

**THE USE OF HAND PUPPET IN TEACHING SPEAKING TO
YOUNG LEARNERS AT JUNIOR HIGH SCHOOL
OF SMPN 2 RANTEPAO, NORTH TORAJA.**

SKRIPSI

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**ENGLISH LANGUAGE STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
MAKASSAR
2022**

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SKRIPSI

**Submitted in Partial Fulfillment of the Requirement for the
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Department**

BOSOWA

BY

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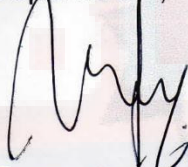
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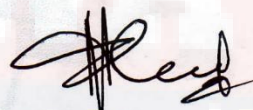
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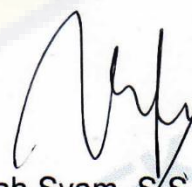
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ABSTRAK

Maria Putri Delima Nurak. 2022. *The Use of Hand Puppet in Teaching Speaking to Young Learners at Junior High School of SMPN 2 Rantepao, North Toraja.* (Dibimbing oleh Ulfah Syam dan Muliati)

Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan berbicara siswa dengan menggunakan boneka tangan. Peneliti menggunakan penelitian Pre-Experimental One Group Pretest-Posttest. Jumlah populasi dari kelas VII adalah 427 siswa yang terbagi dalam kelas VII.1 sampai VII.12. Sampel penelitian adalah kelas VII.1 yang berjumlah 30 siswa.

Penelitian yang dilakukan dengan memberikan perlakuan dan berhasil meningkatkan kemampuan berbicara siswa dalam beberapa aspek yaitu kosa-kata, tata bahasa dan kelancaran. Perlakuan dilakukan menggunakan boneka tangan sebagai media dalam pembelajaran berbicara dengan menggambarkan sebuah topik. Setelah melakukan penelitian, peneliti menganalisis data menggunakan analisis test SPSS 16.

Hasil nilai rata-rata berbicara pada tes awal adalah 8,63. Setelah peneliti memberikan perlakuan dengan menggunakan boneka tangan diketahui bahwa nilai rata-rata berbicara siswa pada tes akhir meningkat menjadi 13,27. Oleh karena itu, peneliti menyimpulkan bahwa mengajar berbicara dengan menggunakan boneka tangan dapat meningkatkan kemampuan berbicara siswa kelas VII.1 di SMPN 2 Rantepao, Toraja Utara.

Kata Kunci : Menggunakan Boneka Tangan, Mengajar Berbicara

ABSTRACT

Maria Putri Delima Nurak. 2022. *The Use of Hand Puppet in Teaching Speaking to Young Learners at Junior High School of SMPN 2 Rantepao, North Toraja.* (Supervised by Ulfah Syam and Muliati)

The purpose of this research was to determine the improvement of students' speaking ability by using hand puppet. The researcher used the Pre-Experimental One Group Pretest-Posttest research. The total population of class VII is 427 students who are divided into classes VII.1 to VII.12. The research sample is class VII.1 which consists of 30 students.

The research was conducted by giving treatment and succeeded in improving students' speaking skills in several aspects, namely vocabulary, grammar and fluency. The treatment was carried out using hand puppet as a medium in learning to speak by describing a topic. After conducting the research, the researcher analyzed the data using the SPSS 16 test analysis.

The result of the average speaking score on the pre-test was 8.63. After the researcher gave treatment using hand puppet, it turned out that the score of students' speaking in the post-test increased to 13.27. Therefore, the researcher concludes that teaching speaking using hand puppet can improve the speaking ability of class VII.1 students at SMPN 2 Rantepao, North Toraja.

Keywords: Using hand Puppet, Teaching Speaking

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This skripsi is aimed to fulfill one of requirements for the degree of Faculty of Teacher Training and Education/English Education Bosowa University. All praise and glory, the researcher does not forget to pray to the Lord Jesus Christ and my My beloved parents, Kristo Forus Nurak and Faustina De Prins who always give love, motivation, prayers and support for this research.


Everyone who strives always expects perfection, including in the preparation of this skripsi. The researcher realizes that the lack of knowledge and ability that the researcher has does not reduce the intention and effort that the researcher has to make this skripsi better and more useful in the world of education.

In relation to the writing and finishing of this skripsi, the great appreciation and sincerest gratitude be expressed to Prof. Dr. Ir. M. Saleh Pallu, M.Eng as the rector of Bosowa University; Dr. Asdar, M.Pd as the Dean of Faculty of Teacher Training and Education of Bosowa University; Ulfah Syam, S.S.,M.Pd as the first supervisor, who patiently guided and directed until the completion of this skripsi well; Muliati, S Pd., M.Hum.M.Ed, the second supervisor, who always patiently guides and helps in correcting and giving the right time to finish this skripsi.

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Maria Putri Delima Nurak

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CHAPTER I

INTRODUCTION

This chapter contains background, problem statement, objective of the research, significance of the research, identification of the research and scope of the research.

A. Background

The advancement of knowledge and technology in the current era of globalization feels increasingly rapid. With the advancement of knowledge and technology that is rapidly increasing, quality human resources are needed. Human resources can be improved through education, both formal and non-formal education.

One of the problems that occur in the world of education is the problem of the weakness of the learning process. In the learning process students are less encouraged to develop their thinking skills. Most students are required to memorize or memorize information without understanding the meaning of the information.

We must understand that speaking is one of the language skills in teaching English. Speaking is one of the important skills that must be learned by students. Teaching English should be focused on students' skills to communicate well through spoken language. Learning to speak is different from learning to write, because learning to speak requires encouraging students to express their ideas or stories to tell in front of others, especially when they speak in front of the class or

in public. Speaking is a necessary skill because it requires several components of speaking such as: vocabulary, grammar, pronunciation, and fluency.

In this case, the teacher has the responsibility to guide students to improve their speaking skills and motivate them by using appropriate methods and techniques.

To help overcome this problem, there are so many teaching media that can help teachers deliver material or make it easier for students to understand the concept of material. The use of media allows students to be involved in the teaching and learning process. Several types of media that can help them to convey their material are songs, pictures, rhymes, puppets, cards and other visual tools. So that the teaching and learning process can be beneficial for students and teachers, it must be supported by interesting learning media.

Therefore, the researcher chose hand puppet as a medium in learning to speak. The researcher believe that this method helps students to be more confident and feel comfortable during the learning process.

Based on the experience of the researcher while conducting research, students are mostly required to memorize vocabulary without the teacher creating a pleasant learning atmosphere. The learning atmosphere that looks serious sometimes makes students feel bored. This was seen when the researcher gave a questionnaire to find out the opinion of each student on the importance of using hand puppet in learning to speak. The researcher admits that the intelligence of students when speaking has a very good vocabulary, it's just that students lack

confidence because they are not trained to use interesting methods during the learning process to speak.

Hand puppet can develop language, enhance skills, learn to socialize and work together in addition to training students' finger skills. The hand puppet used are of various forms of animals on land, for example rabbits, monkeys, cats and those that resemble humans with characters such as father, mother, sister etc. With the hand puppet media, it is hoped that students will be more interested in trying it, enjoy playing it directly, and increase students' interest in participating in the learning process.

In accordance with the above statement, the researcher is interested in conducting a research entitled "The Use of Hand Puppet in Teaching Speaking to Young Learners At Junior High School of SMPN 2 Rantepao, North Toraja".

B. Identification of Problem

From the background of the research, the researcher makes identification, such as:

1. Speaking is very important skill, but most students have low achievement in speaking.
2. How well do hand puppet give contribution in teaching speaking to young learners.

C. Problem Statement

1. Is there any significance in using hand puppet in teaching speaking to students ?

2. How are students perception toward on using hand puppet in their speaking ability?

D. The Objective of the Research

1. To find out the benefits of using hand puppet in teaching speaking to students.
2. To find out the students perception on using hand puppet in their speaking ability.

E. Significance of the Research

The result of study is expected to be used:

1. The english teachers

In this technique can give inspiration to the teachers to make some variation in teaching english and they are able to use hand puppet in teaching speaking.

2. The students

The results of this research are expected to improve students' speaking skills using hand puppet.

3. The next researchers

For the next researchers, can provide an understanding of the use of hand puppet in teaching speaking.

F. Scope of the Research

From the identification of the problem above, the researcher focused on the use of hand puppet in teaching speaking to young learners at junior high school of SMPN 2 Rantepao, North Toraja.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is concerned with related literature, theoretical review, previous research finding, conceptual framework.

A. Theoretical Review

1. Concept of Speaking

a. Definition of speaking

In English language teaching and learning, speaking is considered as a skill to practice and master. According to Jatmiko (2017:10) speaking is fundamental to human communication. It means that speaking is basic of human life to express the thought and feeling to the other people in order to get the thing that people want.

According to Nurhajati and Wicaksono (2012), say that teaching speaking means teaching the students to use the language in real communication. The English teacher should teach them to produce the English speech sounds and sound patterns. The students should be able to use words and sentences which are appropriate with the contexts. There are some media that are useful to teach speaking to young learners. There are such as puppets, class mascot, paper dolls, English corner, cardboard boxes, picture card, card games, board games, word card display based on Scott and Ytreberg explanation is a simple way to make them interactive and interest also enjoy in learning process.

Teachers do many efforts to help the students develop their speaking ability (Koran, 2015:407). According to Meriem (2015:10), teaching speaking is very important part in English language teaching and learning because of three main reasons. First, all language learners should be able to communicate well with the foreign language speaking. Second, many students are good in reading and writing, but they have poor speaking and listening abilities.

