

**TEACHING SPEAKING SKILL BY USING PUPPET PLAY AT THE
TENTH GRADE STUDENTS OF MADRASAH ALIYAH NEGERI
(MAN) PALOPO**



IAIN PALOPO

A THESIS

*Submitted as a Part of the Requirements for S. Pd. Degree
in English Language Education Study Program*

**Written by
MARDIANA
REG. NUMBER: 15.02.02.0148**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL


This thesis, entitled "Teaching Speaking Skill by Using Puppet Play at the Tenth Grade Students of Madrasah Aliyah Negeri (MAN) Palopo" written by **Mardiana, Reg. Number 15 0202 0148**, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, October 16th 2019 M**, coincided with **Rabi'ul-Awal 17th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

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Rabi'ul-Awal 17th 1441 H.

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ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
لِحَمْدِ اللَّهِ رَبِّ الْعَالَمِينَ

In the name of Allah SWT, the beneficent and the most merciful, Lord of the world has created judgment day in the hereafter and to our Prophet Muhammad SAW, safety and peace be upon him. Alhamdulillah the researcher expresses her gratitude to the almighty God that has given guidance, inspiration and good health. So that, the researcher could finish the thesis entitled “Teaching Speaking Skill by Using Puppet Play at the Tenth Grade students of Madrasah Aliyah Negeri (MAN) Palopo” The researcher realizes that support and encouragement from many people, have been important for the researcher in the preparation of this thesis. Therefore, the researcher would like to acknowledge them.

1. Dr. Abdul Pirol, M.Ag, as the Rector of IAIN Palopo, who always supports and gives motivation to their collegian during study at IAIN Palopo.
2. Dr. Rustan S, M.Hum, as the first deputy of IAIN Palopo, who always advices the researcher during studying.
3. Drs. Nurdin K, M.Pd, as the Dean of Tarbiyah Faculty of IAIN Palopo, who always gives the explanation in writing this thesis.
4. Amalia Yahya, SE.,M.Hum as the chief of English Department of IAIN Palopo, who always gives support, encouragement and idea to researcher during her studying at IAIN Palopo.

5. Madehang, S. Ag., M. Pd as the first consultant and Wahibah, S.Ag.,M.Hum as the second consultant. Thanks for the suggestion, idea, help and guidance since preliminary until the researcher can complete this thesis.
6. All the lecturers of IAIN Palopo, thanks for guidance, attention, knowledge and motivation in learning English Language. And also for all staffs are in IAIN Palopo, thanks for helping and kindness.
7. Special thanks for my beloved parents H. Lahapi and (Alm) Beccetang who always give the researcher help, support, blessing until now. And also, special thanks for my beloved sibling H. Mahira, Nakira, Dahril and Ajriyanti who have given the researcher motivation , support, and strength to finish my thesis. Thanks to my sweet nieces Muldia, Hardia, Misda and Ismayanti who always support me also.
8. The researcher would like to say thanks to my best friends Nurfadilah, Nurmila samsir and A. Reski susanti who always give me motivation, encouragement, ideas, knowledge and support the researcher.
9. All of the researcher's friends in IAIN Palopo special for BIG C, and all of my friends which could not be researcher here Thanks for nice friendship, support and helping our togetherness.

The researcher also thanks the other who cannot be mentioned one by one, who have helped and supported the researcher to finish this thesis. The researcher realized that this thesis would not be created without their participation.

The researcher hopes this thesis can give some values to the students and English teachers and the readers. The researcher admits that this thesis is not

perfect, so that the writer will accept suggestions from the readers in order to make it better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis, ALLAH SWT may bless us. Aamiin.

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ABSTRACT

Mardiana, 2019, “Teaching Speaking Skill by Using Puppet Play at the Tenth Grade Students of Madrasah Aliyah Negeri (MAN) Palopo”. Thesis English Study Program Education Department in The State Islamic Studies (IAIN) Palopo. Supervisions By: (1) Madehang, S. Ag., M. Pd And (2) Wahibah, S. Ag., M. Hum.

Keyword: Speaking Skill, Puppet Play

This thesis attempted to find out the Teaching Speaking Skill used Puppet Play at the Tenth Grade Students of Madrasah Aliyah Negeri (MAN) Palopo. The research questions of this thesis consisted of two questions, they were, “ Is the puppet play was effectively in teaching the students speaking skill at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo? and What are the students’ responses toward the used of puppet play in teaching speaking skill?”. The objective of the research is to know whether or not puppet play is effective in teaching speaking skill at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo and to find out the students' responses toward the used of puppet play in teaching speaking skill.

This research used the Pre-Experimental method with pre-test and post-test design. The data collected by using a speaking test and questionnaire. The population of this research at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo in academic 2019 and the researcher used purposive sampling which taken from class X MIA 1 consist of 34 students as the sample used by the researcher. The data collected through the speaking tests (to find out the students speaking ability) and questionnaire (to see the students’ responses toward use puppet play). The researcher chose one class with purpose is the researcher wants to give opportunities for all of the students to practice their speaking in the class without shamelessly and fearlessly. The researcher wants to make all of the students take part in speak.

The result of this researcher found that the puppet play was effectively use in teaching students’ speaking at the tenth grade of MAN Palopo after treatments by using puppet play. In which the data showed that t_{test} (20,111) was higher than t_{table} (2.145). it indicates than using puppet play is effective in teaching speaking skills at the tenth grade of MAN Palopo. And Most of the students were agree, active, happy, interesting and enjoyed learning to speak by using puppet play It looked from their chose questionnaire.

CHAPTER 1

INTRODUCTION

A. Background

Speaking is one of the important parts of English skills that should be mastered by students. Speaking is one skill that should be paid much attention to the students if they will interact with other people. The function of speaking is to express an idea, someone feeling, thought in their surroundings. Speaking is one of the language arts of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill has a close relationship with listening skills, in speaking activities, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentence in written but speaking is spontaneous to show the students' ideas by orally. Speaking is the process of building and sharing meaning through the use of second language learning and teaching. It means students should be able to communicate with the other to get or to share information and express what they feel.¹

Sometimes the students find out the difficulties in speaking. Zhang argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Penny Ur, many factors cause difficulty in speaking, and they are as follows: 1. *Inhibition*. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. *Nothing to say*. Students have no motive to express themselves. 3. *Low or uneven participation*. Only one participant can talk

¹ Chaney, A. L., *Teaching Oral Communication*, (In: Grades K-8, Boston: Allyn and Bacon, 1998), P.3

at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.²

After conducting observation, the researcher found some problems in the tenth grade at Madrasah Aliyah Negeri (MAN) Palopo. one of the problems is their teacher said the students known some vocabulary but they cannot speak or practice because the students no confident or they still shy to speak English with their friends when the learning process happened in the class. The other problem is some of the students no interesting learning speaking because they considered that speak English is too difficult to apply in conversation and they were still difficult to develop their ideas when they spoke English.

Another problem faced by students' difficulty is to pronounce the word. According to the students "speaking is very difficult because of the pronunciation of the words." The students consider that learning English is very difficult, they easily bored and lazy to learn. They often speak Indonesia, they also had difficulty in understanding the material given by the teacher, they have less confidence and often be shy and just keep silent during the learning process, because the students are not familiar with English and it is different from Indonesian and then the lack of practicing. To upgrade and practice their speaking the teacher usually gives some activity like a conversation. So that the problem is how to teach the students to improve their speaking, because the teaching of speaking for senior high school

² Anonymous. *Difficulty of Speaking, International Online Journal of Humanities and Social Science Invention* vol. 5. No. 12. 2016. P. 99-101

needs appropriate and different strategies, so that the students feel enjoyable, become active in the classroom. In this case, the researcher used the puppet play in learning speaking. By using puppet play, students can increase their ability to learning speaking.

Slattery and Willis also (2001) stated that Puppet is a kind of aid that helps students practice in speaking. Sometimes a young student is shy to speak in front of the class or speak with adults. Puppet can substitute the partner of students speaking. Then the students can more enjoy in practice speaking with a puppet.³

Previous research written by Bumi Angga Kusuma Ningtias, he used puppet play in teaching speaking descriptive text. He wants to find out the extent of students' achievement in speaking skills by the use of puppet play in teaching. The result was that using the puppet play helps the students to develop their vocabulary and they feel easy to speak up in front of the class. Students feel confident when they perform because of the use of puppets to explain the physical appearance and character of certain characters one by one. By using puppet the students' responses are positive and the students became more active in the class because they feel easy to understand what the material to be described which is the puppet.

The features and the difference between of the puppet play with the previous researchers, applied in a different way from previous studies, in this research the researcher gives some picture to the students and ask them to describe

³ Mary Slattery and Jane Willis, *English for Primary Teachers*, (New York: Oxford University Press, 2001), pp. 18—19

the picture using puppet play as a doll and hand doll made of flannel cloth. Some of them felt interested in the media that have been applied and make them more active in the class. All of the students' really fun and enjoy study using puppet play.

In this study, the researcher wants to do research "*Teaching speaking skill by using puppet play at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo*". The researcher would too try a puppet in teaching speaking. The researcher wants to analyze whether teaching speaking by using puppet play is effective to teach the students speaking skills.

B. Research Questions

Based on the background above, the researcher would like to formulate the research question, as follows:

1. Is the use of puppet play effectively used in teaching the students speaking skill at the tenth grade of Madrasah Aliyah Negeri (MAN) Palopo?
2. What are the students' responses toward the use of puppet play in teaching speaking skill at the tenth grade of Madrasah Aliyah Negeri (MAN) Palopo?

C. The objective of the Research

Based on the research, the objective of the research is to know whether or not puppet play is effective in teaching speaking skill at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo and to find out the students responses toward the use of puppet play in teaching speaking skill.

