

**THE USE OF ANIMAL PUPPETS IN TEACHING SPEAKING ON NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 28 SURABAYA**

**THE USE OF ANIMAL PUPPETS IN TEACHING SPEAKING ON NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 28 SURABAYA**

**Rizky Muliana Primadani**

English Education, Languages and Arts Faculty, State University of Surabaya

Rizkymp@ymail.com

**Him'mawan Adi Nugroho, S.Pd, M.Pd**

English Education, Language and Arts Faculty, State University of Surabaya

**Abstrak**

Berbicara merupakan salah satu bagian penting dari keterampilan yang harus dikuasai oleh siswa dengan baik. Memahami berbicara perlu dilakukan. Dengan memahami bagian dari berbicara, siswa akan dapat berbicara dengan lancar. Menurut Ladouse (dalam Nunan, 1991: 23) berbicara digambarkan sebagai aktivitas untuk mengekspresikan diri dalam situasi, untuk melaporkan tindakan, situasi untuk kata-kata yang tepat dan kemampuan untuk berkomunikasi atau untuk mengekspresikan urutan ide lancar. Ini berarti bahwa berbicara adalah apa yang Anda katakan, apa yang Anda lihat, rasakan dan pikirkan. Sementara itu, biasanya guru jarang menggunakan media untuk siswa untuk berbicara dengan penuh percaya diri, sehingga kebanyakan dari mereka tidak dapat berbicara dengan lancar. Untuk menghindari hal ini, guru harus menggunakan media berbicara dalam rangka mendorong siswa untuk berbicara dan mengekspresikan perasaan mereka, yaitu *Animal Puppets*. *Animal puppets* adalah seperangkat boneka tangan tentang binatang karakter untuk mempromosikan kemampuan bahasa lisan dan kepercayaan berbicara di depan umum. Boneka tangan adalah sarana yang sangat efektif dan dinamis kreatif mengeksplorasi kekayaan komunikasi interpersonal (Sinclair: 1995: 67). Penelitian ini dilakukan untuk menggambarkan pelaksanaan *animal Puppets* media dalam pengajaran berbicara narasi (dongeng) teks, melihat respon murid untuk pelaksanaan *Animal Puppets* dalam mengajar berbicara teks naratif (dongeng), teks naratif (dongeng) siswa digunakan setelah pelaksanaan *Animal Puppets* media dalam pengajaran berbicara teks naratif (dongeng). Peneliti menggunakan penelitian deskriptif kualitatif dalam melakukan studinya. Siswa kelas delapan SMPN 28 Surabaya adalah subyek pengamatan nya. Teknik pengumpulan data yang digunakan untuk penelitian ini adalah lembar observasi, catatan lapangan, angket, dan kinerja siswa yang digunakan untuk mendapatkan data dari pelaksanaan *Animal Puppets* dalam pengajaran berbicara teks naratif. Namun, peneliti juga ingin mengetahui 'hasil dalam berbicara teks naratif menggunakan *Animal Puppets* media melalui hasil kinerja siswa. Setelah mengumpulkan data, peneliti menganalisis nya. Berdasarkan pengamatan peneliti, ia menemukan bahwa guru melaksanakan media *Animal Puppets* media dengan tepat. Selain itu, melalui media ini, para siswa dapat menangkap aktivitas berbicara mereka. *Animal Puppets* adalah salah satu media yang tepat karena siswa merasa senang dan menikmati aktivitas berbicara. Selanjutnya, dengan menggunakan *Animal Puppets* dalam mengajar berbicara teks naratif, siswa bisa berbicara teks naratif dengan benar. Hal ini dapat dibuktikan dengan melihat hasil kinerja siswa. Berdasarkan penjelasan di atas, peneliti membuat kesimpulan bahwa pelaksanaan *Animal Puppets* dalam teks naratif dalam pembelajaran adalah media yang tepat dalam mengajar dan berbicara belajar. Karena berdasarkan hasil siswa, bahwa siswa dapat berbicara teks naratif benar. Akhirnya, diharapkan finishing penelitian ini akan berguna untuk guru bahasa Inggris dan peneliti lainnya

*Kata kunci : Berbicara, Animal Puppets, Narrative text*

# THE USE OF ANIMAL PUPPETS IN TEACHING SPEAKING ON NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 28 SURABAYA

## Abstract

Speaking is one of essential part of skills that should be well mastered by students. Understanding parts of speaking is needed. By understanding the parts of speaking, students will be able to speak fluently. According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity to express oneself in the situation, to report acts, situation in precise words and the ability to converse or to express a sequence of ideas fluently. It means that speaking is what you say to what you see, feel and think. Meanwhile, usually teacher rarely used media to the students to speak confidently, so that most of them are not able to speak fluently. To avoid this, the teacher should use media of speaking in order to encourage the students to speak up and express their feeling, namely Animal Puppets.