Finally, many students memorize words from dictionaries, but they could not use them to speak in English or to communicate in formal situation. In addition, Fitriani, et al. (2015: 4) indicates that speaking fluently or being good in oral communication is a core aspect of human to stay connected to each other. Since language is an instrument of communication, there is no excuse for a language learner for not being able to speak the language learnt.

The significance of speaking is indicated with the integration of the other language skills. Speaking helps learners develop their vocabulary and grammar skills. Students can express their ideas, say stories, request, talk, discuss and show the various function of language (Dalem, 2017:20). Leong and Ahmadi (2017:35) states that when students learn English, speaking is significant to support their ability to apply the language. Speaking is observed in the daily activities of person use words and phrases fluently without very much conscious thinking.

In speaking process, there are many elements that need to be understood for students such as vocabulary, grammar, pronunciation and intonation. Vocabulary is the basic elements in speaking because the total number of words is used to express their idea and information without any problem (Rahmawati &

Ertin, 2014:202). Grammar concerns with how sentences and utterances are put together to form sentences (Hossain, 2015:26). Another element is pronunciation where there students must be able to articulate the words, and create the physical sounds that carry meaning (Irianti, 2011:8). Through this element, the students may successfully deliver the message to others.

In short, speaking is kind of productives skill which is part of our daily life to express and convey ideas, thoughts, ideas, and so on to others using spoken language that can be understood by other.

b. Function of Speaking

There are some functions of speaking. According to Brown and Yule in Richard (2008:21-27), the function of speaking is as interaction, speaking as transaction, and speaking as performance.

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, And so on because they wish to be friendly and to establish a comfortable zone of interaction with other. The focus is more on the speakers and how they wish to present themselves to each other than on the message. The main features of speaking as interaction can be summarized as having social function, reflects role relationship, reflects speaker's identity, may be formal or casual, uses conversational conventions, reflect degrees of politeness, employs many generic words, using conversational register, and jointly constructed.

Then, speaking as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In such transaction, speaking is associated with other activities.

For example, students may be engaged in hand-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading, or writing. Students and teacher usually focus on meaning or on talking their way to understand.

c. Kinds of Speaking

Speaking is commonly divided into two kinds. Manser in Juniati (2014) points out kinds of speaking. They are speaking performance and speaking competency.

1) Speaking performance

Manser in Juniati (2014) states that, performance is the person's process or manner of play. Therefore, people may concluded that, speaking performance is the doing of speaking. It involves the way where someone communicates the formations, ideas and opinions to other one.

2) Speaking competenc

Manser in Juniati (2014) states that, competency is having the ability, skill, and knowledge to do something. Then through this basic definition,

people may concluded that, speaking competency is in which someone has capable, adroit and knowledge to speak skillfully.

d. Elements of Speaking Skill

In speaking, speakers are not only expected that they can speak and communicate with others but also they must understand the elements involved in English speaking particularly. Harris in Amri (2013) states here as follows :

1) Pronunciation

Many students study English speaking decided that, English is difficult to learn. Especially pronunciation, most of the student are lazy to learn it. So, commonly when the students speak, the teacher is difficult to understand what they are saying. it means that student have low understanding about pronunciation. Pronunciation is ant or result of producing the sound speech including articulation, vowel formation accent and style. The concept of “pronunciation or the sound of the language” may be said to include :

a) Pitch

Pitch is a way to show the speakers mood. Most of the people have a pitch range that normally sign of tension or emotion, for example, the pitch of the speakers voices may change dramatically. We often speak at a higher pitch that usual we are frightened or exited. But, sometimes when we are tired, bored, or down our pitch may be lower than normal.

b) Intonation

Intonation is really important in communicating in order to know what the speakers means. Intonation tells the listeners what someone means and how they felt about it. Indeed, to recognize the difference between making a statement and asking a question.

c) Sound and spelling

Sound and spelling is two cases which are really needed in speaking skill. Both of them use to help a listener accept the message from the speaker easily.

d) Stress

Stress is the term use to describe the point in a word or phrase. Stress is vitally important in conveying meaning of words, phrase and sentences..

2) Vocabulary

Good in Siska (2014) defines vocabulary as content and function words of language which are learned so thoroughly so that become part of child's understanding, speaking, and later reading and writing vocabulary.

3) Grammar

According to Oxford Dictionary (2011), Grammar is rules of forming words and making sentences.

4) Comprehensibility

According to Kiftiah (2014) said that, comprehensibility is a ability to understand, know or get the speakers' point (message) to other or partner.

5) Fluency

According to Hornby in Kiftiah (2014) states that, fluency is the quality or condition of being fluent

2. Teaching Speaking to Young Learners

What we have to keep in mind constantly when teaching young learners is the fact that they are a mixed class with varied abilities, motivations level, expectations, knowledge and different learning styles. Thus, we have to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. To develop speaking skills basically need a closer look and further discussion among the teachers of young learner so that they will find guidelines to led students to get involved and interested in learning foreign language.

Learning to communicate in a foreign language, English for instance, is a process of very complex activities of language acquisition. For young learners, to start learning a foreign language is like to start learning one's mother tongue. They need some more time to listen to a foreign language in the classroom and they should have also more chances to repeat some of the utterances they hear.

According to Slattery and Willis in their book of *English for Primary Teachers* (2001:43), although repetition of set phrases does not mean that children are acquiring language, it is still very important. They argue that repetition prepares children for meaningful communication in several ways i.e. by helping them get used to saying English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teacher gives a

lot of praise. Accordingly, for teacher of YL it is suggested to open chances and more time for the learners to listen words, utterances, set of phrases as a process of developing learners' speaking skill.

Teaching young learners is actually not as difficult as we imagine, they are like sponges, they absorb everything we say and how we say it. The ability of teachers in pronouncing every words, phrase and sentences is of vital important, since young learners will repeat exactly what they hear. It is believed that what young learners has been learned at an early stage is difficult to change later on. For this reason, the teacher can apply the rules i.e. slowly and steadily, through continual and constant revision and recycling. In addition, it should be cared by the teachers of young learners i.e. the relaxed and positive atmosphere of young learners' classroom, as it is a decisive factor in achieving maximum results.

There are many varied activities e.g. dialogues, songs, poems, rhymes, choral revision, and chants that can be adopted to grow students' speaking abilities as well as to build their pronunciation. There should be paid more attention, when teachers of young learners applied the above-mentioned tools into their teaching practice i.e. that learners' interaction as a way of learning. It means, teacher should emphasize and open as much chances as possible for the learners to practice pronouncing and speaking English either in the classroom or out of.

To be able to use English in communication, children need to acquire necessary vocabulary and structures. In the beginning stages of language learning, new vocabulary should be presented orally with extensive support of pictures, drawings, puppets, video, and/or mime, gesture, facial expressions or acting out.

Miming driving a car and presenting a picture of a car helps children grasp the meaning of 'drive' and 'a car' extremely quickly.

So that, it is suggested that the teacher of young learner prepares materials for teaching young learners in the course of their pre-service teaching practice i.e. posters with town plans, masks with animal faces, puppets, puzzles, paper birthday cakes, birthday presents, balloons, videos that help all children learn the names of dangerous sports e.g. 'skydiving', 'rock climbing', 'rodeo riding', 'scuba diving' with big enjoyment.

Information gap activities provide appropriate opportunities for guided communication activities, while role plays lead children from fully to less controlled language use and prepare them for free speaking activities. 'Talking on the phone' or 'having tea' will intrinsically motivate children to take part in the activities because of the element of game and fun associated with them; if the classroom atmosphere is informal and non-competitive (Scott & Ytreberg 1990, 42), the activities will help children get ready for similar real-life contexts. Moreover, in such activities children don't just use words, but also all other parts of speaking a language – tone of voice, stress, intonation, facial expressions, etc. (ibid., 41) which contributes to achieving fluency.

3. Strategy in Teaching Speaking

There are some strategies in teaching speaking:

- a. Prepared talks
- b. Role-play
- c. Brainstorming

d. Oral Interview

e. Debate

f. Games

g. Telling Story

h. Discussion

However, in this research, the researcher provide a strategy that is describe a topic. where students describe using hand puppet. Each student describes according to the topic that has been given by the researcher.

4. Puppet

a. Definition of Puppet

Puppet is a doll made of cloth that changes the shape of the face and body shape of various types. some are in the form of humans and also animals that are played by hand and moved using the fingers.

According to Korosec (2013), Puppets are considered an effective resource to use with young learners because they integrate all the major disciplines related to child development such as perceptions, comprehension, movements, coordination and integration with the environment, speech and narration. Children feel more relaxed and motivated when puppets are being used in lessons because the 'affective filter', which blocks learning according to Krashen, might be reduced (Brezigar, 2010). Using puppets stimulates learning, builds self-confidence and provide the opportunity to learn communicative skills at an early age (Brezigar, 2010).

b. Types of Puppet

Puppet is an ancient art that has survived for thousands of years. It started in Egypt as a ritual tool. Puppet developed consistently and still exists today. The purpose of changing puppets is used for educational purposes in schools and also as a means of entertainment in libraries or child care. Then as a tool that has several functions, Puppet has many types. The types of puppets are The Marrionetter, Shadow Puppet, Stick Puppet, Hand Puppet.

1) Marrionetter

This is a kind of ancient puppets. It is made from wood. The shape looks like human body. The important part that commonly available on marrionetter is joints (ankle,knee,etc). The joint in this puppet are connected by hinges. Using this kind of puppet is difficult enough.