D. Significance of the Research

The researcher hopes that this research would have some benefits in the English to learning process especially in teaching speaking skills. There were to kinds of benefits of this research used theoretically and practically:

1. Theoretically, the result of this research is expected to give contribution to the development of teaching language, focusing on teaching speaking by using puppet play.
2. Practically, the result of this is expected to be used for the English teacher of Madrasah Aliyah Negeri (MAN) Palopo particularly, and to motivated the students to understand the basics speaking easily. It is develops speaking through puppet play.

E. Scope of the Research

The scope of this research focuses on the hand Puppet play media in teaching speaking skill at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo. It focused on describing people, things, and places in the class.

F. Operational Definition

Based on the title that is “teaching speaking skill by using puppet play at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo”, the researcher gives a definition as follows:

1. Speaking Skill

Speaking skill is the skill which to give the information by orally though thinks, ideas, and opinions. The speaking is called good when the learner and the speaker can understand each other.

2. Puppet play

Puppet play is a doll that can be made to move, by pulling strings attached to parts of it is the body or putting your hands inside it.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

Some researcher conducted their research on the use of various techniques in teaching speaking

1. Budi Angga Kusuma Ningtiyas (2012) “The use of a puppet to teach speaking descriptive text for tenth graders of senior high school in SMA YPM 3 Subomito”¹ The result of the study showed that the puppet helps the students to develop their vocabulary and they feel easy to speak in front of the class. Students feel confident when they perform because of the use of puppets to explain the physical appearance and character of certain characters one by one. By using puppet the student's responses are positive and the students became more active in the class because they feel easy to understand what the material to be described which is the puppet. The difference between Budi Angga Kusuma Ningtiyas's research and this research is that Budi Angga Kusuma Ningtiyas used puppet play to teach the speaking descriptive text. While this research use puppet plays in teaching students` speaking to describe and discussed describing pictures.
2. Dian Nurhayati (2011) “The effectiveness of using a hand puppet to improve student's speaking skills in performing adjacency pairs at the tenth

¹ Budi Angga Kusuma Ningtiyas, *The Use of Puppet to Teach Speaking Descriptive Text For Tenth Graders of Senior High School in SMA YPM 3 Subomito* (Pendidikan Bahasa Inggris, Fakultas Bahasa Dan Seni, Universitas Negeri Surabaya) vol. 01 Nomor 01 tahun 2012, 0-216.

grades of SMA Semarang in the academic year of 2011/2012”² The result of the study showed that the students interested in it. They become more active to speak up in the classroom. They also loved to learn and to practice speaking using hand puppet. Their enthusiasm for learning also increases, it can be shown by their attitude and their motivation in learning English. The difference between Dian Nurhayati`s research and this research is that Dian Nurhayati used puppet play to teach speaking dialogue or short conversation such as standards greetings and small talk. While this research use puppet plays to teaching students` speaking to describe people, things and places.

3. Suesthi Maharani (2015) “The use of puppet: shifting speaking skill from the perspective of student`s self-esteem”³ The result of the study showed that the students were interested. They are joyful learning experiences of puppet media and make them more enthusiastic in the classroom activities than monotonous learning media they used to be using. Puppet media also enables the students to be optimist, creative and active in exploring ideas when they are retelling a story. So, the students should be more active in the teaching-learning process in order to improve their speaking skills. Suesthi Maharani`s research focused on improving speaking skills from the perspective of student`s self-esteem. while this research focuses on teaching the students` speaking and uses experimental.

² Dian Nurhayati, *The Effectiveness of Using Hand Puppet to Improve Student`s Speaking Skills in Performing Adjacency Pairs at the Seventh Grades of SMA Semarang in the Academic Year of 2011/2012*, (English Departement Faculty Of Languages And Arts Semarang State University 2011), p. 73

³ Suesthi Maharani, *The use of puppet: shifting speaking skill from the perspective of student`s self-esteem*, (English Education Department of Graduate Program of Teacher Training and Education Faculty of Sebelas Maret University), p. 123

From the Three researchers, the first researchers wants to teach speaking used method qualitative, while the second researchers wants to apply The effectiveness of using hand puppet to improve student's speaking skills used quasi-experimental research, while the last the use of puppet: shifting speaking skill from the perspective of student's self-esteem used quasi-experimental research, similarity from the three researchers same as use puppet play to improve the students' speaking skill.

B. Speaking Skill

1. Definition of Speaking

Speaking is one of the central elements of communication. In EFL teaching it is an aspect that needs special attention and instruction. Effective interaction derived from the careful analysis with sufficient language input and telling folktale activities will gradually help learners speak English fluency and appropriately.⁴

Be willing to be friendly towards, after your argument, express your opinion openly, state the views or wishes of a person or group, state your opinion publicly, in opposition to speak up, speak more loudly and say what you think.⁵

⁴ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed I; New York: Cambridge University Press, 2002), P. 210

⁵ Martin Mansher, *oxford learners ' pocket dictionary*, new edition: 2008, P. 426

Speaking skill is fundamentally an instrument act.⁶ Speaking is a productive skill. It could not be separate from the listener. When we speak we produce the text and it will be meaningful. Like communication, we can find speaker, listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.⁷

Communication is the exchange of words with the purpose of mutual understanding. We can understand each other only if we watch and listen to actions and words. Effective communication means mutual understanding. Each of us has a unique perception of reality, communication is the process by which we translate for other people the view of other world and relate it to their view.⁸

Speaking is productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning.⁹ Speaking seeks to provide you with the highlights, to motivate you, remind you, and persuade you. Sometimes, the best speaking seeks nothing more than to motivate you to get more information. The speaker, first of all, has to produce sound by controlling the various aspects of human anatomy and physiology involved in speech producing.

Speaking is the skill that the students would be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as a teacher, we have a responsibility to prepare the students

⁶ Herbert H. Clark and Eve V Clark, *psychology and language*, (United States of America: Harcourt Brace Jovanovich, Inc, 1997), P. 223

⁷ Ubaidillah Ibnu Sholihin, "Definition of Speaking Skill" www.zakymedia.com accessed on Tuesday 25th september 2018

⁸ J. Jerome Zolten and Gerald M Philips "speaking to an Audience" ITT Bobbs-Merrill Educational Publishing Company, Inc. 1985. P. 17 Assessed on 11th july 2018

⁹ David Nunan, *Practical English Language Teaching*. P. 48

as much as possible to be able to speak in English in the real world outside the classroom and the testing room. Speaking is a skill, not just like swimming, drive a car, or playing ping-pong. Too often, in the traditional classroom, learning English has been relegated to linguistic knowledge only with the title or no attention paid to practicing language skills.¹⁰

Generally teaching is not only transferring knowledge or teach to the students, but it is building the students so that they can be a success. The process of teaching has three main components. The components are a teacher who teaches, students who accept the knowledge and the last is material or knowledge, and the last is material or knowledge itself which is taught.

Meanwhile, R, Kohlshocker, and Herber in their book “teaching involves the ability to entertain the class, keep the students alert, and show them as a good interesting aspect of what they are supposed to learn”. The statement above shows that teaching is a unique way to create a good situation in the teaching-learning process, the teacher would keep students paying attention to what the teacher is conveyed.

2. The Roles of Speaking Communication

Speaking is a mean of communication. Communication is contact relation inter or between human beings in an individual or group. According to Richard and Willy A. Renandya that speaking is one of the central elements of communication. The functional of spoken language is interactional and transactional because much of our daily communication remains interactional. As

¹⁰ Ibid.

rivers state that in speaking, we are not conveying to the receiver a meaning clothe in word but by our words, we are arousing within the receiver association and expectation which will enable that person to form an interpretation of the intention of the message as they listen. They are choosing from alternative the meaning, they think the emitter is trying to convey. This is case Nida in Rivers says in shown by the fact that when the speakers pause, listeners often supply what they consider to be appropriate words.¹¹

Spoken language abilities involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate forms with function) and skill for communicating the messenger (use of verbal formulas and speech adjustments: rephrasing, repetition, fillers and hesitation devices). In an interactive situation, students have to learn, among other things, how to negotiate to mean, how to introduce or change topics, and how to open and close conversations with different participations.

Communication happens as a consequence of social relations. The society consists of two or more that interact among one or other, this interaction cause social interaction. The interaction happens is cause intercommunication.

¹¹ Nurhayati Usman, *Improving Students' English Speaking Skill at the Tenth Yers of Pesantren Modern Datok Sulaiman Putri Palopo Through Language Learning Community*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2008), p. 10

3. The Problem of Speaking

According to Brown, there are some characteristics of difficulties of speaking that can make oral performance easy in some cases and difficult in others, as follows:

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in-breath groups) through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. The learner can capitalize on this feature of spoken language.

c. Reduce Forms

Contractions, elisions, reduced vowels, etc., all forms of a special problem in teaching spoken English.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency in the rate of delivery. One of your tasks in teaching spoken English to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in the previous section, learning to produce haves of language in a vacuum-interlocutors-would speaking of its richest component the creativity of conversational negotiation.¹²

4. How to Learn to Speak a Language

Rivers state that we learn to speak a language by speaking. Other teachers persuade themselves that if they speak the new language exclusively in the classroom the students will, at some time, begin to speak it fluently too; this is justified by the argued that the students now have to the opportunity to learn to speak a second or a third language as they learn their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual patting for most their waking hours, frequently using incorrect forms, that they are continually being spoken to, often in specially adapted language, and uttering comprehensible speech enable to them to again things for which they feel a great need (physical satisfaction or their parents attention and praise). Students

¹² H. Douglas Brown, *Teaching by Principles an Interview Approach to Language Pedagogy*. (Second Edition San Fransisco State University: Longman. 2001), p. 270-271

of a new language would not learn to speak fluently by hearing speech in class, although this is most important for familiarizing them with accept form and the flow of authentic speech, as well as for giving them practice in the receptive side of communication teachers would need to give their students many opportunities to practice speaking. They would need to use their imagination in devising situations in which use of language in the expression one of the student's own meaning, even the student's resources on which to draw. From this early experiment with the language, students become aware of the extraordinary potential for the creation of new meaning that recombination and rearrangements of language elements provide.¹³

The active practice of speech cannot be left to a “later stage” when students presumably ‘know the language’ from the dissection and reassembling of the written language. By this time, many students would have develop certain inhabitation about making strange sounds in public, and would find it difficult to express themselves orally in the compels form of the literary code they have taught, to develop to ever greater skill encoding their thoughts in ever more complicate structural patterns of the new form of speech and in consolidating the muscular control involve in the acceptable production of sound sequences. Practice they require in working with the code must not be a delay. For this reason, speaking the language would be a natural activity from the first lesson.