*Animal puppets* is a set of puppets about animals character to promote oral language skills and confidence in public speaking. Puppet is a highly effective and dynamically creative means of exploring the richness of interpersonal communication (Sinclair: 1995:67). This study is conducted to describe the implementation of *Animal Puppets* as media in teaching speaking narrative (fable) texts, the students's responses toward the implementation of *Animal Puppets* in teaching speaking narrative (fable) texts, the students's narrative (fable) speaking performance after the implementation of Animal Puppets media in teaching speaking narrative (fable) texts.

The researcher used descriptive qualitative research in doing her study. The eighth graders of SMPN 28 Surabaya are the subjects of her observation. The data collection techniques used for this research are observation checklist, field note, questionnaire, and students's performance which were used to obtain the data of the implementation of Animal Puppets in teaching speaking narrative text. However, the researcher also wants to know the students's result in speaking narrative text using Animal Puppets media through the students's performance result.

After collecting the data, the researcher analyzed them. Based on the researcher's observation, she found that the teacher implemented Animal Puppets media appropriately. Besides, through this media, the students are able to catch their speaking activity. Animal Puppets are appropriate one because the students felt fun and enjoyed in speaking activity. Furthermore, by doing Animal Puppets in teaching speaking narrative text, the students could speak narrative text properly. It can be proved by seeing the students's performance result.

Based on the explanation above, the researcher makes conclusion that the implementation of Animal Puppets in teaching speaking narrative text was an appropriate media in teaching and learning speaking. Because based on the students result, that the students are able to speak narrative text properly. Finally, it is expected that the finishing of this study will be useful for English teacher and the other researcher.

**Keywords :** *Speaking, Animal Puppets, Narrative Text*



# THE USE OF ANIMAL PUPPETS IN TEACHING SPEAKING ON NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 28 SURABAYA

## INTRODUCTION

Education curriculum in Indonesia has already changed, the newest curriculum in Indonesia is called Curriculum 2013. The curriculum changed with an integrative thematic concept applied to elementary school, junior high school, senior high school, and vocational school. Right now many students do not have character, tolerance for others, and empathy for others (Musliar Kasim, 2013). So, Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge. Lampiran I Permen No. 60 said that curriculum 2013 is developed by standard-based education and competency-based curriculum (2014:5). The newest curriculum of national education of Indonesia will make a lot of changes to the face of education system of this country. In the curriculum 2013, the teacher using English as a vehicle in class and teacher just as facilitator in the teaching and learning process. So, students must be more active and look for many questions to ask to the teacher.

In the curriculum 2013 the teacher must give students stimulation before starting the teaching and learning process, so students can guess the materials before the teacher explained. Teacher can use various media to make students quickly to capture the materials. The curriculum 2013 is divided into four core competence aspects. Each core competence divided into some points called the basic competence. In this research, the researcher has the research on *The Use of Animal Puppets in Teaching speaking narrative texts to The Eighth Grade Students of SMP Negeri 28 Surabaya*. The speaking skill which belongs to the fourth core competence. As the KI-4 mentioned "*mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan*".

Since speaking narrative text is included in the curriculum, all the second grade students of the junior high school must accomplish it well. In this case, speaking narrative text included in KD 4.18 "*Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana*". Based on the KD 4.18 the reader can know that this research will focus in speaking and writing narrative text.

Speaking is the most useful skill and has an important role in human being's life. Through speaking, everyone can communicate with other to get information about science, and technology that perhaps they do not know before. However, speaking is one of the most demanding skills in the daily life. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for people to have a good speaking skill.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which

is produced by listening skill, and at that period speaking skill is learned. Based on the curriculum 2013 speaking is one of the four basic competences that the students should gain well. It has an important role in communication. In carrying out speaking, students face some difficulties one of them is about language itself. In fact, Most of the students get difficulties speaking even though they have a good mastery of vocabulary. The problem is that students are afraid of making mistakes.

Students have to practice more and throw away from the consideration of making mistakes. Therefore, students have to be accustomed to speak utterances orally in the classroom even in the very simplest way, such as greeting, answering, expressing ideas, giving responses, and etc. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning. In the teaching and learning process, there are some components to make the instructions successful, the teacher, students, material, media, and etc. Those components should be related.