2) Shadow Puppet

Shadow Puppet is almost the same with the Marionetee, but it is simpler. It is made from heavy papper or cardboard. In Indonesia it similar with leather puppet or wayang. The puppeteer will operate the shadow puppet with a back light on the stage. The audience will enjoy the shadow that appears in the wall. Even the shadow puppet looks simple; it is not too easy to operate.

3) Stick Puppet

Same with other puppets, but the special thing is it uses a stick. Stick puppet can be simple or complex. It depends on the design. It can be made simple by use spoon, or a stick with two dimension picture. Then it can be

more complex if made like human (use a ball in the end of the sticks and make a dress like a human body).

4) Hand Puppet

This is the most commonly puppet. It is affordable. The user may create their own hand puppet or buy the readily hand puppet in the store. The way to operate it is by the hand of the puppeteer. The hand can be directly placed inside it. Then the fingers operate the head and body part of it. It is relative easy to a new user. It can be used as a tool in deliver the story or educational property.

In several types of puppets above, I chose hand puppet because hand puppet are one of the puppets that can be reached by students. Students can easily make their own dolls, and they can also buy ready-made dolls that are sold in stores. How to use it is also easy, because it only remains to insert the hand and then the fingers to make it easier to move. Another way that can be done by students who cannot afford a hand puppet that has been provided in the shop is using clean socks and then making look like a hand puppet.

c. **Advantages of Using Hand Puppet**

There are some advantages of using hand puppet in English speaking class:

According to Nur raudah 2014 :

- 1) The puppet can help to serve as a very effective aid for teaching language arts.
- 2) The puppet can bring about the development of many aspect of language in junior high school

- 3) The puppet encourages students to talk and express their own creative ideas verbally.
- 4) The puppet can help the students not only think of what to say, but also feel comfortable when they are speaking.
- 5) The puppet is a way for students to speak in front of the other students without feeling intimidated.
- 6) The puppet gives the students a means to express themselves and their ideas without the stress of having something to completely understand that language.
- 7) The puppet can help the students to relate and play better with other students who speak English fluently.

In my opinion, the advantage of using hand puppet is one of the media that can help the learning process of speaking. Where, every student feels comfortable and also helps students become more active and skilled and confident in expressing themselves in speaking.

d. Disadvantages of Using Hand Puppet

According to Hamida nur akhiriyah 2014, disadvantages include the cost and storage of the hand puppet. Jeffrey Peyton, founder of hand puppet tools and a noted researcher in the field of hand puppet having studied the topic for over thirty-five years, concludes that, "There is no question that puppets and play will help students. People standing primarily in the way are adults." There is a perception that hand puppet are used only by very young children or trained puppeteers. Beside that the students might balk or be disruptive during the lesson.

e. How to Use Hand Puppet in Teaching Learning Process

Speaking should be a demanding skill to be taught to young learners. It is because in their own language they can speak up to express their feeling, emotion or idea. So, exactly they have the same willingness to speak up in English too but they lack of the vocabulary and other limitation in English. Scott and Ytreberg said that one way to make teaching speaking is success to young learner is by using the mascot and hand puppet. It means that hand puppet has a great impact in teaching speaking.

Hand puppet can be a mascot or model also partner for the students in practice speaking. First of all teacher can give the sample how to use hand puppet in front of the class. Then students can continue imitate it. Students will be more enjoy in speaking with the hand puppet. They feel free to express what they want to say in front of the hand puppet. In conclusion, hand puppet can help students and teacher in teaching and learning process.

For this reason, the researcher carry out an interesting learning process that helps researcher and students during the learning process. The researcher provide opportunities for students to choose one of the topics that researcher provide. Then they describe according to their own words in class before using and after using hand puppet. The goal is to help students practice their speaking skills and also make students feel more comfortable and interested during the learning process using media.

B. The Previous Related Research Finding

In conducting this research, the researcher was guided by several previous research to make it. Some studies that are relevant to this research are described as follows:

1. The first is The Effectiveness of Using Hand Puppet to Improve Students Speaking Skill in Performing Adjacency Pairs at SMP N 11 Semarang by Diah Nurhayati (2012). She examined whether there were significant differences in speaking skills between students using hand puppets and students who were taught using conventional teaching with pictures. The population of the study was seventh graders of SMP 11 Semarang in the academic year of 2011/2012. The number of the population was 224 students divided into seven classes, each class was 32. This research uses two classes. 7D for the experimental group and 7A for the control group. Purposive sample method is used in selecting samples.

She also conducted trials to get validity and reliability. Instruments used are try-outs and observation journals. Then the results of this study are there are significant differences in learning achievement between students who are taught using hand puppets and conventional teaching with pictures, which is the t-test of t-value obtained is (2.62177) . It is higher than t_0 (2,00).

2. The second research was conducted by Risky Rahmawati, Y. Gatot Sutapea, and Erni Rosnija (2013/2014) with the title The Use of Hand Puppet in Telling Stories. Participants in this study were students of class VIII SMP N 2 Mempawah Hilir. The population is all eighth grade students. Then the

participants were students of class VIII A and VIII F. This research is an experimental research, especially quasi-experimental research.

This study aims to determine the effectiveness of using hand puppet in storytelling. They conducted an experiment by dividing the sample into two groups of control and experimental groups. Then the control group was not given treatment because of its function as a comparison.

Treatment was given by using hand puppet in retelling the story reviewed by the students in order to retell the story in their own words. The control group was not given treatment because of its function as a comparison. After comparing the pretest and post test scores using statistical formulas, the results were calculated.

In conducting research in the classroom, it was found that hand puppet were effective in improving students' speaking skills in storytelling. This can be seen from the results of data calculations which show that the effectiveness of hand puppet in storytelling is categorized as very effective (1,15).

The results of the research of class VIII students of SMP 2 Mempawah Hilir in the academic year 2013/2014 were very significant. It can be absorbed that the use of hand puppet is effective for grade VIII students of SMP Negeri 2 Mempawah Hilir in the 2013/2014 school year. From the effect of the treatment calculation, the value of 1.15 fulfills the “high” requirements based on Cohen's criteria. So it can be conclude that the effectiveness of using hand puppet in retelling for class VIII students of SMPN 2 Mempawah Hilir in the academic year 2013/2014 is very significant.

The difference between the previous research and the current research focuses on the use of hand puppet in students' speaking ability especially on vocabulary, grammar and fluency.

In the research conducted by the researcher above, it can be concluded that there is an increase in the ability to speak english by using hand puppet.

C. Conceptual framework

The conceptual framework underlying of this research presented in the following the diagram.

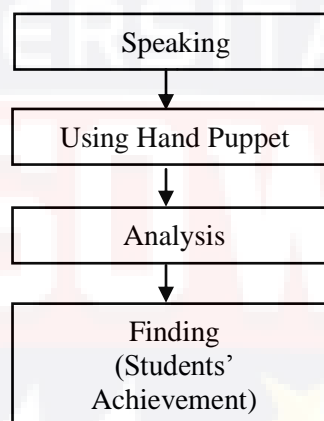


Figure 2.1 Conceptual Framework

Based on the conceptual framework, the researcher focused on the students' speaking ability. Speaking is a communication process between speaker and listener, in which the speaker expresses ideas, thoughts, opinions, perceptions, and even needs to find ways to teach speaking to improve students' speaking achievement without shame and fear.

However, in this learning process, the researcher used hand puppet as a medium in teaching speaking. Using hand puppet to teach speaking is a smart way.

There are many advantages of teaching with this medium. Hand puppet as a medium in the teaching and learning process can motivate students. It also makes learning and teaching more fun. Students also feel free to talk with hand puppet in an attractive way when they talk with hand puppet.

When the researcher conducted research at SMPN 2 Rantepao, the researcher gave an example to the students, namely “daily activity” as an illustration, then the students described in front of the class using hand puppet with different topics that had been prepared by the researcher. The researcher gave 5 minutes for preparation and 2 minutes for each student's appearance in front of the class. During the treatment, the researcher used a pre-experimental method which was carried out in class VII.1 Then the learning outcomes of each student in the class were analyzed to determine whether the benefits of hand puppet media in learning to speak to students.

The researcher also gave a questionnaire to the students to find out how the students felt about the use of hand puppet in learning to speak. The questionnaire given to each student consists of 5 questions. Each student is required to fill out the questionnaire provided according to their respective perception.

CHAPTER III

METHOD OF THE RESERCH

This chapter describes the research design, research variables and operational definition of variables, location and time of the research, population and sample, the instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

In this research, the researcher used a pre-experimental method. According to (Sugiyono. 2014:74), This design uses one group pretest-posttest design. Learning is measured before and after treatment. Thus the results of the treatment can be known more accurately because it can be compared with the conditions before being given treatment.

The design can be present as follow :

Pretest	Treatment	Posttest
O ₁	X	O ₂

(Sugiyono.2014:47)

Where: O₁ = Pre test
X = treatment
O₂ = post test

B. Location and Time of the Research

The place of research was SMPN 2 Rantepao, North Toraja which is located on Jl. Budi Utomo No. 14. The research was conducted for 1 month starting from June to be precise in the second semester of the 2020/2021 academic year. I took class VII.1

C. Research Variable and Operational Definition

1. Variable of the research

This research has two kinds of variables, namely independent variable and dependent variable. In this research, the independent variable was Hand Puppet, while dependent variable was Speaking.