¹³ Wilgan M. Rivers, *Teaching Foreign Language Skill*, (Chicago: The university of Chicago Press, 1981), p. 188-189.

5. Strategy for Developing Speaking Skill

Students often think that the ability to speak a language is the product of language learning, but is also a crucial part of the language learning process. Effective instructors teach the students' speaking strategies using minimal response, recognizing scripts, and using language to talk about language, that they can use to help themselves expand their knowledge of the language and their confidence in using it. The instructors help students learn to speak so that the students can use speaking to learn.

a. Using Minimal Respondent

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other response to what another speaker is saying. Having a stock of such as learner to focus on what the other participants are saying, without having simultaneously plan a response.

b. Recognizing scripts

Some communication situation is an associate predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural forms often follow patterns or scripts. So do the transactional exchanges involve in activities such as obtaining

information and making a purchase. In these scripts, the relation between a speakers' turn and the that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware scripts for different situations so that they can predict what they would hear and what will they need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

c. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

6. Principles for Teaching Speaking Skills

1. focus on both fluency and accuracy, depending on your objective.

In our current zeal for interactive language teaching. We can easily slip into a pattern of providing zesty content-based, interactive activities that don't capitalize on grammatical pointers or pronunciation tips. We need to bear in mind a spectrum of learner needs, from a language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. When you do a jigsaw group technique, play a game, or discuss solutions to the environmental crisis, make sure

that your tasks have a linguistic (language-based) objective, and seize the opportunity to help students to perceive and use the building blocks of language. At the same time, don't bore your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

2. Provide intrinsically motivating techniques.

Try at all times to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be." Even in those techniques that do not send students into ecstasy, help them to see how the activity will benefit them. Often students do not know why we ask them to do certain things; it usually pays to tell them.

3. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercises where we go around the room calling on students one by one to pick the right answer. It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material, it can be done. Even drills can be structured to provide a sense of authenticity.

4. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In the EFL situation, they may get feedback 'out there' beyond the classroom, but even then you are in a position to be a great benefit. It

is important than you take advantage of your knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

5. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking would also, of course, include listening. Do not lose out on opportunities to integrate these two skills. As you perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask a question, give direction, and provide information, and students have been conditioned only to “speak when spoken to”.

7. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes.¹⁴

7. Aspects of Assessing Speaking Skill

According to Brown, there are five aspects of assessing speaking skills such as conversational discourse, teaching pronunciation, accuracy, and fluently.¹⁵

¹⁴ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (third edition: san francisco state university, 2007),p. 331-332

¹⁵ H. Douglas Brown, *Teaching by Principles a Interactive Approach to Language Pedagogy*, (Second Edition Sn Fransisco State University: Longman, 2001), P. 267-269.

In another view, Raasyid and Hafsa J. Nur divide speaking into two features firstly is competency features that consist of fluency and accuracy. Second is performance features that consist of content and interaction.¹⁶

Based on the statement above, the speaking skill is divided into the main components, as follows:

a. Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.¹⁷ Speaking without too great an effort with a fairly wide range of expression in the past researcher. Rasyid and Nur found that in the students' speaking skill they were fairly fluent interaction with speak of 75-89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

b. Accuracy

Accuracy is the ability in using target language clearly intelligible pronunciation, particular and lexical and accuracy. Brown said that achieve to some extent by allowing students to focus on the element of phonology grammar and discourse in the spoken output.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is an exercise to improve and understanding.

¹⁶ Muhammad Amin Rasyid And Rahmad J. Nur, *Teaching English as a Foreign Language* (TEFL) in Indonesia. (Ujung Pandang. Department of English Education. 1997). P. 198

¹⁷ Wilga M. Rivers, *teaching foreign language skill*. (london: The University Chicago Press, 1981), P. 372

Based on the opinion above, the researcher concludes that Comprehensibility is one criterion on the speaking assessment which focuses on how far are the speaker is able to understand what they interlocutors mean when performing speaking.

After knowing some criteria of speaking assessment by the opinion above, it will be a cashier for researchers to conduct the speaking assessment of this research in other data to collect.

C. Descriptive Text

a. Definition of Descriptive text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.¹⁸ According to Cowan in Fajriah that Descriptive presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities.¹⁹ So, descriptive text is a piece of text that tells are the reader describing something or someone, place or object, especially in a detailed way.

b. The Generic Structure of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. The descriptive text is built from two generic structures. The generic structure of descriptive text consists of identification and description.

¹⁸ Artono Wadirman, et Al, English in Focus : For Grade VII Junior High School (SMP/MTS), (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p.22

¹⁹ Siti Saadatul Fajriyah, *The Effect of Mind Mapping Technique on Students' Writing of Descriptive Text*, A Thesis, (Jakarta: Syarif Hidayatullah State Islamic University 2017), p. 10

- Identification: Identifies a phenomenon to be described is about introducing a subject or thing that will be described.
- Description: Describes parts description is brief details who, or what of the subject, qualities, characteristics, etc²⁰

The examples of descriptive text are as follow:²¹

- Description of people:

In describing people, many appearance features that can be described like their face, hair, the color of hair, clothes, skin, and body shape and very important to focus on one or two striking features that convey something about the person's character. The example of descriptive text about a person is as follow:

My Hero

Michael Jordan is a famous basketball player. Michael Jordan certainly looks like a star. He is tall, well built and handsome. He is always well dressed. His personality is as good as his playing ability. He is confident. He is also generous. He gives a lot of money to charity. His hobby is playing golf, baseball, and cooking. He often cooks for his family.

- Description of thing

The best way to describe an object or thing is by describing the physical characteristics of an object or a thing. The example of descriptive text about a person is as follow:

²⁰ Imelda wardani, Hasan Basri, Abdul Waris, *Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique*, *e-Journal of English Language Teaching Society (ELTS)* Vol. 2, No. 1, 2014, p. 2

²¹ Siti Saadatul Fajriyah, *The Effect of Mind Mapping Technique on Students' Writing of Descriptive Tex*, A Thesis, (Jakarta: Syarif Hidayatullah State Islamic University 20017), p. 14

My Toy

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

- Description of Place

Describing place is to show someone the actual place and give the characteristics of the place. The example of descriptive text about a person is as follow:

My Home

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever had seen.

D. The Concept of Media

1. Definition of Media

According to the Association for Educational and Communication Technology (AECT) media is a whole of shape that utilizes for information channeling process. Whereas according to the National Education Association

(NEA) defined that media is the object which can be manipulating sightseeing hearing. Reusing or talking with the instrument that would be used in the learning-teaching process and it can influence the instructional program effectively.

Media is a word from Latin language and from plural from word medium in a word for word is meaning of mediator or agent. Media is a mediator or agent, a message from the sender to the receiver message.²² While Gagne puts of media as a source. The definition of media is the component of learning sources that can stimulate students in learning.²³

Media is every tool to convey information or messages from one place to another place. The teaching-learning process also uses the media to make the process run effective and interesting.

Media is something which can give massage and stimulate the brain of the students their feelings and desire so can make the learning process for the using media creatively that will get.²⁴

For some explanation above so, we can the conclusion that media is something that distributes and influences sightseeing, hearing, reading and talking until the students interested in the subject that they are going to learn.

2. The Function of Media

The presence and availability of teaching media are expected to help teacher and students to solve learning obstacles. The media has four functions. They are as follows:²⁵

²² Arief Sardiman, *Media Pendidikan*, (Jakarta: Rajawali Press), p. 6.

²³ Arsyad Azhar, *Media Pembelajaran*, (Cet. V; Jakarta: PT. Raja Grafindo Persada, 2004), p. 4.

²⁴ Asnawir Usman, *Media Pembelajaran*, (Cet. 1; Jakarta : Ciputat Press, 2002), P. 11

- a. Media can attract students' attention more so that it can stimulate learning motivation
- b. Media can make subject matter clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better
- c. It can make learning method more various not merely verbal communications through teacher's words so that students do not get bored and the teacher does not run out of energy
- d. Media can make students do more learning activities because they do not only listen to the teacher's explanation but also have other activities such as observing, demonstrating and so forth.

3. Kinds of Teaching Media

As we know that teaching media is all tools/aids that may be used by the teacher and learners to attain certain education objectives. Then the teaching media can be divided into some classification. Chandra said that media are classified into seven categories such as:²⁶

- a. **Print Media** i.e. News Paper, Magazines, Digest, Journals, Bulletins, Handouts, posters, etc.
- b. **Graphic Media** i.e. Overhead transparencies Charts, graphs Models, dioramas, maps, globes.

²⁵ Achmad Badawi, "Using Visual Media in Teaching Speaking" Okara Journal of Language and Literature, Vol. 1, Tahun 1, Mei 2016, <http://ejournal.stainpamekasan.ac.id/index.php/okara/article/view/811>

²⁶ Dr. Ahsan Akhtar Az, "Use of Media for Effective Instruction its Importance: Some Consideration," *Journal of Elementary Education A Publication of Deptt. of Elementary Education IER, University of the Punjab, Lahore – Pakistan Vol. 18(1-2) 35-40*, p. 27-27

- c. **Photographic Media** i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images, etc.
- d. **Audio Media** i.e. Audiotape, Audiocassettes, Records, Radio, Telecommunication etc.
- e. **Television/Video** i.e. Broadcast television, Cable television, (Videotape Video cassettes, Videodiscs, Teletext, Videotext, etc.
- f. **Computers** i.e. Minicomputer, Microcomputer etc.
- g. **Simulations and Games** i.e. Boards, Written, Human, interaction, Machine, etc.