Media as one of the components in teaching and learning process are used by teacher as a source to explain the materials to students. There are many media you can choose to make teaching and learning process more fun and interesting. Now, many schools used media as the teaching and learning process. In fact, media has affected positively to the language teaching, especially in attracting the students' motivation in learning a language.

Media plays important role, with media the teacher can engage and aid students' retention of knowledge, motivate interest in the subject matter, and illustrates the relevance of many concepts. Rohani (1997: 7) states that media can attract students' attention and stimulate their motivation in class for it can give real view of new things, add new vocabularies which are not easily verbalized, and overcome different background knowledge and experience. Rohani (ibid: 18) then classifies media based used-senses into three kinds, namely audio, visual, and audio-visual media. Therefore, visual media is just a perfect media as the teaching and learning process. Because visual media can be viewed to help students reinforce concepts, ideas and spark discussion. In visual media the teacher can use book stories, mime, visualisation, flash card, picture, blog postings, newspaper, magazine and animal puppets.

In this research, the researcher using *animal puppets* as media to teach speaking narrative (fable). The use of *animal puppets* for teaching speaking has been useful to make students understand how to assess speaking ability more easy and interesting. With *animal puppets* the teacher can catch students' attention easily, with colorful puppets can make

# THE USE OF ANIMAL PUPPETS IN TEACHING SPEAKING ON NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 28 SURABAYA

motivate students to speak English. *Animal puppets* is a set of puppets about animals character to promote oral language skills and confidence in public speaking. *Animal puppets* should represent species that are familiar to children in some way such as common pets, animals indigenous to a geographical area, or familiar characters in the favorite book.

Teachers can use *animal puppets* in teaching speaking for narrative class because they are easy to pick up, to move, and to display in different places and sequences. With animals puppets students has strengthens fine motor skills, imagination, and creativity. Students will confidence when using an *animal puppets* to re-tell story. The narrative skill this develops help prepare children for school experiences. *Animal puppets* appeal to students with visual, auditory, and develop learning styles.

In reference to the observation conducted by the researcher, many students of SMP Negeri 28 Surabaya still get difficulties in speaking narrative texts, because of some causes. One of the causes is the ineffective media, particularly during the English speaking narrative teaching and learning process. It could affect the students' competence to speak in English. Consequently, it is difficult to make students active in speaking

By looking at the background of the study above, the researcher can design two research questions to help the research administer this study. The research questions are formulated as follows:

1. How is the implementation of *Animal Puppets* as media in teaching speaking narrative (fable) texts to the eighth graders of SMPN 28 Surabaya?
2. How are the students' responses toward the implementation of *Animal Puppets* in teaching speaking narrative (fable) texts?
3. How is the students' narrative (fable) speaking performance after the implementation of *Animal Puppets* media in teaching speaking narrative (fable) texts?

## RESEARCH METHOD

Based on the research questions mentioned in chapter 1, the appropriate design of this research is descriptive qualitative research. This type of research study describes, studies and explains occurring phenomenon, and emphasizes natural settings, understanding, verbal narratives, and flexible design as well (McMillan and Schumacher, 2001). It aims to illustrate what exist with respect to variables or conditions in a situation (Ary, 1990: 332). In contrast to quantitative research which attempting to quantify data and generalize results from a sample to the population of interest, qualitative study tries to obtain more complete explanation and description of the occurrence. This study

describes the implementation of animal puppets media in teaching speaking narrative (fable) text to the eighth graders of SMPN 28 Surabaya; the students' responses toward the implementation of animal puppets media in teaching speaking narrative (fable) text; and the students' narrative (fable) speaking performance after the implementation of animal puppets media in teaching speaking narrative (fable) text.

The observation is conducted three times through the English class process. The researcher took a part as the observer. In teaching and learning activities, the observer tried to observe the implementation of teaching technique by investigating the student and the classroom situation during and after the teaching learning process. She observed it and reported anything happened. Then, she described the activity done by the teacher in teaching speaking narrative using *Animal Puppets* in the teaching and learning process.

The setting of the study is in SMP Negeri 28 Surabaya. The teacher in this school rarely use the media in the teaching learning process. The teacher there applied *animal puppets* to teach speaking narrative. SMP Negeri 28 Surabaya is located in Jalan Menganti Lidah Wetan 29 B Surabaya.

The researcher need to collect the data to answer research questions in the chapter I. In this study, the researcher has three questions. The first question is about the implementation of *Animal Puppets* in teaching speaking narrative texts. The researcher will get the data of teacher's and students' activities in the teaching and learning process towards the implementation of *Animal Puppets*. The data will be in the form of words or sentences by describing all about the activities in the class during the implementation of the Media.