2. Operational Definition of Variable

To prevent interpretation especially related to the terms used in this research, operational definitions of the involved variables are formulated as follows:

a. Speaking

Speaking is one of the central elements of communication. It means that speaking is very important. Speaking is the interaction between two people or more in getting information where there is a speaker and listener. By speaking someone can express his or her feeling, emotion, and idea.

b. Ability

Using hand puppet in the classroom can bring about the development of many aspects of language in junior high school. Hand puppet can be used to develop such skills as learning parts of speech, vocabulary, public speaking, particularly in apprehensive children and also the oral expression of thoughts, and feeling. Using hand puppet in teaching speaking make the students feel more confident when talking through the puppet and express their own creative ideas verbally.

c. hand puppet

hand puppet is controlled by one hand that holds the inside of the doll.

Large hand puppet that can be put out can only put the hand of a doll head. which can control the mouth and head, also the body parts of the doll hang all over the arms. There are other parts of the doll, especially the arms, but there are special variants with manipulated eyelids. socks are the simplest type of hand puppet made from socks.

D. Population and sample

1. Population

The population of this research was seven grade students of SMPN 2 Rantepao in the 2020/2021 academic year. Consists of twelve classes. Total population 427 students with a total of approximately 30 students.

2. Sample

From the population above, the researcher took one class as the sample. The researcher took class VII.1 as the research sample which amounted to 30 students.

E. Instrument of the research

1. Test

In this research, speaking test was used as a research instrument. In the speaking test, the researcher used hand puppet as a speaking medium. The test was given twice, before and after treatment during the teaching and learning process. Students were given a pre-test to determine the initial speaking ability and a post-test was given to measure whether the benefits

of using hand puppet for students' speaking skills. In addition to the speaking test, the researcher also used a questionnaire. Then a questionnaire was given to find out students' responses to the use of hand puppet during learning to speak English. The researcher gave a questionnaire consisting of 5 statements.

2. Questionnaire

The last technique in data collection was a questionnaire to collect information from students, after being taught to use hand puppet. It aims to find out how students perception the use of hand puppet in their speaking skills. The questionnaire was attached to the appendix.

3. Documentation

Documentation is done to collect all data during the research process. consists of photos between the researcher and students in the classroom, some videos when students speak english using hand puppet, then a list of the names of the students being studied.

F. Procedure of Data Collection

The procedure of collecting data presented chronology order below :

1. Pre-Test

Pre-test was given before doing the treatment. The purpose of the pre-test was to see the extent of students' knowledge before doing the treatment.

In the pre-test the researcher introduced one example of a topic to students, namely "daily activities". Then, the researcher described daily

activities in front of the class without using hand puppet. Aims to be an illustration to students before the researcher gives treatment.

2. Treatment

After conducting the pre-test, the researcher gave treatment at the next meeting with a different topic. At the time of treatment, the researcher introduced students to hand puppet and also examples of speaking using hand puppet, because can help students better understand when students speak in front of using hand puppet.

Next, the researcher gave a speaking test which consisted of 3 topics, namely best friend, favorite artist and favorite food. Students have the right to choose one of the 3 topics that have been provided. Students are given 5 minutes for each student to prepare. Then, each student is given 2 minutes to describe the topic that has been chosen using a hand puppet.

when students do treatment, the researcher record the results of student performances, it has helped the researcher to check if there are vocabulary, grammar, and fluency errors.

3. Post-Test

After the treatment was given, the researcher gave a post-test. The test is given according to the previous test (pre-test). Student scores on the test were compared with the previous initial test. Then, with the results of the comparison, the researcher saw what the benefits of using hand puppet were in teaching speaking.

G. Technique of Analysis Data

The researcher used a test that measured the three elements of speaking, including grammar, vocabulary, and fluency to get a validation assessment of students in speaking. The students' speaking ability data were analyzed using the following procedure:

1. Speaking Test

Table 3.1
Elements of Speaking Scale

No	Elements	Rating Score	Description
1	Vocabulary	5	Use of vocabulary and idioms approximate that of a native speaker.
		4	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		3	Students frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary, comprehension quite difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.
2	Grammar	5	Grammar and word order approximate that of a native speaker.
		4	Occasionally makes grammatical and/or word-order errors that do not obscure meaning.
		3	Makes frequent errors of grammar and word order that occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3	Fluency	5	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.

		4	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.
		3	Speech in everyday conversation and classroom discussions frequently disrupted by the student's search for the correct manner of expression.
		2	Usually hesitant; often forced into silence by language limitations.
		1	Speech so halting and fragmentary as to make conversation virtually impossible.

(Linse 2006:149)

To find out the students' ability to speak English, the researcher converted the students' speaking ability scores using the following formula:

$$\text{Students Score} = \frac{\text{the gain score}}{\text{the maximum score}} \times 100$$

2. classifying the students score based on the following class classification.

Table 3.2

Scoring Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

(Depdiknas, 2017:13)

Calculating the mean score, standard deviation, frequency table, and the value of t-test in identifying the difference between pre-test and post-test by using inferential analysis in SPSS 16.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contained of research finding and discussion after the researcher conducted the research.

A. Research Finding

1. Significance in using hand puppet in teaching speaking to students

The data were collected by given a test. The researcher analyzes that the students speaking test. The result of students speaking test presented as follows:

Table 4.1
The Result of Speaking in Pre-Test

NO	Name	Vocabulary	Grammar	Fluency	Total	Percentage
1	J.R	3	2	2	7	47%
2	S.D	4	3	2	9	60%
3	M.R	3	3	3	9	60%
4	K.P	3	3	3	9	60%
5	W.P	3	2	3	8	53%
6	G.I	4	3	2	9	60%
7	A.A	4	3	2	9	60%
8	F.M	3	5	2	10	67%
9	G.P	4	3	3	10	67%
10	V.L	3	2	2	7	47%
11	V.K	3	2	3	8	53%
12	K.C	3	3	3	9	60%
13	I.S	4	3	3	10	67%
14	E.E	3	2	2	7	47%
15	W.A	4	2	2	8	53%
16	A.Y	3	3	2	8	53%

17	Q.L	4	2	3	9	60%
18	K.M	4	3	3	10	67%
19	P.T	3	3	2	8	53%
20	A.N	3	4	2	9	60%
21	A.C	4	3	2	9	60%
22	A.D	4	3	2	9	60%
23	F.V	3	2	2	7	47%
24	E.C	4	4	2	10	67%
25	A.P	4	2	2	8	53%
26	C.T	4	3	3	10	67%
27	A.I	3	2	2	8	53%
28	A.N	3	3	3	8	53%
29	R.A	4	2	2	9	60%
30	S.R	3	3	2	8	53%
Total		104	83	71	259	1727%
Percentage		69%	55%	47%	173%	58%

Based on the table above, there are deficiencies in the students' speaking test. There are three elements in the speaking test, namely vocabulary, grammar and fluency. it can be seen that the result of the percentage of students in the pre-test is 58% with an average value of 8.63. The average score of students on the pre-test can be seen from the T-test table. The lowest scores on speaking tests were vocabulary with a percentage of 69%, grammar with a percentage of 55% and fluency with a percentage of 47%.

Based on the details above, the students' speaking test results in the pre-test were 58% where there were several speaking errors in the assessment

according to the three elements of speaking and the most dominant deficiency in speaking was fluency.

Table 4.2
The Result of Speaking in Post-Test

NO	Name	Vocabulary	Grammar	Fluency	Total	Percentage
1	J.R	5	3	4	12	80%
2	S.D	5	4	4	13	87%
3	M.R	4	4	5	13	87%
4	K.P	5	5	3	13	87%
5	W.P	4	4	4	12	80%
6	G.I	5	4	5	24	93%
7	A.A	5	5	4	14	93%
8	F.M	4	5	5	14	93%
9	G.P	5	4	5	14	93%
10	V.L	5	4	4	13	87%
11	V.K	5	3	3	11	73%
12	K.C	5	4	3	12	80%
13	I.S	5	5	4	14	93%
14	E.E	5	5	4	14	93%
15	W.A	5	4	4	13	87%
16	A.Y	4	5	3	12	80%
17	Q.L	4	5	5	14	93%
18	K.M	5	5	4	14	93%
19	P.T	4	4	3	11	73%
20	A.N	5	4	3	12	80%
21	A.C	5	5	4	14	93%
22	A.D	5	4	4	13	87%
23	F.V	4	5	3	12	80%
24	E.C	5	4	4	13	87%
25	A.P	5	3	4	12	80%

26	C.T	5	5	4	14	93%
27	A.I	5	4	4	13	87%
28	A.N	4	4	4	12	80%
29	R.A	5	4	3	12	80%
30	S.R	5	5	4	14	93%
Total		142	129	117	388	2587%
Percentage		95%	86%	78%	259%	86%

Different from the results of the previous pre-test, there was an increase in students' speaking in the post-test. This can be seen in the table above using SPSS, where the results of the percentage of students in the post test increased to 86% with an average value of 13.27 and the average value of students is contained in the t-test table.

Speaking tests such as vocabulary with a rating score of each element with a percentage of 95%, grammar with a percentage of 86% and fluency with a percentage of 78%. Based on the details above, the result of students' speaking test on the post-test 86% which is an improvement from the pre-test.