E. Puppet

1. Definition of Puppet

Puppet is a doll that can be made to move, by pulling strings attached to parts of its body or by putting your hands inside it, person or group whose actions are controlled by another or small figure of an animal moved by wires or strings, used in plays or show. The puppet can be used in English teaching which is interesting and humorous for the students.²⁷

Slattery and Wilis also state that Puppet is a kind of aid who help children practice in speaking. Sometimes a young student is shy to speak in front of the class or speak with an adult. Puppet can substitute the partner of young children speaking. Then the children can more enjoy in practice speaking with a puppet.²⁸

²⁷ Martin Mansher, *oxford learners ' pocket dictionary*, new edition: 2008, P. 352

²⁸ Mary Slattery and Jane Wilis, *English for Primary Teachers*, (New York: Oxford UniversityPress, 2001), pp. 18—19

It is in line with Lines and Nunan. They said that the puppet would use properly in the childhood classroom. It is because the student would feel more comfortable to speak with a puppet.²⁹

Moreover, based on the explanations above, the writer can conclude that puppet is one of the media which helps in the teaching and learning process. It helps not only teachers but also students. The interesting shape of it can engage the students to be more focus on the material, then it makes the teacher easier to organize the teaching and learning process.

2. Kinds of Puppet

There are six basic types of puppets. Here are interesting facts from each one of them:

a. Hand Puppet



People call it with different names such as the first puppet, glove puppet, and guinol. Like a glove, it is worn over the hand. Commonly the index finger serves as the neck while the thumb and the middle finger perform the arms of the puppet.

²⁹ Lines and Nunan, *Practical English Language Teaching: Young Learner*, (New York: Mc-Graw Hill Companies: 2005), p. 33

b. Finger puppet



The puppeteer uses each finger for every character. Most of them do not have hands and if they do, they are not moving at all. You know it's their part when they bend their fingers on the particular character.

c. Rod Puppet



It is also known as the stick puppet to some other people. From the name itself, the puppets are being supported by a stick, sometimes one of the body and two other small ones for the hands. The two small sticks are being held by one hand and the other with the remaining hand. It is very famous in the far east.

d. Marionette Puppet



It is commonly known as a string-operated puppet which is like the most difficult to control. Other than puppets above, they can move around a certain stage. It looks like a doll but there are strings attached to some parts of their body which are controlled by two hands.

e. Shadow Puppet



It is another kind of rod puppet. The name suggests how it is being used, the shadow is being cast using from a cloth screen with a projector or a very bright light from behind, more importantly, the figures are commonly

translucent enough for some colors to pass through the puppet. They are made from materials such a colored plastics.

f. Ventriloquist's Dummy



Usually, it is as big as half of the regular adults. Either it is sitting on the Ventriloquist's knee, arm, table or chair. A hand is supporting it from the back which is also the one controlling the dummy. Usually, it is a

conversation between the two and it sounds like they can talk.³⁰

3. Procedures of Teaching Speaking by Using Puppet

As a good researcher, we have to know how to conduct puppet play in the class order to make the student understand what they would do in using the puppet itself.

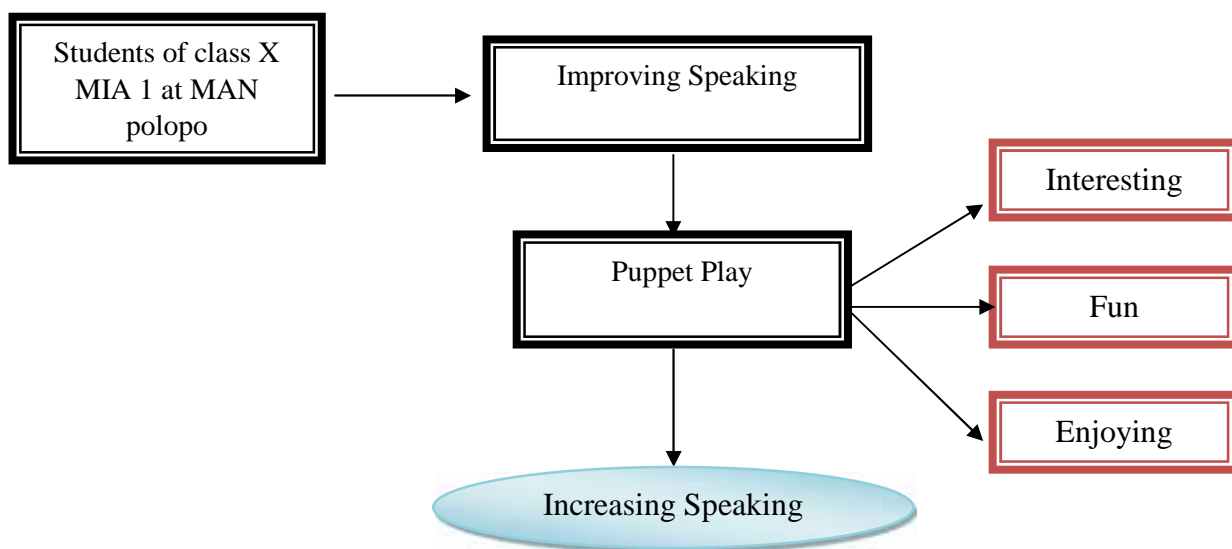
³⁰ Queen Edelman, 'Different Kinds of Puppets' <http://www.teachmag.com/archives/5681>. accessed on 27th september 2018

There is some procedure to apply the teaching speaking by using puppet play:

- a. The researcher would show puppet play to keep the attention of students and motivates the students to improve their interest speaking ability. In this case, the teacher uses a hand puppet as media.
- b. The researcher would explain and give an example of how to describe people, things, and places in the class by using hand puppet play of the lesson.
- c. The researcher gives the students a picture of people, things and place and one by one student must keep the picture until the researcher asks the students to come to forward.
- d. The researcher gives times to the students and asks the students to try to speak up with their friends. Then the researcher controls the situation the students in the class.
- e. The researcher asks one student to practice speaking in front of the class by using a hand puppet. And then the researcher gives a chance to every student to speak up in front of the class.
- f. The researcher gives correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- g. After practicing the materials, the researcher gives some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

F. Theoretical Framework

The theoretical framework in this research would be shown in the diagram:



G. Hypothesis

To test the hypothesis, this research used statistic hypothesis namely:

- a. H_0 : The use of puppet play is not effective for teaching speaking skills at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo.
- b. H_1 : The use of puppet play is effective for teaching speaking skills at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo.

H. Criteria of Hypothesis Acceptability

$t_0 > t_t =$ reject null hypothesis

$t_1 < t_t =$ receive null hypothesis

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

In this research, the researcher applied the Pre-experimental method. Creswell said that the Pre-experimental method with one group pre-test design (to facilitate ease of implementation) or intervention of short duration is chosen as an intervention based on a small pilot test. Selected a group of participants in the population and provided the invention to them.¹ Pre-experimental consisted of three steps; they were Pre-test, treatment, and post-test. This research aimed to find out whether puppet plays effectively in teaching speaking.

2. Design

The research design formula base on the following:

PRE-TEST	TREATMENT	POST-TEST
01	X	02

Where:

01 : Pre-test

X : Treatment

02 : Post-test²

¹ John W. Creswell, *Education Research*, (Fourth Edition; Library of Congress Cataloging in Publication Data, 2012) P. 321

² Sugiyono, *metode penelitian kombinasi* (mixed method), (cet. IV: bandung: Alfabata, 2013),p. 112

B. Population and Sample

1. Population

The population is all of the research on the subject. The population is a set of all elements possessing one or more attributes of interest. The statement confirms that the researcher took a population whose characteristics closely related to the subject of her research and she took great interest in the object of research. In this study, the researcher selected the students of Madrasah Aliyah Negeri (MAN) Palopo as the population which three classes with 102 students.

2. Sample

In this research, the researcher applied purposive sampling. The researcher chose only one class as a sample, namely class MIA I. All of the students at class MIA I have good participation and easy to understand the lesson so that is why the researcher chose class MIA I as a research object there were 34 students.

C. The instrument of the Research

1. Test

The researcher used the speaking test, which consisted of pre-test and post-test. A pre-test was given before treatment, it aimed to know the significance of students speaking ability before and after treatment. The post-test gave after the pre-test did it. The researcher gave the students pictures and asked them to describe the picture.

2. Questionnaire

The researcher prepared the sheets of the questionnaire which consisted of some statements about speaking skill and the students' responses toward the use of hand puppet play in teaching speaking skills. There are four choices in the questionnaire namely, strongly agree, agree, disagree, and strongly disagree.

D. The procedure for Collecting Data

The data collecting by using the procedure below:

1. Giving pre-test

Before giving treatment, the researcher gave a pre-test to find out the students' speaking skills. In the pre-test, the researcher gave the students material in English and asked the students to describe the picture. I would take 5 minutes to get the data from the pre-test.

2. Giving Treatment

The treatment giving to the students after they have done the pre-test.

The treatment conducted in six meetings. The steps as follows:

a. The first treatment

- 1) The researcher showed hand puppet play to keep the attention of students and motivates the students to improve their interested speaking ability. In this case, the teacher used a hand puppet as media.
- 2) The researcher explained and gave an example of how to describing people in the class used hand puppet play of the lesson.