Furthermore, the second research question is students' responses toward the implementation of *Animal Puppets* in teaching speaking narrative (fable) text. Thus, the researcher is taking the data from the results of the students' questionnaire. The data will be written in the form of words, sentences and paragraphs.

And the third research question is students' narrative (fable) speaking performance after the implementation of *Animal Puppets* media in teaching speaking narrative (fable) texts. Thus, the researcher is taking the data from the results of the students' performance. The data will be written in the form of words, sentences and paragraphs.

In this study researcher use a few different techniques to analyze the data. For the result of the interview researcher will apply three stages from *Ary et al* (2010); those are familiarizing and organizing, coding and reducing, and interpreting and representing. For the first stage the data will be read then read again to make sure everything are make sense. After that, researcher will be grouped the data. How researcher will process the data to be a simpler data. Interpreting and representing is the last stage of this formula. Researcher interprets and represents the data in the written form.

Observation checklist, field note, questionnaire and students' performance result have similar analysis technique. In the observation checklist, the researcher

## THE USE OF ANIMAL PUPPETS IN TEACHING SPEAKING ON NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 28 SURABAYA

uses a number checklist to measure student speaking ability during the implementation of the media. And the field note was used to compile the information about the teachers' implementation of animal puppets media in teaching narrative text and the problems during the implementation.

Besides from the teacher, the other data were also gotten from questionnaire. From that data, the researcher knew whether the students' responses were expected by the teacher or not. Meanwhile, for the students' performance results researcher will take their score of their performance from the rubric score, the teacher has score aspects for students. The students speaking narrative performance result gave information whether the technique is applicable and understandable or not in speaking narrative text.

### RESULT OF THE STUDY

The findings of the research based on the research questions will be presented. Here, the researcher was as a non participant observer who only sat at the backward of the class during the observation. There were three parts of result since there were three research questions in this thesis. The first part described the implementation of animal puppets in teaching speaking on narrative text to answer the first research question. The second part defined the students' responses toward the implementation of *Animal Puppets* to answer the second research question. The final part explained students' narrative (fable) speaking performance after the implementation of Animal Puppets.

#### The Implementation of animal puppets in teaching speaking on narrative text to the eighth graders

The researcher did the research for three days on Thursday April 9<sup>th</sup>, Monday April 13<sup>rd</sup>, Thursday April 16<sup>th</sup> 2015. it could be seen that the implementation of animal puppets media effective and dynamically creative means of exploring the richness of interpersonal communication (Sinclair: 1995:67). The implementation was appropriate with Logan (2007:24) that puppets can be incorporated into a variety of oral language strategies including storytelling, oral reporting, and choral speaking.

At the first meeting on Thursday April 9<sup>th</sup> 2015, the first step is the teacher explained narrative text, such as generic structure and language feature. The teacher also showed and explained about animal puppets, the teacher gives explanation about definition of *animal puppets* and elaborates explains about the characters of *animal puppets*. Then, the teacher gave task to the students to answer several questions based on the narrative text. Almost of the students could answer the tasks correctly. For the next meeting the teacher asked the students to bring some fable stories, the students could find them from the books or internet.

At the second meeting on Monday April 13<sup>rd</sup> 2015, the second step is the teacher acted as a story teller with using animal puppets. The teacher used hand animal puppets. She played the animal puppets based on her script. Then, the students write the dialogue use their self language but still in line with the story. In this stage the teacher always guides the students to make a good dialogue to present in front of the class. In the end of the class, the teacher checked the dialogue one by one. However, the teacher also said to the students that their performance would be held on the next meeting.

At the third meeting on Thursday April 16<sup>th</sup> 2015. The third step is the teacher asked the students to performance their speaking narrative (fable) dialogue by using animal puppets media. The students conducted the animal puppets shows, they had to tell the story into dialogue. The students used hand animal puppets. And the last step is evaluation, the teacher gave feedback to the students' performance. She shows the students' mistakes about their pronunciation. Then, She was so proud because the students could speak well although it was many pronunciation error, but it is no problem because the students have a good intonation and use a good expression. However, she still reminded them to practice speaking more and more.

#### The Students' Responses Toward the Implementation of Animal Puppets Media in Teaching Speaking Narrative (fable) Text

After the implementation of animal puppets media, the teacher gave a questionnaire which contains fifteen questions. Based on the questionnaire result, it could be concluded that the students were very happy while learning English, although English is a foreign language for them and difficult subject to learn. However, many students were indolent to speak English in front of the class, although they actually enthusiast in speaking. It was cause by some factors, such us they had difficulty in pronunciation, vocabulary, confidence, or even in speaking itself. Therefore, they did an optimal effort in order they could speak English well.

