary of the lesson today.

Confirmation and Conclusion

The last stage was confirmation and conclusion.

The teacher gave feedback for students. And ask them used finger puppets with different sound:

T: what we learn today?

Ss : *Command and prohibition Sir.*

T: All of you understand, students?

Ss: Yess, sir

T : Any question?

Ss : *No*,...

T: what do you feel in English lesson today?

Ss: Great and Amazing today.

T: Okay, lets said Hamdalah and pray for the last

T & Ss: Alhamdulillahirobbil'alaminn

T: Wassalamu'alaikum wr.wb

The students got more great motivation from the teacher to speak brave and spirit to do the entire task in the third cycle.

The result of student's responses

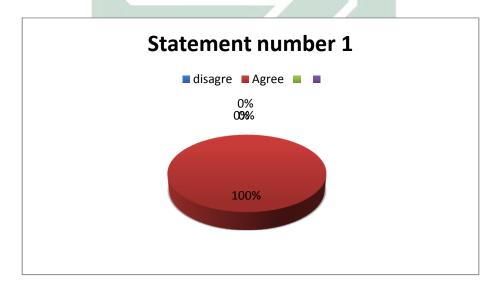
In order to support the data, the researher collected the data through questionnaire. The questionnaire was given in the third meeting in end of classroom activityon August, 11st 2016. The researcher gave the questionnaire that related with the students responses of implementation of puppets as media for teaching speaking. The students filled the questionnaire by choosing one option that was prepared. (*Se e Appendix I*)

- The teachers role in the implementation of puppets as media in teaching speaking in english class (1,2,3)
- The students opinion on use of the implementation of puppets as media in teaching speaking(4)

- The students motivation on use of the implementation of puppets as media for teaching speaking (5)
- The studets problem on use of implementation of puppets as media in teaching speaking in english class (6,7,8)

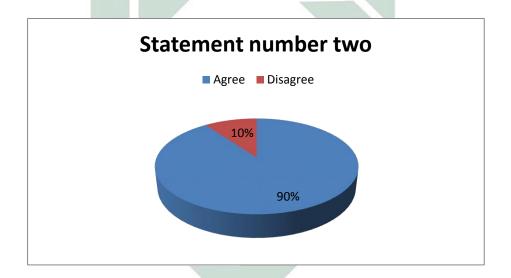
 There are eight questions (See Appendix I).
- A. The teachers role in the implementation of puppets as media in teaching speaking in english class

Based on the result from statement number one, most of the students agreed that teacher explained the material using puppets media clearly and more interesting with teaching english with their response (29 students) agree 100% and disagree 0%.



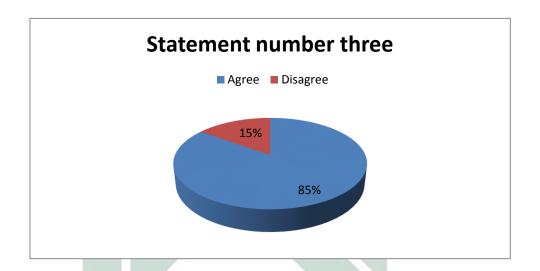
B. The students opinion on use of the implementation of puppets as media in teaching speaking.

Based on the statement number two, most of students agreed that the students followed the isntruction well when the teacher used puppets as media with their response 90 % agree and 10% disagree.



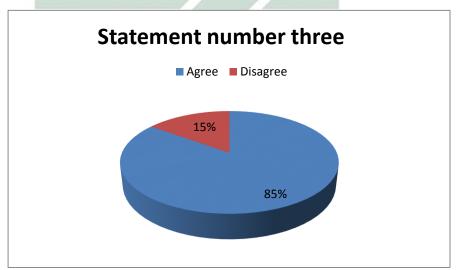
C. The students motivation on use of the implementation of puppets as media for teaching speaking.

Based on the statement number three, most of students agreed that they were enthusiastic join teaching learning process using puppets as media for teaching speaking in their response agree 85% and disagree 15%.



D. The students problem on use of implementation of puppets as media in teaching speaking in english class (6,7,8)

Based on the statement number four, most of students agreed that they were more easily and fluently to speak english in learning process using puppets as media for teaching speaking in their response agree 85% and disagree 15%.



Based on the students' responses of implementation of puppets as media for teaching speaking, there were many advantages of applying puppets as media in English class to improve students speaking skill such as

- (1) It made students active in the class because the speaking lessons was promoted using visual media teacher used puppets to make students more attractive.
- (2) It made students more encourage in speaking because e the teacher always gave motivation and guided the students during teaching learning process.
- (3) It made students more creative because the students imagine to use body language, eye contact to move puppets when they used puppets to practice speaking.

B. Discussion

Based on the research finding, the researcher found that using puppets as teaching media was interesting and suitable to be applied in speaking class..