Table 4.3
The Total Result of Speaking in Pre-Test and Post-Test

No	Name	Pre Test	Percentage	Post Test	Percentage
1	J.R	47	47%	80	80%
2	S.D	60	60%	87	87%
3	M.R	60	60%	87	87%
4	K.P	60	60%	87	87%
5	W.P	53	53%	80	80%
6	G.I	60	60%	93	93%
7	A.A	60	60%	93	93%
8	F.M	67	67%	93	93%
9	G.P	67	67%	93	93%

10	V.L	47	47%	87	87%
11	V.K	53	53%	73	73%
12	K.C	60	60%	80	80%
13	I.S	67	67%	93	93%
14	E.E	47	47%	93	93%
15	W.A	53	53%	87	87%
16	A.Y	53	53%	80	80%
17	Q.L	60	60%	93	93%
18	K.M	67	67%	93	93%
19	P.T	53	53%	73	73%
20	A.N	60	60%	80	80%
21	A.C	60	60%	93	93%
22	A.D	60	60%	87	87%
23	F.V	47	47%	80	80%
24	E.C	67	67%	87	87%
25	A.P	53	53%	80	80%
26	C.T	67	67%	93	93%
27	A.I	53	53%	87	87%
28	A.N	53	53%	80	80%
29	R.A	60	60%	80	80%
30	S.R	53	53%	93	93%
Total		1.727	1727%	2587	2587%
Mean		8.63	8.63%	13.27	13.27%

Table 4.3 shows the students' speaking results on the pre-test and post-test. The sample of this research was 30 students. The mean score on the pre-test was 8.63 (8.63%) and the post-test was 13.27 (13.27%). in the pre-test the researcher found that most of the students were still lacking in speaking with proper grammar and fluency. After the researcher did treatment using hand puppet, there

was an increase in students' speaking. This is supported by the average score on the post-test.

Based on the results above, there is a very significant difference in the pre-test and post-test scores where there is an increase in the post-test in learning to speak using hand puppet.

Table 4.4
The Score, Frequency and Classification in Pre-Test

Score	Frequency	Percent	Valid Percent	Classification
61- 75	6	20	20	Average
51- 60	20	66.7	66.7	Poor
<50	4	13,3	13.3	Very poor
Total	30	100	100	

Based on the scores and frequency in table 4.4 the experimental group shows that there are 6 students who get 61-75 (20%) and are classified as average. While the students who scored 51-60 (66.7%) were 20 students and were classified as poor and there were 4 students who got <50 (13.3%) classified as very poor.

The results of the pre-test showed that some students were low in speaking. It also shows that students need practice to improve their speaking skills. The researcher gave the treatment of students using hand puppet to improve their speaking skills. The researcher conducted the treatment twice.

Table 4.5
The Score, Frequency and classification in Post-Test

Score	Frequency	Percent	Valid Percent	Classification
76-90	20	67	67	Good
91-100	10	33	33	Excellent
Total	30	100	100	

Based on the scores and frequency in table 4.5, the experimental group shows that there are 20 students who score 76-90 (67%) and are classified as good. Meanwhile, 10 students scored 91-100 (33%) and were classified as excellent. None of the students got scored very poor, poor, and average. The results of the post-test showed that most of the students' scores increased after the researcher did the treatment. This shows that after the students received treatment using hand puppet there was an increase in their speaking ability.

Table 4.6
The Mean Score and Standard Deviation in Pre Test and Post Test Statistics

		Post-Test	Pre-Test
N	Valid	30	30
	Mean	13.27	8.63
	Std. Deviation	.409	176

Based on the mean score and standard deviation pre-test and posttest in table 4.4 showed the result after the researcher conducted the research. The mean score in pre-test was 8.63 and mean score in post-test was 13.27. The result of the mean score was significant between post-test and pre-test and improve the students speaking ability.

Table 4.7
The Result of T-test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 POST_TEST - PRE_TEST	4.633	2.189	.400	3.816	5.451	11.593	29	.000

Based on table 4.5 above, the result of T test was 11.593 with a df was 29. The speaking test scores before students are taught to use hand puppet was average. The average score of the speaking test on the pre-test was 8.63. After the writer did the treatment using hand puppet in the post-test the average increased to 13.27. This shows that teaching speaking using hand puppet can improve students' speaking skills.

2. Students perceptions toward on using hand puppet in their speaking ability.

The results of students' perceptions can be seen from the questionnaire table below:

Table 4.8
Students Perceptions

No	Pertanyaan	Jumlah Siswa ingin menggunakan hand puppet (x) dan tidak (0)	
		(x)	(0)
1	Apakah anda merasa tertarik belajar bahasa inggris dengan menggunakan Puppet(boneka tangan) sebagai media?	28	2
2	Apakah menurut kalian menyenangkan belajar menggunakan Hand Puppet?	29	1
3	Apakah belajar dengan hand Puppet(boneka tangan) dapat menambah semangat kalian dalam belajar bahasa inggris?	30	0
4	Apakah dengan menggunakan hand puppet (boneka tangan) dapat memperlancar berbicara bahasa inggris kalian?	29	1
5	Apakah KBM dengan menggunakan Puppet (boneka tangan) perlu dilakukan secara terus menerus?	30	0
Total		26	4

Based on table 4.6 student perceptions, there are 5 questions about the use of hand puppet in teaching speaking. each student has answered the questions made by the researcher in the form of a questionnaire. From the results above, overall students there are 26 students who want to use hand puppet in teaching speaking in the class and 4 students do not use hand puppet.

B. Discussion

In this research discussion, the researcher discusses about:

1. The significance of using hand puppet in teaching speaking to students.

This research discusses about the use of hand puppet in speaking learning in class VII.1. This research used the Pre-Experimental One Group Pretest-Posttest. All data collected from the research instrument provide information about the research findings. The result value was calculated using SPSS 16.

The pre-experimental research method used in the use of hand puppet in teaching speaking to young learners at junior high school of SMPN 2 Rantepao to improve students' English speaking skills.

Results Based on the research, it is known that the use of hand puppet can improve students' speaking skills at SMPN 2 Rantepao. In this research, the researcher focused on the students' speaking ability in vocabulary, grammar and fluency. The use of hand puppet in the classroom not only improves students' speaking skills but also trains students in speaking using good vocabulary, grammar in speaking and creating a fun learning atmosphere with interesting methods. With this method, students can enjoy a very pleasant learning atmosphere. Where, students not only learn to memorize what they want to convey but also enjoy learning with methods that can attract students' attention in the learning process.

This was related to several previous studies, namely the Effectiveness of Using Hand Puppet to Improve Students' Speaking Ability in Conducting Closest

Pairs at SMP N 11 Semarang by Diah Nurhayati (2012). Previous researcher focused more on the effectiveness of students in using hand puppets.

However, in this research, the researcher focused on the benefits and perceptions of students about the use of hand puppet in teaching speaking.

This research used a pre-experimental method where the results showed that students' speaking skills had increased. There are several shortcomings of students at the beginning of doing research, where students focus more on memorizing what they want to convey so they don't focus on speaking. Students are more about what will be conveyed without understanding the meaning of the story conveyed. This was influenced by students who are not accustomed to speaking or speaking in front of the class.

The result shows that the percentage result of several aspects in the students' speaking test such as vocabulary is 69%, grammar is 55%, and fluency is 47%. This shows that in the aspect of students speaking have limited knowledge about these subjects. However, the students' speaking ability was in good condition after the researcher gave treatment using hand puppet. The percentage scores of the post-test increased including 95% vocabulary, 85% grammar, and 79% fluency. The percentage value increased after the researcher gave treatment using hand puppet.

There was a very significant increase in students' speaking ability after being given treatment. The average value of learning outcomes in the pre-test was 8.63%, increased in the post-test to 13.27%. This shows that the use of hand puppet in speaking activities can improve students' speaking skills..

2. Students perceptions toward on using hand puppet in their speaking ability.

In this discussion, the researcher discusses the perceptions of students according to the questionnaire that has been given. Since the beginning of the pandemic, students need motivation to learn to speak English, so that students can be more relaxed and not bored in studying during the pandemic. Therefore, the researcher provides an interesting learning strategy so that it does not make students feel bored during the learning process.

The researcher use hand puppet as a medium in the speaking learning process. The use of hand puppet during the learning process can make students more confident to express themselves in telling stories in class. After that, to find out students' perceptions of hand puppet in learning to speak English, the researcher used a questionnaire. To find out students' perceptions about the use of hand puppet in teaching speaking, the researcher gave 5 questions contained in table 4.6 about students' perceptions.

The research sample at SMPN 2 Rantepao, North Toraja was 30 students, each of which answered questions in the questionnaire given by the researcher at the time of conducting the research. From the results of the questionnaire, there were 26 students who wanted to use hand puppet in teaching speaking in class and there were 4 students who did not want to use hand puppet.

From each student's perception there are several answers including being interested, helping, adding, having fun and the need to use hand puppet as a

medium in teaching speaking. Student results can be seen in the table and also the researcher attaches several sample questionnaires in the attachment.

Based on the two discussions above, namely the significance of the use of hand puppet in teaching speaking to students and students' perceptions of the use of hand puppet in speaking skills there are very significant results and also the results of students' very good perceptions of the use of hand puppet.

Therefore, a very significant result on the speaking test increased in the post-test, and students' perceptions of the use of hand puppet in teaching speaking. This shows that students are interested in using hand puppet in teaching speaking and also on speaking tests there was an increase in speaking skills so that the researcher believe that using hand puppet in teaching speaking can help improve students' speaking skills at SMPN 2 Rantepao.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter describes the conclusions and suggestions based on the findings obtained by the researcher discussed in the previous chapter.

A. Conclusion

Based on the findings and discussion, the researcher concludes that the use of hand puppet in teaching speaking to young learners at SMPN 2 Rantepao, North Toraja can improve students' speaking skills, as evidenced by whether there is any significance in using hand puppet in teaching speaking to students and how are students' perception toward the use of hand puppet in their speaking ability.