- 3) The researcher gave the students a picture of people (Aliando syarif) and one by one student must keep the picture until the researcher asked the students to come to forward.
- 4) The researcher gave times to the students and asked the students to tried to speak up with their friends. Then the researcher controls the situation of the students in the class.
- 5) The researcher asked one student to practiced speaking in front of the class used hand puppet. And then the researcher gave changed to every student to speak up in front of the class.
- 6) The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- 7) After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

b. The second treatment

- 1) The researcher showed hand puppet play to keep the attention of students and motivates the students to improve their interested speaking ability. In this case, the teacher used a hand puppet as media.
- 2) The researcher explained and gave an example of how to describing people in the class used hand puppet play of the lesson.

- 3) The researcher gave the students a picture of people (R. A Kartini) and one by one student must keep the picture until the researcher asked the students to come to forward.
- 4) The researcher gave times to the students and asked the students to tried to speak up with their friends. Then the researcher controls the situation of the students in the class.
- 5) The researcher asked one student to practiced speaking in front of the class used hand puppet. And then the researcher gave changed to every student to speak up in front of the class.
- 6) The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- 7) After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

c. The third treatment

- 1) The researcher showed hand puppet play to keep the attention of students and motivates the students to improve their interested speaking ability. In this case, the teacher used a hand puppet as media.
- 2) The researcher explained and gave an example of how to describing people in the class used hand puppet play of the lesson.

- 3) The researcher gave the students a picture of people (Book) and one by one student must keep the picture until the researcher asked the students to come to forward.
- 4) The researcher gave times to the students and asked the students to tried to speak up with their friends. Then the researcher controls the situation of the students in the class.
- 5) The researcher asked one student to practiced speaking in front of the class used hand puppet. And then the researcher gave changed to every student to speak up in front of the class.
- 6) The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- 7) After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

d. The fourth treatment

- 1) The researcher showed hand puppet play to keep the attention of students and motivates the students to improve their interested speaking ability. In this case, the teacher used a hand puppet as media.
- 2) The researcher explained and gave an example of how to describing people in the class used hand puppet play of the lesson.

- 3) The researcher gave the students a picture of people (Handphone) and one by one student must keep the picture until the researcher asked the students to come to forward.
- 4) The researcher gave times to the students and asked the students to tried to speak up with their friends. Then the researcher controls the situation of the students in the class.
- 5) The researcher asked one student to practiced speaking in front of the class used hand puppet. And then the researcher gave changed to every student to speak up in front of the class.
- 6) The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- 7) After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

e. The fifth treatment

- 1) The researcher showed hand puppet play to keep the attention of students and motivates the students to improve their interested speaking ability. In this case, the teacher used a hand puppet as media.
- 2) The researcher explained and gave an example of how to describing people in the class used hand puppet play of the lesson.

- 3) The researcher gave the students a picture of people (Burake, Toraja) and one by one student must keep the picture until the researcher asked the students to come to forward.
- 4) The researcher gave times to the students and asked the students to tried to speak up with their friends. Then the researcher controls the situation of the students in the class.
- 5) The researcher asked one student to practiced speaking in front of the class used hand puppet. And then the researcher gave changed to every student to speak up in front of the class.
- 6) The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- 7) After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

f. The sixth treatment

- 1) The researcher showed hand puppet play to keep the attention of students and motivates the students to improve their interested speaking ability. In this case, the teacher used a hand puppet as media.
- 2) The researcher explained and gave an example of how to describing people in the class used hand puppet play of the lesson.

- 3) The researcher gave the students a picture of people (Pancasila) and one by one student must keep the picture until the researcher asked the students to come to forward.
- 4) The researcher gave times to the students and asked the students to tried to speak up with their friends. Then the researcher controls the situation of the students in the class.
- 5) The researcher asked one student to practiced speaking in front of the class used hand puppet. And then the researcher gave changed to every student to speak up in front of the class.
- 6) The researcher gave correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility
- 7) After practicing the materials, the researcher gave some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.

3. Post-test

After conducted six treatments, the researcher gave a post-test of speaking to them to know their ability after several processes of puppet play. The post-test same as the pre-test. Subsequently, the result of pre-test and post-test calculated to measure whether or not puppet play is effective in teaching students' speaking skills.

E. Technique of Data

The data collected through pre-test and post-test were analyzed by the following steps:

1. Scoring Classification

In analyzing the data, the researcher has to determine the scoring classification which includes accuracy, fluency, and comprehensibility.

a. Accuracy

Table 3.1. Students' Rubric Scoring

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is very slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation moderately influences by the mother tongue but no serious phonological error. A few grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother

		tongue with an error causing a breakdown in communication. May basic grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastering any of the language skills and practice in course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with an effort a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
Very good	5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has made an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning fair range expression.
Average	3	Has to make an effort for much time. Often has to research for the desired meaning. Frequently

		fragmentary and halting delivery. Almost give up making effort at times. Limited range of expression.
Poor	2	Long pauses while he searcher for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range expression.
Very poor	1	Full of long unnatural pauses. Very halting and fragmentary delivery at times gives up making the effort. Very limited range expression.

c. comprehensibility³

Classification	Score	Creteria
Excellent	6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruption or classification requires.
Very good	5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
Good	4	Most of what the speakers say is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek classification.

³ Heaton, J. B. *Writing English Language Test*. (New York Longman), p. 100

Average	3	The listener can understand a lot of what he said. But he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is listening to the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. Tabulating students' score

The student's score on pre-test and post-test of speaking will be tabulated by using the Heaton's rating scale. It aims to measure the improvement of the students' speaking skills.

3. Converting students' score

The score is converted to a set of a score of a maximum of using the following simple formula:

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

4. Classifying the students' score

The score of the students would be classified into five levels, as follows:

The scoring classification of the students' speaking skills

Table 3.2. The Classification Score For Test

No	Score		Classification
1	86-100	6	Excelent
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	Very poor

5. Calculating the rate percentage of the students' score

The percentage of the students' scores on speaking test both one pre-test and post-test would be calculated by using SPSS 20 version

6. Calculating the test value by using SPSS 20 version.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This section shows the result of the data which has been analyzed and tabulated statistically. It comprised of students' scores from pre-test and post-test, classification of students' scores from pre-test and post-test, the mean score and standard deviation of the students' score in pre and post-test.

1. Analysis of students' score in tests

a. Pre-test

In this section, the researcher shows that the students' scores completely in pre-test students' scores in accuracy, fluency, and comprehensibility presented in the tables, mean score standard deviation, and rate percentage of students' scores were calculated by using SPSS 20. It was tabulated by the following table, as follows

Table 4.1 The Score of Students' Speaking Skill in the Pre-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	1	2	2	28
2	RD 02	1	2	1	22
3	RD 03	2	2	2	33
4	RD 04	2	1	2	28
5	RD 05	2	2	2	33

6	RD 06	2	2	2	33
7	RD 07	1	1	2	22
8	RD 08	2	2	2	33
9	RD 09	1	1	1	17
10	RD 10	1	2	2	28
11	RD 11	1	1	2	22
12	RD 12	2	2	2	33
13	RD 13	2	2	1	28
14	RD 14	2	2	1	28
15	RD 15	2	1	2	28
16	RD 16	1	1	2	22
17	RD 17	1	2	2	28
18	RD 18	2	2	2	33
19	RD 19	2	2	1	28
20	RD 20	2	2	2	33
21	RD 21	2	2	2	33
22	RD 22	2	1	1	22
23	RD 23	2	2	1	28
24	RD 24	2	2	1	28
25	RD 25	2	2	2	33
26	RD 26	2	2	1	28
27	RD 27	1	2	2	28

28	RD 28	2	2	2	33
29	RD 29	2	2	1	28
30	RD 30	2	2	2	33
31	RD 31	1	2	1	22
32	RD 32	2	1	1	22
33	RD 33	1	2	1	22
34	RD 34	1	2	1	22
TOTAL		41	43	36	665
		MEAN SCORE			27,71

Table 4.1 shows the scoring of students speaking skills in the pre-test. The speaking skill has three aspects consisting of accuracy, fluency, and comprehensibility. In this section, the researcher presented and tabulated the mean score of students' speaking ability on by one, as can be seen as the following tables:

1. Accuracy

For looking at the mean score of students' accuracy in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Table 4.2 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	34	1,00	2,00	1,6471	,48507

Valid N (listwise)	34				
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As can be seen from Table 4.2, the highest score of students is 2 and the lowest score is 1. Besides, it also indicated that the mean score of students' accuracy in the pre-test is 1,64 and the standard deviation error is 0,48507. Through material, the researcher got students' scores inaccuracy before treatments. The accuracy score presented through the table of rate percentage score. Can be seen from the table shown as follow:

Table 4.3 The Rate Percentage Score of Students' Accuracy in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	22	65%
6	Very Poor	1	12	35%
Total			34	100%

Table 4.3 shows that indicates that the score of accuracy taken by the researcher showed that no students who got excellent, very good, good, and average categories (0%). The majority of 22 students (65%) got a poor score, 12

students (35%) got very poor. It can be concluded that a majority of 22 students (65%) have poor skills inaccuracy in the pre-test of speaking.

2. Fluency

For looking at the mean score of students' fluency in a pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Table 4.4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	34	1,00	2,00	1,7647	,43056
Valid N (listwise)	34				

It can be seen from Table 4.4 that the highest score of students is 2 and the lowest score is 1. It also indicated that the mean score of students' fluency in the pre-test is 1,76 and the standards deviation is 0,43056.

Before treatment, the researcher gives material to know students' fluency. Fluency score presented through the table rate percentage score that can be seen from the table shown as follow:

Table 4.5 The Rate Percentage Score of Students' fluency in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%

2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	26	76%
6	Very Poor	1	8	24%
Total		34		100%

Table 4.5 shows that indicates the score of fluency taken by the researcher in percentage. They are no students who got an excellent, very good, good and average category. Majority of the 26 students 76% poor score and very poor category for 8 students (24%).