#### The students' narrative (fable) speaking performance after the implementation of Animal Puppets

Based on the students' narrative (fable) speaking performance result, it could be seen that the students had been accustomed to using animal puppets media. At the third meeting, the students could re-tell the story using animal puppets without bringing the script. Moreover, they could also express their feelings and showed their good intonation into the characters. there were twenty students who got very good (85-100) score. It means that the students' speaking result were satisfying. Then, there were twelve students who got good (70-84) score were also still satisfying. It means that mostly the students could deliver the story well. Next, there were five students who got fair (55-69) score, it means that the number of students who got low score were decreased. Then none of them who got poor (54-25) score. Based on

# THE USE OF ANIMAL PUPPETS IN TEACHING SPEAKING ON NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 28 SURABAYA

the result above, it could be concluded that the students' narrative (fable) speaking performance was satisfying.

## Conclusion

The use of *animal puppets* media could run as well as the theory in eighth graders of SMPN 28 Surabaya in learning speaking narrative text. It is showed by the students' responses toward the implementation. The researcher uses questionnaire, there were fourteen questions in the questionnaire which asked students' opinion about English, speaking English, media in teaching English, *animal puppets*, and the implementation of *animal puppets* in teaching speaking narrative texts. Then, the result of students' performance. They were asked to conduct the animal puppets shows, they had to tell the story into dialogue and the students used hand *animal puppets*. And most of the students could speak narrative text using *animal puppets* media. It is provided from the students score from their performance.

## References

- Anderson, Mark and Anderson, Kathy. 1997. *Text Type in English*. South Yarra: Macmillan Education Australia PTY LTD.
- Anderson, Mark and Anderson, Kathy. 1997. *Text Type in English 3*. South Yarra: Macmillan Education Australia PTY LTD.
- Ary, D, et al. 2010. *Introduction to Research in Education*. USA: Wadsworth, Cengage Learning.
- Bhattacharjee, A. (2002). *Social Science Research: Principles, Methods, And Practices (Second Edition ed.)*. Tampa: TheGlobal Text Project.
- Brown H.D. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Clifts, New Jersey: Prentice Hall Regents.
- Brown, H Douglas. 2007. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Third Edition. United States of America: San Fransisco State University
- Brown, H Douglas. 2007. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. United States of America: Longman.
- Brown, G., & Yule, G. (1983). *Teaching The Spoken Language-An approach based on the analysis of conversational English*. New York: Cambridge University Press.
- Cohen, L, et al. 2007. *Research Methods in Education*. London: RoutledgeFalmer.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London: Longman
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. London: Longman
- Harmer, Jeremy. 2012. *Teacher Knowledge*. London: Longman.
- Harmer, J. (1998). *How to Teach English*. Addison Wesley Longman Limited.
- H. Douglas. 2001. *Language Assessment Principle and Classroom Practice*. New York: Longman.
- Jacobs, H, et al. 1981. *Testing ESL Composition: A Practical Approach*. Rowley, MA: Newbury House
- Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. The Internet TESL Journal, 12(11).
- Kayi, H. 2006. *Teaching Speaking : Activities to Promote Speaking in a Second Language*. The internet journal, Vol XII, No11, November 2006. (<http://itselj.org>) accessed on April 4th 2011
- Knight, M, et al. 2009. *Cooperative Learning*. <http://www.uncg.edu/>
- Logan, David. 2007. *Puppetry*. Brisbane Queensland, Australia : Brisbane dramatic arts company.
- McDonald B, Nelson W (1998). *Methods that teaches*. Nigeria :W. C.National Policy on Education.
- Nunan, David. 1991. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Puteh, F. (2006). *Effective Oral Communication UHB 3052*. Universiti Teknologi Malaysia.
- Sierra, J. (1991). *Whole Language and Oral Traditional Literature, or, Pigs, Puppets and Improv*. Emergency Librarian, 19(2), 14-15, 17-18.
- Sinclair, Anita (1995). *The Puppetry Handbook*. Richmond, Victoria, Australia: Richard Lee Publishing
- Soundy, C. S., and Gallagher, P. W. 1993. *The Effects of Props on Young Children's Language Output during Story Retelling*. Ohio Reading Teacher, 27 (2), 12-16.
- Tarigan, H. Guntur. 1990. *Prinsip-prinsip Dasar Metode Pengajaran dan Pembelajaran Bahasa*. Bandung: Angkasa.
- Wallace, Darcy-Adrian. 1978. *Junior Comprehension 1*. England: Longman.
- Wilson, S. 1983. *Living English Structure*. London: Longman.