The more detail analysis would be explained based on each research question.

1. How teacher used puppets as media for teaching speakingat the first grade of Junior High School

The Researcher correlated those results with some related literatures that had been presented in Chapter II. As we know that based on the function of language whichwas stated in the previous chapter mentioned that Littlewood distinguished between functional activities and social

interaction activities. And it could not be accomplished without the forms of language. The functional activities likes social interaction discussion, dialog, conversation, and etc. In the first meeting teacher used dialog as the main activity. The conversation were build up based on the material.

The second view is based on the psychological views. Speaking is making use of language in an ordinary, not singing voice. Speaking is important for human because it as communication media and making interaction with another people. ² It means that speaking cannot be separated in our daily lives. This statement supported by Rivers who said that to develop skill in communication foreign language, the students must do continual practice in communication.³

In this case, some students are still feeling shy, afraid, and not confident to communicate with their peer during the classroom activities. Therefore, they usually tended to keep silent in their class. Littlewoods in communicative language teaching mentioned about the use of puppets that could motivate student interest in the speaking selection or topic. "Students typically resistant to lecturing and representing diverse learning styles and personalities are freed to process and articulate concepts and

¹ William Littlewood, Communicative Language Teaching, (Cambridge : Cambridge Universitu Press, 2007),27th print, p.86

² Hornby A.S. Oxford Advanced Learners Dictionary of Current English (Oxford :University Pres, 1987) page 827.

³ M. Wilga River. *Speaking in Many Tongues :easy in Foreign Language Teaching*. (Cambridge University Press, 1983) Page 67

explore the who-what-when-where-and why of the curriculum physically, interactively, and experientially". When the students made mistakes in some words. Any some students afraid to continue speaking. In here the teacher guided and motivated students to bravely to speak English. So, the students tried to speak more to be confident in front of the class.

These views only tend to the learners feel to communicate with around them or to develop positive attitudes towards their learning environments.⁵ Based on the views of the conditions during the lessons to solve these problems, teacher considered into the balance between grammar and goals of the lessons, language level, condition of the students, and background of their previous education.

Based on the researchers opinion the steps that teacher did to solve these problems were appropriate. Teacher must know what the students need. Because each students had different capability. From here teacher can match between and the lessons (the material of the lesson in which would be used in his class). In the first meeting until the last meeting the teacher used appropriate material based on the curriculum and the students ability. And the teacher gave some visual media to attract the speaking

⁴ Jeffrey Peyton, "The Promise of Play; A Paradigm for Deep Reform in Education". (Puppet tools).2002. http://www.puppettools.com/getpublicfile.php?fid=146.

⁵William Littlewood, *Communicative Language Teaching*. (Cambridge : Cambridge University Press, 2007) 27th print, page 93

ability by using puppets is appropriate used in children at first grade of Junior High School.

The classroom environment was designed to create a warm atmosphere that encourages learning and creativity. The students disabilities ranged from developmental delay to communication disorder to moderate mental handicap to multiple disabilities. In addition to direct instruction, the students received speech, occupational. One of students spoke very little English at the beginning. The researcher thought that the puppets might provide opportunities for the students to interact deeply with one another. The teacher explained using puppets, the teacher also did not only use verbal expressions but also body language in puppets used. He used his body language in puppets when he met the difficulties to make his students understand the lessons.

According to the researcher's opinion, these ways were good enough, because communication was not only verbal communication, but also nonverbal; communication. As stated in previous chapter, in the theory of communicative approach there are 5 aspects. Brown mentioned

⁶ Kelli Servizi, *Fixing puppets so they can talk*. Journal vol 10 no.2 2008. Warren Early Childhood Center.Indiana.

that nonverbal communication also can use to communicate through some ways: body language, eye contact, gestural, and etc.⁷

Instructional media can help the teachers and students to create the fun learning environment in the class. Instructional media are various components in learners environment which support the learners learn.8 In this class, the teacher used puppets as hand puppets and finger puppets it has many factors that should be known about choosing puppets as media are : the availability of media, the ability of designer to produce the material that is appropriate with media, the flexibility, endurance.⁹

Puppets could increase their speaking skill and their listening skill when the students hear their friends speaking English or their writing skill when they make some notes. There was a phrase that described something when using puppets as media which had meaning of a thousand words. It meant that everyone had their idea and opinion when used puppets. That's why the puppets was very effective to be used in teaching speaking.

In second meeting.. Based on the result of the observation, the researcher found some positive effects of using puppets as media to make

⁸ Aditya as quoted Nunung Ruis, Muhyidin Tri Wahyu, Instructional Media, (Jakarta; Ministery of National Education, 2009)7.