3. Comprehensibility

For looking at the mean score of students' comprehensibility in the pre-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Table 4.6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	34	1,00	2,00	1,5882	,49955
Valid N (listwise)	34				

It can be seen from table 4.6 the highest score of students is 2 and the lowest score is 1. It also indicated that the mean score of students' comprehensibility in the pre-test is 1,58 and the standard deviation error is 0,49955. Before treatment, the researcher gives material to know students' comprehensibility.

Comprehensibility score presented through the table rate percentage score. It can be seen from the table shown as follow:

Table 4.7 The Rate Percentage Score of Students' Comprehensibility in Pre-Test

No	Classification	Rating	Pre-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	0	0%
3	Good	4	0	0%
4	Average	3	0	0%
5	Poor	2	18	53%
6	Very Poor	1	16	47%
	Total		34	100%

Table 4.7 shows that indicates the score of comprehensibility taken by the researcher in percentage. There are no students who got excellent and very good, good, and average categories (0%). Majority of students (18 students or 71%) gain poor score and there were 16 students (47%) very poor score,

2. Post-test

In this section, the researcher showed the rate percentage of students' scores of speaking abilities in the post-test. The result was presented in tables, these complete of students' score in speaking ability as follow:

Table 4.8 The Score of Students' Speaking Skill in the Post-Test

No	Respondents	Three Aspects of Speaking Assessment			Score of Test
		Accuracy	Fluency	Comprehensibility	
1	RD 01	3	4	3	56
2	RD 02	3	4	3	56
3	RD 03	3	3	3	50
4	RD 04	3	4	3	56
5	RD 05	5	4	3	67
6	RD 06	5	4	3	67
7	RD 07	5	5	5	83
8	RD 08	3	3	3	50
9	RD 09	4	3	4	61
10	RD 10	3	3	3	50
11	RD 11	3	3	3	50
12	RD 12	3	3	4	56
13	RD 13	4	4	3	61
14	RD 14	3	3	3	50
15	RD 15	4	4	3	61
16	RD 16	3	3	2	44

17	RD 17	3	3	3	50
18	RD 18	3	3	3	50
19	RD 19	2	3	2	39
20	RD 20	3	4	4	61
21	RD 21	5	4	3	67
22	RD 22	3	3	3	50
23	RD 23	3	4	3	56
24	RD 24	4	3	4	61
25	RD 25	3	4	3	56
26	RD 26	3	3	3	50
27	RD 27	3	3	3	50
28	RD 28	3	3	4	56
29	RD 29	3	4	3	56
30	RD 30	3	4	3	56
31	RD 31	3	4	3	56
32	RD 32	4	3	3	56
33	RD 33	3	3	3	50
34	RD 34	3	4	3	56
		77	82	74	1298
TOTAL		MEAN SCORE			54,08

On the other side, the researcher also made students score in speaking ability, which had been given treatment by using hand puppet play. It was presented through the distribution frequency and percentage table as follow:

1) Accuracy

For looking at the mean score of students' accuracy in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follow:

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Accuracy	34	2	5	3,35	,734
Valid N (listwise)	34				

As can be seen from table 4.9 the highest score of students is 5 and the lowest score is 2. Besides, it also indicates that the mean score of students' accuracy in the post-test is 3,35 and the standard deviation errors are 0,734.

On the other side, the researcher also got a score of the students' accuracy who had been given treatment by using the picture to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follow:

Table 4.10 The Rate Percentage Score of Students' Accuracy in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	4	12%
3	Good	4	5	15%
4	Average	3	24	71%
5	Poor	2	1	3%
6	Very Poor	1	0	0%
	Total		34	100%

Table 4.10 indicated the score of accuracy taken by the researcher in percentage. There are no students who got an excellent, poor and very poor score (0%). Majority of students (24 students 71%) average. Therefore, there are 4 students (15%) who got very good, 5 students (5%) good and only 1 student (3%) got a poor category.

2). Fluency

For looking at the mean score of students' fluency in the post-test, the researcher calculated it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Table 4.11 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Fluency	34	3	5	3,50	,564
Valid N (listwise)	34				

As can be seen from Table 4.11, it shows that the highest score of students is 5 and the lowest score is 3. It also indicates that the mean score of students' accuracy in the post-test is 3,50 and the standard deviation error is 0,564.

After the treatment is done, the researcher gave a picture to speak up to know students' fluency. It presented through the table rate percentage score. It can be seen from the table as follow:

Table 4.12 The Rate Percentage Score of Students' fluency in Post-Test

No	Classification	Rating	Post-Test	
			Frequency	Percentage
1	Excellent	6	0	0%
2	Very Good	5	1	3%
3	Good	4	15	44%
4	Average	3	18	53%
5	Poor	2	0	0%
6	Very Poor	1	0	0%

	Total		34	100%
--	-------	--	----	------

Table 4.12 shows that indicates the score of fluency taken by the researcher in percentage. It showed there is no students got excellent, poor and very poor category (0%). Majority of the students (18 students or 53%) average score. Only 15 students (44%) got a good and very good category for only 1 student (3%).

3). Comprehensibility

For looking at the mean score of students' comprehensibility in the post-test, the researcher it by using SPSS 20. The result can be presented in the descriptive statistic table as follows:

Table 4.13 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Comprehensibility	34	2	5	3,15	,558
Valid N (listwise)	34				

As can be seen from Table 1.13, the highest score of students is 5 and the lowest score is 2. Besides, it also revealed that the mean score of students' comprehensibility in the post-test is 3,15 and the standard deviation errors are 0,558.

On the other side, the researcher also had made the score of the students' comprehensibility who had been giving a picture to speak up and it presented through the table rate percentage scores. It can be seen from the table shown as follows:

Table 4.14 The Rate Percentage Score of Students' Comprehensibility in Post-Test

No	Classification	Rating	Post-Test	
			frequency	percentage
1	Excellent	6	0	0%
2	Very Good	5	1	3%
3	Good	4	5	15%
4	Average	3	26	76%
5	Poor	2	2	6%
6	Very Poor	1	0	0%
	Jumlah		34	100%

Table 4.14 shows that indicates that the score of compressibility taken by researcher showed that there are no students got excellent and very poor category (0%). There are 25 students (76%) who got an average, 5 students (15%) got a good category, 2 students (6%) got a poor category and only 1 student (3%) got a very good category.

Besides showing the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also presented the total mean score and standard deviation of in pre-test and post-test,

then compare both of them. The result presented in the descriptive statistic table as follows:

**Table 4.15 The Mean Score and Standard Deviation of Pre-Test and Post- Test
Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pre	27,7059	34	4,66144	,79943
post	55,7059	34	7,86835	1,34941

Table 4.15 is about paired sample statistic of pre-test and post-test above it indicates that the value of standard deviation in pre-test are 4,61 and 7, 86 in post-test.

Besides, the standard deviation error in the pre-test was 0,27 and 1,34 in the post-test. The table above also shows that the mean score in the pre-test was 27,70 and in the post-test were 55,70. It concludes that the student's score improved from 27,70 to 55,70.

**Table 4. 16 The paired samples correlations of pre-test and post-test
Paired Samples Correlations**

	N	Correlation	Sig.
pre & post	34	,050	,780

The table 4.16 paired sample correlation of pre-test and post-test above presented that the correlation of the students' ability before and after treatment

0,050. It means that there was a significant correlation between students' ability in teaching speaking by using puppet play before and after treatment.

Table 4.17 The Paired Sample Test of Pre-Test and Post-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 pretest - posttest	-21,706	6,293	1,079	-23,902	-19,510	-20,111	33	,000

From table 4.17 the paired sample test, the researcher got the data that t_0 (t_{count}) = 20,111 and df (degree of freedom) = 33. According to the Gay the value of t_t =

$$20,111 > 2.145$$

2.145¹. Base on the result, the researcher concluded that t_0 (t_{count}) was higher than t_{table} (t_{table}), $t_0 > t_1$.

Related to the research that ($t_0 > t_t$) the t_{count} was higher than t_{table} . It was concluded that were was significantly different in teaching speaking before and

¹ Dr. Geoffrey Gray, *education reseach*

after using puppet play. Because of that, the researcher believed that using puppet play was effective in teaching students' speaking skills in the tenth grade of MAN Palopo.

3. Analysis of Students' Questionnaire

To find out the students' responses, the researcher used a questionnaire to know weather their speaking was improved or not by using puppet play. The result will be shown as follows:

Table 4.18 The Result of Students' Perception through Questionnaire

No	Respondents	Strongly agree	Agree	Disagree	Strongly disagree	Score of Test
1	RD 01	0	6	2	1	23
2	RD 02	2	4	2	1	25
3	RD 03	0	6	2	1	23
4	RD 04	5	0	3	1	27
5	RD 05	1	3	3	2	21
6	RD 06	4	2	2	1	27
7	RD 07	1	8	0	0	28
8	RD 08	0	2	7	0	20
9	RD 09	0	2	7	0	20
10	RD 10	0	2	7	0	20
11	RD 11	0	2	7	0	20

12	RD 12	0	6	2	0	22
13	RD 13	0	5	4	0	23
14	RD 14	1	4	1	2	20
15	RD 15	5	0	1	2	24
16	RD 16	2	3	3	0	23
17	RD 17	2	3	4	0	25
18	RD 18	1	4	4	0	24
19	RD 19	0	4	4	0	20
20	RD 20	1	4	2	2	22
21	RD 21	5	0	0	4	24
22	RD 22	1	3	3	0	21
23	RD 23	3	3	1	2	25
24	RD 24	3	2	2	2	24
25	RD 25	5	0	2	1	25
26	RD 26	0	3	4	0	21
27	RD 27	2	3	3	1	24
28	RD 28	3	3	1	2	25
29	RD 29	0	3	4	1	27
30	RD 30	5	0	0	4	24
31	RD 31	4	2	2	1	27
32	RD 32	3	3	1	2	25
33	RD 33	4	0	3	1	23

34	RD 34	5	0	1	3	25
TOTAL		55	64	59	30	560
Percentage %		16,17%	18,82%	17,36%	8,82%	23,33%

Based on table 4.18, most of the respondents show positive perception toward every item which gives or displays positive statements. The statements which give positive statement are numbers 1,3,5,6 and 8. And the statement which shows the negative perceptions are numbers 2, 4, 7, and 9. And only some of the statements got the uncertain perception.