There was a significant improvement using hand puppet on the speaking ability of grade VII.1 students of SMPN 2 Rantepao, North Toraja. It can be seen that the T test score is 11,598, the average speaking test score before students are taught using hand puppet, the average speaking test score on the pre-test is 8.63%. After the researcher gave treatment using hand puppets on the post-test the average value increased to 13.27%.

The results of the pre-test and post-test showed that there was a very significant difference, therefore the researcher concluded that the use of hand puppet could improve the speaking ability of students at SMPN 2 Rantepao, North Toraja. Students' perception of the use of hand puppet in their speaking ability, the researcher has given a questionnaire containing 5 questions. From each question students are required to answer each of these questions so that it can be seen

whether the use of hand puppet in teaching speaking can be applied in the learning process of speaking. The results of students' perceptions of the use of hand puppet showed that from 30 students 26 students were interested in using hand puppet in learning to speak. Some student perceptions in the form of a questionnaire are attached in the appendix.

Based on the results of student perceptions, the researcher concluded that the use of hand puppet could be applied in learning to speak for class VII.1 students of SMPN 2 Rantepao, North Toraja.

B. Suggestions

Based on the conclusions above, some suggestions are given for:

1. For English teachers

English teachers should consider students' needs and interests before designing speaking materials. Teachers must play an important role in creating learning methods with media that attract students to be more active in the teaching and learning process.

2. For students

The researcher recommends that students can use hand puppet in teaching speaking in class properly to improve the learning process to be better and more interesting.

3. For next researchers

For next researchers who intend to apply the same media, it is hoped that they can provide learning with a rather long time in order to get maximum results.

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The logo of Universitas Bosuwa is a shield-shaped emblem. The top section features a graduation cap and a yellow wheat stalk. The middle section is a red banner with the word 'BOSUWA' in white. The bottom section shows a sailboat on a globe with three yellow stars. The text 'UNIVERSITAS' is written in grey above the banner.

APPENDICES

Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama	: Maria Putri Delima Nurak
Satuan Pendidikan	: SMP Negeri 2 Rantepao
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII.1
Materi Pokok	: Describing Topic
Jumlah Pertemuan	: 2 Pertemuan 2 x 45 menit

A. Kompetensi Inti (KI)

- KI 1: Menghargai dan menghayati ajaran agama yang di anutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1: Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1: Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 3.1: Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.1: Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan bahasa Inggris
2. Menunjukkan perilaku percaya diri, dan tanggung jawab melaksanakan

komunikasi di kelas.

3. Menulis cerita dengan tema yang sudah diberikan dengan struktur yang sesuai
4. Menceritakan cerita menggunakan boneka tangan dengan baik dan benar

D. Tujuan Pembelajaran

Siswa terampil mengaplikasikan hand puppet sebagai media di depan kelas dan dapat menggambarkan sebuah topik yang sudah disiapkan (daily activity dll) menggunakan ungkapan dengan struktur teks yang benar dengan unsur kebahasaan yang sesuai konteks.

E. Materi Pembelajaran

Contoh Daily Activity :

I usually wake up at 5 o'clock in the morning. I never forget to tidy up my bed and clean it up. Then I take a bath and pray. After that I help my mother to prepare the breakfast. And then, I have breakfast with my family in the dining room. We usually have warm tea, milk and fried rice. Then, I go to school with my friends. I study at school till 1 p.m. I go home, put off my uniform and have lunch with my mother. After that I pray, watch TV and take a nap. I always take a bath at 5 p.m. in the afternoon. Then I watch TV while waiting the time for praying. After I pray, I and my family have lunch together. And then, I read a book and prepare the lesson for the next school day. I go to bed at 9 p.m. That's all my activity starting from waking up till going to be. Thank you.

Fungsi sosial:

Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

Unsur kebahasaan

1. Kata kerja dalam simple present tense
2. Kosa kata, Tata bahasa, tekanan
3. Berbicara

F. Model/Metode Pembelajaran

-  **Pendekatan pembelajaran** : Scientific approach
 **Strategi** : Describing the topic

G. Media pembelajaran

Media : boneka tangan (Hand puppet)

H. Kegiatan Pembelajaran

Pertemuan 1 :

Fase	Kegiatan Pembelajaran	Durasi / Waktu
Pembukaan	<ul style="list-style-type: none"> - Mengucapkan salam - Guru meminta salah satu siswa memimpin doa - Cek kehadiran siswa - Menjelaskan pada siswa tema apa yang akan dipelajari - Menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan selama jam pelajaran 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru memberikan salah satu contoh topik yaitu daily activity. Guru bercerita didepan siswa tanpa menggunakan boneka tangan sebagai gambaran awal kepada siswas. - Melatih siswa untuk percaya diri dan menanyakan kepada siswa-siswa untuk bertanya jika ada yang mereka kurang paham selama jam pelajaran. 	60 menit
Penutup	<ul style="list-style-type: none"> - Guru memberikan tanggapan dan feedback dari seluruh proses pembelajaran - Membuat kesimpulan 	

	pembelajaran hari ini - Mengevaluasi proses pembelajaran yang dilakukan - Menutup dengan salam	10 menit
--	--	----------

Pertemuan kedua:

Fase	Kegiatan Pembelajaran	Durasi / Waktu
Pembukaan	<ul style="list-style-type: none"> - Mengucapkan salam - Guru meminta salah satu siswa memimpin doa - Cek kehadiran siswa - Menjelaskan pada siswa tema apa yang akan dipelajari - Menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan selama jam pelajaran 	10 menit
Kegiatan Inti	<ul style="list-style-type: none"> - Guru menjelaskan kepada siswa-siswa apa itu hand puppet dan cara penggunaannya. - Melatih siswa untuk percaya diri dan menanyakan kepada siswa-siswa untuk bertanya jika ada yang mereka kurang paham selama jam pelajaran. - Guru memberikan beberapa topik kepada siswa kemudian siswa diminta untuk memilih salah satu topik tersebut dan berbicara 	60 menit

	didepan kelas menggunakan boneka tangan.	
Penutup	<ul style="list-style-type: none"> - Guru memberikan tanggapan dan feedback dari seluruh proses pembelajaran - Membuat kesimpulan pembelajaran hari ini - Mengevaluasi proses pembelajaran yang dilakukan - Menutup dengan salam 	10 menit

Makassar, 7 Juni 2021

Mengetahui:

Guru Mata Pelajaran

Peneliti

Petrus Tonapa
NIP:

Maria Putri Delima Nurak
Nim: 4515101008

Appendix 2 Research Instrument

PRE TEST AND POST TEST

Directions:

1. The researcher will show a topic for all students in the class.
2. The researcher will give three topics and the students will choose one of the topic that they want to explain according to their own words.
3. The resercher will give 5 minutes to prepare themselves and each students has two minutes to speak in front of the class.
4. The researcher will record when student speak in front of the class.

A. Task activity in Pre-Test and Post-Test

- Choose one of the topic and decrbe the topic based on your own words (about daily activity, father,mother)

Appendix 3.

1. Treatment

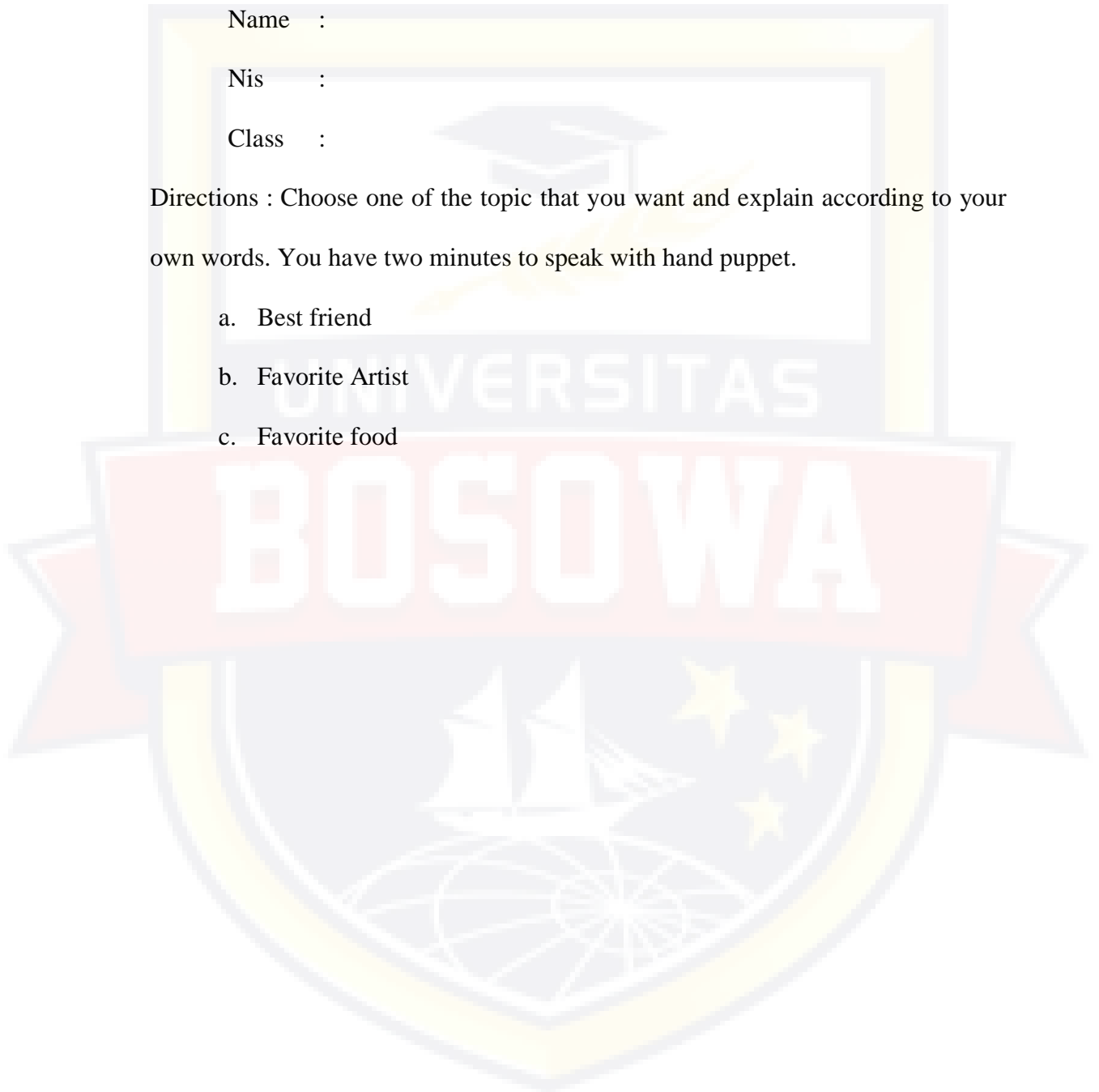
Name :