⁷ H. Douglas Brown, *Principle of Language Learning and Teaching* (San Fransisco State University: Longman, 2000), 4th ed, p.262

⁹ Setyosari, *Pemanfaatan media*, cet. Ke-q jilid 1 (Malang: Universitas Negeri Malang Press, 2007), p.12

students more confident when they were speaking English well. Speakers used many techniques to develop their skills and overcome nervousness or speech anxiety but nothing works as well as practice.

The use of puppets can motivate students interest in the reading selection or topic. According to Peyton, "Students typically resistant to lecturing and representing diverse learning styles and personalities are freed to process and articulate concept and explore the who-what-when-where- and why of the curriculum physically, interactively and experientally". ¹⁰

The researcher concluded that the implementation of using puppets as media in teaching speaking as very useful: the teacher introduced find the difference puppets, the teacher explained the material clearly so the students were able to follow the teaching and learning process well. Find the differences media helped the students to describe something. They were able to make some examples of describing something and the students response of the implementation of find the differences puppets as media at the first grade as positive.

¹⁰Peyton. *The Use of Puppet*. 2002.in www.puppetools.com

1. The Discussion of Students Response

In this part the researcher discussed about how the students response to the implementation of puppets as media for teaching speaking. The researcher found the students responses from the questionnaire in implementation of puppets as media in teaching speaking in english class. Puppets was a good technique to be implemented in english class, especially at the first grade in Junior High School.

The Students filled the questionnaire by choosing one option that was prepared. (*See Appendix I*).

- The teachers role in the implementation of find
- The students opinion on use of the implementation of find difference puppets in teaching speaking.

Speaking activity is important for human because it is communication media and making interaction with another people.

11 Speaking can use in very different language areas (structure, vocabulary, functions, situations, and all four skills). Puppets is one of media can motivate and draw learners attention.

12 It means that the students feel curious and be interested learn use picture so that they pay attention in the class. In some cases, students and teachers have the same expectation.

¹¹Jeremy Harmer, *How to Teach English* (England: Pearson Longman, 2007) 123.

¹² Ibid., 5.

The data from the questionnaire and field note during the lesson showed that students became more interested to speak and they seemed to be more confident in speaking. Although the situation in the classroom were noisy, but the noise came from the students enthusiasm in speaking. It was appropriate with the research of Boeriswati ¹³ which found that puppet encourage students to speak, be confidence, be more interested in learning. When the teacher asked the students what they felt when they used puppets during speaking English. Why students become more interested, confident, fun, and enjoyful in learning English using puppets.

The successful speaking ability. In this case, the teachers had to give the students some opportunities to speaking, So that there was no domination among students in the class. A good teaching speaking provide rehearsal opportunities. Those are provoke the students to gain fluently words and phrases. Using puppets also can develop logical thinking, provide kids with decision making skills, and stimulates improvement in creativity. ¹⁴It is not only for kids but it is a great brain exercise for adult too.

The result of observation using field note and lesson plan in teaching process, it could be seen from students confidence and

¹³Endry Boeriswati, *Using Sponge Puppet Strategies to Instill Characters through story telling to Elemantary School Students in Bekasi.* State University of Jakarta. Indonesia.2003 Page 410-413 ¹⁴Emma, http://ezinearticles.com/?Spot-the-Difference&id=5157612, Submitted on october 06, 2010

students speaking activeness. They shared their idea, enjoy the teaching learning process, and they confidence to speak in front of the class. The teacher explained lesson using puppets as media clearly and students followed the class well, they also practice attractive in the class. From the first meeting until the last meeting, students showed their speaking ability. Although in the first time they made mistake in grammatical and pronounciation but after that they could follow the teacher instruction and explanation, so they could correct their mistakes.

The material in teaching learning process was suitable ith curriculum and students skill. The teacher used animal puppets in the first meeting with one topics about introduce each other, the second and third meeting the teacher used various methods still used animal puppets. The material also helped students'to describe something, to express their feeling and to build the students vocabularies in limited time because they had to look for some words helped by the teacher and other students in the class. It was found that the students felt no afraid, constrained and the students felt free to speak without thinking some errors when they were spoken.

From the data questionnaire, the students showed positive response. They were enjoying, enthusiasm, and interested in using puppets as media for teaching speaking. The students agreed that this media can make them can express their feeling and speak easily and fluently because they did not need to only imagine that the things and feeling like usually, they could have more imagination when the had beed used puppets. So, puppets was a good media in teaching speaking especially in teaching english.

The benefits of the use of puppets in the classroom were varied. The use of puppets provided an opportunity for students expression through the social aspects of communication. Students who were working in a group to prepare and present a puppet play were learning to work cooperatively with others, where there wasfeedback and take sharing ideas. To provide a supportive environment for experimenting with voice and language¹⁵.

¹⁵ Lewis, J. *Types of Puppet*. London: Longman,1973. group. Ltd. Page 82.