This research presents the result of the data analysis from questionnaire, in relation to the findings of the percentage on the students' interest in learning speaking by puppet play, it was supported by the data that there were 55 students (16,17%) who chose strongly agree, 64 students (18,82%) who chose agree, 59 students (17,36%) who chose disagree, and just 30 students (8,82%) who chose strongly disagree. the researcher concludes that puppet play can improve their effectiveness, motivation, easier to understand the speaking and enjoying in English speaking by puppet play.

B. Discussion

Based on the researcher that had been conducted during the researcher did her research by used puppet play with describing picture especially for describing peoples, things and places. The students could be motivated and enthusiast in the learning process and also interest to learn because they could use puppet play to put their hand in the hand puppet and move it when they talk. The

students felt easy to describe people, things, and places by using puppet play. In addition, it had been proved that using puppet to teach speaking could help students to learn about describing people, things, and places.

In this research, the speaking test was given to the students that still have basic for English is the class of X MIA I at Madrasah Aliyah Negeri (MAN) Palopo. Beside opportunity after did this researcher, the writer also found some problem in the class such as:

1. The students are still shy and nervous to stand up in front of their friends.
2. The students still read the text to speak because they did not have enough vocabulary to speak. So, it made them difficult to speak without reading the text.
3. The students still open the internet or google translate to get an answer from the researcher's question.
4. There are some students did not respect the researcher.

This research is in line with some scholars' research findings, Ari (2017) found that using puppet play effectively in teaching speaking. It can be seen in the pre-test was 50.00 and that of the post-test was 68.75, meaning that there was a difference in the mean score between the pre-test and post-test. In the testing hypothesis, the present researcher found that $t (df=27) = -7.232$ at $p=0,000$, meaning that the alternative hypothesis was accepted. Furthermore, Sofika (2009) found that the use of puppets an alternative way to teach vocabulary, especially to improve the student's mastery in vocabulary. In addition, Budi (2012) found that the teacher implemented a puppet in teaching speaking

descriptive text is appropriated and the students more focus, interested and felt confident to speak in front of the class.

Base on the three previous studies above, this research line with the writer's research that used puppet play to teach speaking can improve students speaking ability. It can be seen in the pre-test, the students' mean score is 27,71 and the students' score in the post-test is 54,08. The data have been analyzed by using (tt) standard of signification 5% with degree of freedom (df) =33, obtained $t_t = 2.145$ and standard of signification 0.05, the result of $t_0 (t_{count})$ were 20,111 from this researcher gave interpretation that $t_0 (t_{count})$ was higher than $t_t(t_{table})$, $20,111 > 2.145$. besides, some of the student's pre-test that still used Indonesian to speak or tell something whereas in post-test. The students can speak by used English, although they still read the text they could speak a little fluent. It means used puppet play to teach English especially for speaking is effective.

Analyzed the result of the research. As an addition the researcher proved the research by write:

a) Pre-test

In the pre-test, the researcher gave the student a picture describing it.

R : i would menggambarkan e.... what is the picture, in this kertas e... there is three picture e.... bj. Habibie, bag and e... pancasila. Seperti kita keteahui e... (long pause) the picture green and luas e.. in the picture, in front of it sangat indah, setiap night people e (long pause) come to pancasila. Because disana is very indah.

(/aɪ/ /w d/ menggambarkan e... /wɒt/ /ɪz/ /ði / /'pɪk.tʃə r / /ɪn/ /ðɪs/ kertas e...
 /ðe r / /ɪz/ / ri / /'pɪk.tʃə r / e... bj. Habibie, /bæg/ /ænd/ e... pancasila.
 Seperti kita keteahui e... (long pause) /ði / /'pɪk.tʃə r / /gri n/ /ænd/ luas ee
 /ɪn/ /ði / /'pɪk.tʃə r /, /ɪn/ /fr nt/ / v/ /ɪt/ sangat indah, setiap /naɪt/
 /'pi:.pl/ e (long pause) /k m/ /tu / pancasila. /bɪ'kæz/ disana /ði /
 ver.i/ indah).

b) Post-test

In post-test, the researcher gave the student a picture of the president of Indonesia, pen, and waterfall latuppa to describe.

R : - thanks for the time for me, i would like to describe picture, his name is jokowidodo, he is the president of indonesian now, he is not bad, he is very kind. I dislike him, but he is president of indonesia.

(/ æ ks/ /f r / /ði / /taɪm/ /f r / /mi /, /aɪ/ /w d/ /laɪk/ /tu /
 /dɪ'skraɪb/ /'pɪk.tʃə r/, /hɪz/ /neɪm/ /ɪz/ jokowidodo, /hi / /ɪz/ /ði /
 /'prez.ɪ.d ə nt/ / v// m.d ni . n/ /na /, /hi / /ɪz/ /n t/ /bæd/ , /hi / /ɪz/
 / ver.i/ /kænd/. /aɪ/ /dɪ'slaɪk/ /hɪm/ , /b t/ /hi / /ɪz/ /ði / /'prez.ɪ.d ə nt/ / v/
 / m.d ni . n/).

- that is pen, the shape long, the color is blue, black and gold the expediency for writing in the paper.

(/ðæt/ /ɪz/ /pen/, /ði / /ʃeɪp/ /lɒŋ/, /ði / / k l. r / /ɪz/ /blu /, /blæk/ /ænd/
 /g ld/ /ði / /ɪk'spi:.di. nt/ /f r / /'raɪ.tɪŋ/ /ɪn/ /ði / /'peɪ.pə r /).

- that is latuppa, that is tourism place, have a beautiful scenary, have a beautiful waterfall and make you relax.

(/ðæt/ /ɪz/ latuppa, /ðæt/ /ɪz/ /'tuə.rɪ.z m/ /pleɪs/, /hæv/ /eɪ/ / bju .tɪ.f l/ / si .n r.i/ , /hæv/ /eɪ/ / bju .tɪ.f l/ / w .t .f l/ /ænd/ /mek/ /ju / /rɪ'læks/).

In this section, the researcher explained the development of one of the students who was a representative for all sample, the explanation would be in three aspects (accuracy, fluency, and comprehensibility).

1) Accuracy

In this aspect, it explains the sample's accuracy in speaking from data above, in pre-test, the sample's pronunciation is more influence by mother tongue with a few serious grammatical errors, like "*i will menggambarkan e.... what is the picture, in this kertas e... there is three picture e.... bj. Habibie, bag and e... pancasila. Seperti kita keteahui e... (long pause) the picture green and luas e...*"

(/aɪ/ /w d/ menggambarkan e.... /wɒt/ /ɪz/ /ði / /'pɪk.tʃə r / /ɪn/ /ðɪs/ kertas e... /ðe r / /ɪz/ / ri / /'pɪk.tʃə r / e.... bj. Habibie, /bæg/ /ænd/ e... pancasila. Seperti kita keteahui e... (long pause) /ði / /'pɪk.tʃə r / /gri n/ /ænd/ luas e..) in that pre-test, sample did lexical error, like "*there is three picture*" (/ðe r / /ɪz/ / ri / /'pɪk.tʃə r /).

In post test the accuracy of sample had been developed , *thanks for the time for given to me, i would like to describe picture, his name is jokowidodo, he is the president of indonesian now, he is not bad, he is very kind. I dislike him, but he is president of indonesia.* (/ æ ks/ /f r / /ði / /təɪm/ /f r / /mi / , /aɪ/ /w d/ /laɪk/ /tu / /dɪ'skraɪb/ /'pɪk.tʃə r/, /hɪz/ /neɪm/ /ɪz/ jokowidodo, /hi / /ɪz/ /ði / /'prez.ɪ.d ə nt/ / v// m.d ni . n/ /na / , /hi / /ɪz/ /n t/ /bæd/ , /hi / /ɪz/ / ver.i/

/kaɪnd/. /aɪ/ /dɪ'slaɪk/ /hɪm/ , /b t/ /hi / /ɪz/ /ði / /'prez.ɪ.d ə nt/ / v/
/ m.d ni . n/).

2) Fluency

In the fluency aspect, it analyzed the effort of the sample in searching expression or word in speaking. From the data above, the sample did many pauses in pre-test like in “Seperti kita keteahui e... (long pause)... people (/ˈpiːpl/) e ... (long pause)”. In this time sample got twice a long pause. It means the sample searched for the desired meaning in while long pause and frequently and halting delivery. Based on that example the classification for the sample was poor.

In the post-test, there is no word e. It means fluency had been developed because it was better than in the pre-test when the sample got a long pause. Besides the sample was a success in conveying the general meaning.

3) Comprehensibility

In the comprehensibility aspect, it explains how easy for the listener to understand the speakers' intention and general meaning. From the data above, the listener could understand a lot what is said but must seek clarification when the speaker was spoken in longer sentences. For example in the statement “*people e (long pause) come to Pancasila. Because disana is very indah*”. (/ˈpiːpl/ e (long pause) /k m/ /tu / pancasila. /bɪ'kəz/ disana /ɪz/ / ver.i/ indah). In that statement listener needed to seek clarification baout “*people e (long pause) come to pancasila. Because disana is very indah*”. (/ˈpiːpl/ e (long pause) /k m/ /tu / pancasila. /bɪ'kəz/ disana /ɪz/ / ver.i/ indah). What sample means. Based on the example above, the sample could include poor classification. In the

post-test, most of what the speaker' said is easy to follow but several interruptions were necessary to help sample incomprehensibility. in the post-test sample could include average classification.