Nis :

Class :

Directions : Choose one of the topic that you want and explain according to your own words. You have two minutes to speak with hand puppet.

- a. Best friend
- b. Favorite Artist
- c. Favorite food



Appendix 4 Elements of Speaking scale

This Elements of Speaking Scale
was used to measure the students' Speaking ability

No	Elements	Rating Score	Description
1	Vocabulary	5	Use of vocabulary and idioms approximate that of a native speaker.
		4	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		3	Students frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary, comprehension quite difficult.
		1	Vocabulary limitations so extreme as to make conversation virtually impossible.
2	Grammar	5	Grammar and word order approximate that of a native speaker.
		4	Occasionally makes grammatical and/or word-order errors that do not obscure meaning.
		3	Makes frequent errors of grammar and word order that occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3	Fluency	5	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that

			of a native speaker.
		4	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.
		3	Speech in everyday conversation and classroom discussions frequently disrupted by the student's search for the correct manner of expression.
		2	Usually hesitant; often forced into silence by language limitations.
		1	Speech so halting and fragmentary as to make conversation virtually impossible.

(Linse 2006:149)



Appendix 5 Questionare

Questionare of the Use of Hand Puppet in Teaching Speaking to Young Learners At Junior High School of SMPN 2 Rantepao

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang (x) a or b pada pilihan yang tersedia.

1. Apakah anda merasa tertarik untuk belajar bahasa inggris dengan menggunakan Puppet (boneka tangan) sebagai media?
a. Tertarik b. Tidak tertarik
2. Apakah menurut kalian menyenangkan belajar menggunakan Hand Puppet?
a. Menyenangkan b. Tidak menyenangkan
3. Apakah belajar dengan Puppet (boneka tangan) dapat menambah semangat kalian dalam belajar bahasa inggris?
a. Menambah b. Tidak menambah
4. Apakah dengan menggunakan hand Puppet (boneka tangan) dapat membantu memperlancar berbicara bahasa inggris kalian?
a. Membantu b. Tidak membantu
5. Apakah KBM dengan menggunakan Puppet (boneka tangan) perlu dilakukan terus menerus?
a. Perlu b. Tidak perlu

Appendix 6 The Result of Speaking in Pre-Test

NO	Name	Vocabulary	Grammar	Fluency	Total	Percentage
1	Jeswin Rerungan	3	2	2	7	47%
2	Stefani Daniel	4	3	2	9	60%
3	Magantha Rxy	3	3	3	9	60%
4	Kiratu Patulak	3	3	3	9	60%
5	Wilda Pangalo	3	2	3	8	53%
6	Gracia Ina. M	4	3	2	9	60%
7	Anastasia Anisa.P	4	3	2	9	60%
8	Fernisary . M	3	5	2	10	67%
9	George Paskalis. T	4	3	3	10	67%
10	Valenzhea Lestari	3	2	2	7	47%
11	Valen Kristian.P.	3	2	3	8	53%
12	Khalis Christian	3	3	3	9	60%
13	Ichel Susanty	4	3	3	10	67%
14	En En	3	2	2	7	47%
15	Wantri Alma . D	4	2	2	8	53%
16	Arrman Yogi	3	3	2	8	53%
17	Queennal Lorens	4	2	3	9	60%
18	Kayse Mei. M	4	3	3	10	67%
19	Pascya Tjahya .N	3	3	2	8	53%
20	Azhila Nayla. P	3	4	2	9	60%
21	Aryuga C.S	4	3	2	9	60%
22	Ameliel Deka .M	4	3	2	9	60%
23	Friska Velia	3	2	2	7	47%
24	Ezra Chaterine . B	4	4	2	10	67%
25	Alfiyani Panggalo	4	2	2	8	53%
26	Chila Thana	4	3	3	10	67%
27	Aidy liling Padang	3	2	2	8	53%
28	Ananda Nur . A	3	3	3	8	53%
29	Risnayanti .A	4	2	2	9	60%
30	Santana Rosari	3	3	2	8	53%
Total		104	83	71	259	1727%
Percentage		69%	55%	47%	173%	58%

Appendix 7 The Result of Speaking in Post-Test

NO	Name	Vocabulary	Grammar	Fluency	Total	Percentage
1	Jeswin Rerungan	5	3	4	12	80%
2	Stefani Daniel	5	4	4	13	87%
3	Magantha Rxy	4	4	5	13	87%
4	Kiratu Patulak	5	5	3	13	87%
5	Wilda Pangalo	4	4	4	12	80%
6	Gracia Ina. M	5	4	5	14	93%
7	Anastasia Anisa.P	5	5	4	14	93%
8	Fernisary . M	4	5	5	14	93%
9	George Paskalis. T	5	4	5	14	93%
10	Valenzhea Lestari	5	4	4	13	87%
11	Valen Kristian.P.	5	3	3	11	73%
12	Khalis Christian	5	4	3	12	80%
13	Ichel Susanty	5	5	4	14	93%
14	En En	5	5	4	14	93%
15	Wantri Alma . D	5	4	4	13	87%
16	Arman Yogi	4	5	3	12	80%
17	Queennal Lorens	4	5	5	14	93%
18	Kayse Mei. M	5	5	4	14	93%
19	Pascya Tjahya .N	4	4	3	11	73%
20	Azhila Nayla. P	5	4	3	12	80%
21	Aryuga C.S	5	5	4	14	93%
22	Ameliel Deka .M	5	4	4	13	87%
23	Friska Velia	4	5	3	12	80%
24	Ezra Chaterine	5	4	4	13	87%
25	Alfiyani Panggalo	5	3	4	12	80%
26	Chila Thana	5	5	4	14	93%
27	Aidy liling Padang	5	4	4	13	87%
28	Ananda Nur . A	4	4	4	12	80%
29	Risnayanti .A	5	4	3	12	80%
30	Santana Rosari	5	5	4	14	93%
Total		142	129	117	388	2587%
Percentage		95%	86%	78%	259%	86%

Appendix 8 The Frequency Data in Pre-Test and Post-Test

1. Frequency in Pre-Test

Statistics		
PRE_TEST		
N	Valid	30
	Missing	0
Mean		8.63
Std. Error of Mean		.176
Median		9.00
Std. Deviation		.964
Variance		.930
Range		3
Minimum		7
Maximum		10
Sum		259

PRE_TEST					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	4	13.3	13.3	13.3
	8	9	30.0	30.0	43.3
	9	11	36.7	36.7	80.0
	10	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

2. Frequency in Post-Test

Statistics		
POST_TEST		
N	Valid	30
	Missing	0
Mean		13.27
Std. Error of Mean		.409
Median		13.00
Std. Deviation		2.243
Variance		5.030
Range		13
Minimum		11
Maximum		24
Sum		398

Appendix 9 The Result of T-Test

T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST_TEST	13.27	30	2.243	.409
	PRE_TEST	8.63	30	.964	.176

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	POST_TEST & PRE_TEST	30	.270	.149

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair POST_TEST 1 - PRE_TEST	4.633	2.189	.400	3.816	5.451	11.593	29	.000

Appendix 10 Administration



PEMERINTAH KABUPATEN TORAJA UTARA
DINAS PENDIDIKAN
SMP NEGERI 2 RANTEPAO

Jln. Budi Utomo No.14 ☎ / Fax (0423) 21259 Rantepao, Kab. Toraja Utara Sulawesi Selatan 91831
 Email : smpndua.rantepao@gmail.com Website : www.smpn2rantepao.sch.id



SURAT KETERANGAN
 Nomor :121/421.3/SMPN.02/III/2021

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Rantepao Kabupaten Toraja Utara Propinsi Sulawesi Selatan menerangkan bahwa :

Nama	:	MARIA PUTRI DELIMA NURAK
NIM	:	4515101008
Tempat Tanggal Lahir	:	Kaimana, 28 Februari 1997
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	FKIP (Universitas Bosowa)

benar yang tersebut namanya di atas telah melakukan penelitian dari tanggal 07 Mei – 07 Juni 2021 di SMP Negeri 2 Rantepao.

Demikian Surat Keterangan yang di berikan untuk digunakan di mana perlu.



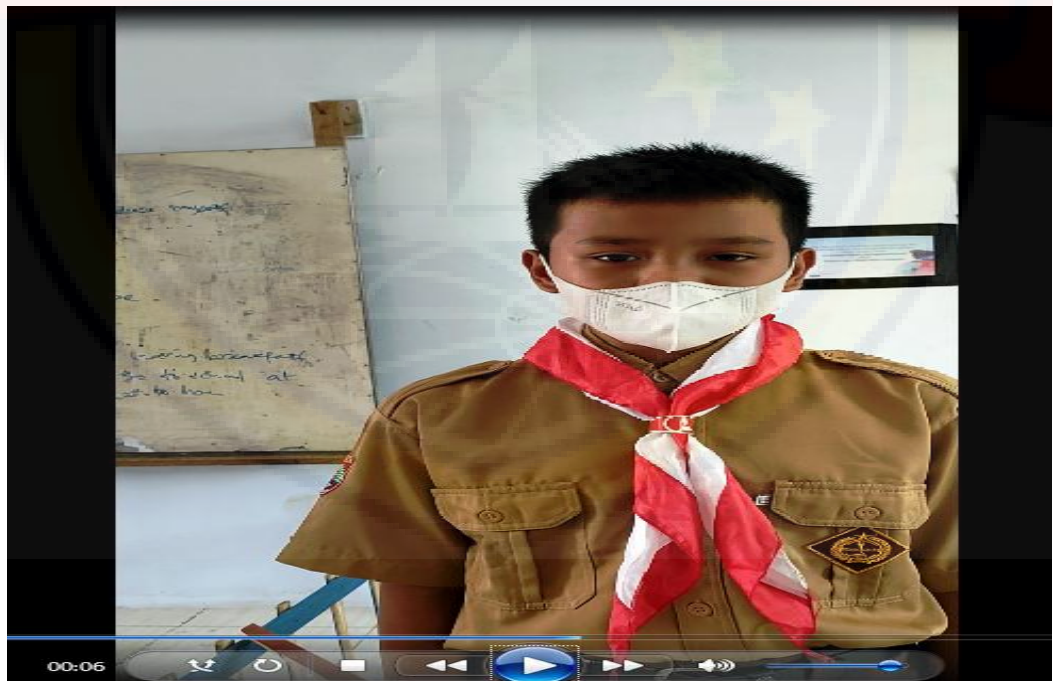
Rantepao, 07 Juni 2021
 Kepala Sekolah,

ZETH PATANDUK, S.Pd..
 NIP. 19640804 199602 1 001

Appendix 11 Documentation



Picture 2: The researcher was giving pre-test to students



Picture 3: The student was doing pre-test



Picture 4: Post-test activities accompanied by an English teacher class VII.1



Picture 5: The student was doing post-test



Picture 6: The researcher was performing to use of hand puppet



Picture 7: The student was doing treatment



Picture 1: The researcher said thanks to the Headmaster of SMPN 2 Rantepao.



Picture 2: The location of SMPN 2 Rantepao

Appendix 12 The Result of Questionnaire by Students

Nama : Arman

Kelas : VII.1

Appendix 3

Questionare of the Use of Hand Puppet in Teaching Speaking to Young Lecarners

At Junior High School of SMPN 2 Rantepao, North Toraja

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang (x) a or b pada pilihan yang tersedia.

1. Apakah anda merasa tetarik untuk belajar bahasa inggris dengan menggunakan Puppet (boneka tangan) sebagai media?

☒ a. Tertarik b. Tidak tertarik

2. Apakah menurut kalian menyenangkan belajar menggunakan Hand Puppet?

☒ a. Menyenangkan b. Tidak menyenangkan

3. Apakah belajar dengan Puppet (boneka tangan) dapat menambah semangat kalian dalam belajar bahasa inggris?

☒ a. Menambah b. Tidak menambah

4. Apakah dengan menggunakan hand Puppet (boneka tangan) dapat membantu memperlancar berbicara bahasa inggris kalian?

☒ a. Membantu b. Tidak membantu

5. Apakah KBM dengan mengunakan Puppet (boneka tangan) perlu dilakukan terus menerus?

☒ a. Perlu b. Tidak perlu

Appendix 3

Questionare of the Use of Hand Puppet in Teaching Speaking to Young Leearners**At Junior High School of SMPN 2 Rantepao, North Toraja**

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang (x) a or b pada pilihan yang tersedia.

1. Apakah anda merasa tertarik untuk belajar bahasa inggris dengan menggunakan Puppet (boneka tangan) sebagai media?

☒ a. Tertarik b. Tidak tertarik

2. Apakah menurut kalian menyenangkan belajar menggunakan Hand Puppet?

☒ a. Menyenangkan b. Tidak menyenangkan

3. Apakah belajar dengan Puppet (boneka tangan) dapat menambah semangat kalian dalam belajar bahasa inggris?

☒ a. Menambah b. Tidak menambah

4. Apakah dengan menggunakan hand Puppet (boneka tangan) dapat membantu memperlancar berbicara bahasa inggris kalian?

a. Membantu ☒ b. Tidak membantu

5. Apakah KBM dengan mengunakan Puppet (boneka tangan) perlu dilakukan terus menerus?

☒ a. Perlu b. Tidak perlu

Pascya Tjahya Ningsih Putri
7.1

Nama: kayse Mei Menghola
 kelas: VII.1

Appendix 3

Questionare of the Use of Hand Puppet in Teaching Speaking to Young Leearners

At Junior High School of SMPN 2 Rantepao, North Toraja

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang (x) a or b pada pilihan yang tersedia.

1. Apakah anda merasa tetarik untuk belajar bahasa inggris dengan menggunakan Puppet (boneka tangan) sebagai media?

☒ a. Tertarik b. Tidak tertarik

2. Apakah menurut kalian menyenangkan belajar menggunakan Hand Puppet?

☒ a. Menyenangkan b. Tidak menyenangkan

3. Apakah belajar dengan Puppet (boneka tangan) dapat menambah semangat kalian dalam belajar bahasa inggris?

☒ a. Menambah b. Tidak menambah

4. Apakah dengan menggunakan hand Puppet (boneka tangan) dapat membantu memperlancar berbicara bahasa inggris kalian?

☒ a. Membantu b. Tidak membantu

5. Apakah KBM dengan mengunakan Puppet (boneka tangan) perlu dilakukan terus menerus?

☒ a. Perlu b. Tidak perlu

Nama : Arryda C.S. Patinng
KIS : VII,1

Appendix 3

Questionare of the Use of Hand Puppet in Teaching Speaking to Young Leearners

At Junior High School of SMPN 2 Rantepao, North Toraja

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang (x) a or b pada pilihan yang tersedia.

1. Apakah anda merasa tetarik untuk belajar bahasa inggris dengan menggunakan Puppet (boneka tangan) sebagai media?

☒ Tertarik b. Tidak tertarik

2. Apakah menurut kalian menyenangkan belajar menggunakan Hand Puppet?

☒ Menyenangkan b. Tidak menyenangkan

3. Apakah belajar dengan Puppet (boneka tangan) dapat menambah semangat kalian dalam belajar bahasa inggris?

☒ Menambah b. Tidak menambah

4. Apakah dengan menggunakan hand Puppet (boneka tangan) dapat membantu memperlancar berbicara bahasa inggris kalian?

☒ Membantu b. Tidak membantu

5. Apakah KBM dengan menggunakan Puppet (boneka tangan) perlu dilakukan terus menerus?

☒ Perlu b. Tidak perlu

Nama: Ferry Satri Mindi Timang
 Kelas: VII.1

Appendix 3

Questionnaire of the Use of Hand Puppet in Teaching Speaking to Young Learners

At Junior High School of SMPN 2 Rantepao, North Toraja

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang (x) a or b pada pilihan yang tersedia.

1. Apakah anda merasa tertarik untuk belajar bahasa inggris dengan menggunakan Puppet (boneka tangan) sebagai media?

☒ a. Tertarik b. Tidak tertarik

2. Apakah menurut kalian menyenangkan belajar menggunakan Hand Puppet?

☒ a. Menyenangkan b. Tidak menyenangkan

3. Apakah belajar dengan Puppet (boneka tangan) dapat menambah semangat kalian dalam belajar bahasa inggris?

☒ a. Menambah b. Tidak menambah

4. Apakah dengan menggunakan hand Puppet (boneka tangan) dapat membantu memperlancar berbicara bahasa inggris kalian?

☒ a. Membantu b. Tidak membantu

5. Apakah KBM dengan menggunakan Puppet (boneka tangan) perlu dilakukan terus menerus?

☒ a. Perlu b. Tidak perlu

BIOGRAPHY



Maria Putri Delima Nurak was born in Kaimana district, West Papua on February 28th 1997 from the marriage of her parents Kristo Forus Nurak and Faustina De Prins. She is the first daughter from four siblings. She has two younger sisters named Kristina Lutgardis, A.Md.Keb, Maria Marta Nona and one brother named

Paulus Tomi. She began her first education at SD Negeri Matoa, Kaimana district West Papua in 2003 until 2009. After graduated, she continued her studies at SMP Negeri 2 Kaimana. She also participated in one of the scout member, then was selected to represent the school following the national jambore in Palembang and graduated in 2012. Then, she continued her education at SMKN 1 Kaimana, West Papua and graduated in 2015. After that, she decided to continue her studies in the city of Makassar and took the English language study program of Bosowa University in 2015. She participated as a member in UKM English Meeting since 2015 until 2019, and she graduated in 2022.