In the Students' Questionnaire, This research presented the result of data analysis from the questionnaire, to findings of the percentage o the students interesting in learning speaking by puppet play. It could indicate that there were most of the students very interested in learning to speak by puppet play.

Learning to speak by puppet play was an effective and interesting way that could be applied in the classroom. Besides, puppet play could motivate the students' to improve speaking skills. In this media, the students were expected to contribute ideas information, opinion, and feelings to others. Base on the result above, the researcher concludes that puppet play can improve their effectiveness, motivation, and enjoy in English speaking by puppet play. And the result of the questionnaire, it was found most of the students were very interested in learning speaking by puppet play.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher draws conclusions as in the following:

1. Using puppet play is effective in teaching the students' speaking skills at the tenth grade students of Madrasah Aliyah Negeri (MAN) Palopo. It is proven that there is a significant difference between the students' mean score of pre-test and post-test. In the pre-test, the students' mean score is 27,71 and the students' score in the post-test is 54,08. The data have been analyzed by using (t_t) standard of signification 5% with degree of freedom (df) =33, obtained $t_t = 2.145$ and standard of signification 0.05, the result of t_0 (t_{count}) were 20,111 from this researcher gave interpretation that t_0 (t_{count}) was higher than $t_t(t_{table})$, $20,111 > 2.145$. it means that there is a significant difference between students' abilities before and after treatment. It could be concluded that using puppet play is effective in teaching speaking skills at the tenth grade of MAN Palopo.
2. All of the students' responses are positively toward the use of the puppet media. The students stated that puppet play is interesting, fun and enjoyable in teaching speaking. The students also felt that puppet play is fun and enjoyable because this media made students active, motivated the students to speaking, and can increase their speaking.

B. Suggestions

The success in teaching did not depend on the lesson program only, but more important is how the teacher presents the lesson and using puppet play to manage the class more lively and enjoyable. The method also helps the teacher and giving many opportunities for the students to be active in the teaching-learning process. Regarding the teaching speaking by reporting news, the researcher gives some suggestion for the teacher and students as follows:

1. For the teacher, they can apply puppet play media in teaching English, especially in teaching the students' speaking skills. How to apply this media, the first the teacher must explain how to describe people, place and thing and the last the teacher asks the students to describe people, place, and thing using puppet play.
2. It is suggested for the students to increase the ability mastery in English especially speaking.
3. The future researcher expected to conduct a researcher to find another significant of puppet play in other English language skills such as reading and vocabulary.

Finally, the writer realizes that this thesis is far from being perfect and because of that; constructive critics and advice are expected for the perfection of the thesis. The writer hopes that the results of this research can be useful for the readers.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) I

Sekolah : MAN Palopo
Mata Pelajaran : Bahasa Inggris
Kelas : X/Ganjil
Materi Pokok : Descriptive Text (describing people)
Alokasi Waktu : 4JP (2 pertemuan)

1. KOMPETENSI INTI

KI – 1 dan KI – 2 : menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

II. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (Describing People) lisan dan tulis dengan memberi dan meminta informasi terkait tokoh-tokoh nasional atau aktor.</p>	
<p>4.4 Teks <i>deskriptif</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> (Describing People) , lisan dan tulis, pendek dan sederhana terkait tokoh-tokoh nasional atau aktor.</p> <p>4.4.1 Menyusun teks <i>deskriptif</i> (Describing People) lisan, pendek dan sederhana, terkait tokoh-tokoh nasional atau aktor.</p>	14JP

TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :

1. Siswa mampu mempersentasikan gambar dengan melihat gambar yang telah diberikan peneliti dalam bahasa inggris dengan menggunakan puppet play.
2. Siswa mampu meningkatkan mental mereka dengan berbicara di depan teman-temannya.
3. Siswa mampu berbicara dengan menggunakan boneka tangan atau hand puppet play sesuai gambar yang ingin digambarkannya.

MEDIA DAN ALAT/BAHAN PEMBELAJARAN

1. Media : *Hand puppet*
2. Alat/Bahan : kertas, spidol, papan tulis dan boneka tangan

SUMBER BELAJAR

1. Buku referensi yang relevan
2. Internet

LANGKAH-LANGKAH PEMBELAJARAN

1. Tahapan pertama yaitu kegiatan pendahuluan yang berlangsung selama 5 menit.
 - a. Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa inggris agar English Environment (suasana kelas bahasa inggris) dapat langsung tercipta dipertemuan pertama.
 - b. Pengajar memperkenalkan diri kepada siswa
 - c. Pengajar mengabsen siswa yang hadir

2. Tahapan kedua yaitu kegiatan inti yang berlangsung selama 42 menit
 - a. Pengajar menjelaskan media pembelajaran puppet play sebagai media yang digunakan pengajar untuk meningkatkan *speaking* siswa.
 - b. Pengajar memberi penjelasan tentang language pattern (pola bahasa) yang akan digunakan ketika siswa mendeskripsikan gambar.
 - c. Pengajar memberi contoh bagaimana mendeskripsikan gambar menggunakan puppet play.

LANGUAGE PATTERN (PEOPLE)

1. Opening
 - a. I am going to describe about....
 - b. I wanna describe about....
 - c. I'd like to say a few words about..
2. Descriptions
 - a. You can see here...
 - b. The popularitas of her/his...
 - c. He is... very/so
 - d. This... has... body.
3. Closing (penutup)
 - a. Thanks for your attention. Assalamu'alaikum Wr. Wb
 - b. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum
Wr. Wb
 - c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

3. Penutup

- a. Pengajar menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

PENILAIAN HASIL PEMBELAJARAN

1. Penilaian pengetahuan : Speaking
2. Rubrik penilaian speaking

Klasifikasi

- a. Ketepatan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Very good (sangat baik)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Good (baik)	4	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar

Average (rata-rata)	3	yang menyebabkan kebingungan Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan.
Poor (buruk)	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Very poor (sangat buru)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikan.

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.

Very good (sangat baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Good (baik)	4	Meskipun ia harus berusaha dan mencari kata-kata tdk terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Poor (buruk)	2	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.
Very poor (sangat buru)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang mnyerah berusaha, rentang ekspresi yang sangat terbatas.

c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa Inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Very good (sangat baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi diperlukan.
Good (baik)	4	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi
Average (rata-rata)	3	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.
Very poor	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami.

(sangat buru)		Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.
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3. Pedoman penskoran

$$\text{Student's score} = \frac{\text{the gain score}}{\text{the maximal score}} \times 100$$

Classifying the score of the students in to six levels as follows :

No	Score		Classification
1	86-100	6	Excelent
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	Very poor

Calculating the test result of speaking by using SPSS program version 20.

Palopo, juni 2019

Mengetahui,

Guru Pamong,

Mahasiswa

Rahmawati, SS
NIP:19731102 200312 2 009

Mardiana
NIM. 15.02.02.0148

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) II

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X/Ganjil

Materi Pokok : Descriptive text (describing thing)

Alokasi Waktu : 4JP (2 pertemuan)

1. KOMPETENSI INTI

KI – 1 dan KI – 2 : menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

II. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif (<i>describing thing</i>) lisan dan tulis dengan memberi dan meminta informasi terkait binatang, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	14JP
<p>4.4 Teks <i>deskriptif (describing thing)</i></p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif (describing thing)</i>, lisan, pendek dan sederhana terkait hal (<i>thing</i>).</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan, pendek dan sederhana, terkait binatang (<i>describing thing</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	

TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :

1. Siswa mampu mempersentasikan gambar dengan melihat gambar yang telah diberikan peneliti dalam bahasa inggris dengan menggunakan puppet play.
2. Siswa mampu meningkatkan mental mereka dengan berbicara di depan teman-temannya.
3. Siswa mampu berbicara dengan menggunakan boneka tangan atau hand puppet play.

MEDIA DAN ALAT/BAHAN PEMBELAJARAN

1. Media : *Hand puppet*
2. Alat/Bahan : kertas, spidol, papan tulis dan boneka tangan

SUMBER BELAJAR

1. Buku referensi yang relevan
2. Internet

LANGKAH-LANGKAH PEMBELAJARAN

1. Tahapan pertama yaitu kegiatan pendahuluan yang berlangsung selama 5 menit.
 - a. Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa inggris agar English Environment (suasana kelas bahasa inggris) dapat langsung tercipta dipertemuan pertama.
 - b. Pengajar memperkenalkan diri kepada siswa
 - c. Pengajar mengabsen siswa ynag hadir

2. Tahapan kedua yaitu kegiatan inti yang berlangsung selama 40 menit
 1. Pengajar menjelaskan media pembelajaran puppet play sebagai media yang digunakan pengajar untuk meningkatkan *speaking* siswa.
 2. Pengajar memberi penjelasan tentang language pattern (pola bahasa) yang akan digunakan ketika siswa mendeskripsikan gambar.
 3. Pengajar memberi contoh bagaimana mendeskripsikan gambar menggunakan puppet play.

LANGUAGE PATTERN (THING)

1. Opening
 - a. I am going to describe about....
 - b. I wanna describe about....
 - c. I'd like to say a few words about..
2. Descriptions
 - a. You can see here...
 - b. The people of this... is/are..
 - c. The colours of this... is/are...
 - d. The particular of.... is/are...
 - e. This... has... great.
3. Closing (penutup)
 - a. Thanks for your attention. Assalamu'alaikum Wr. Wb
 - b. Ok/Well. I think enough, thanks for your attention.
Assalmu'alaikum Wr. Wb
 - c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

3. Tahapan ketiga yaitu kegiatan penutup

- a. Pengajar menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

PENILAIAN HASIL PEMBELAJARAN

1. Penilaian pengetahuan : Speaking
2. Rubrik penilaian speaking

Klasifikasi

- a. Ketepatan

Kriteria penilaian ketetapan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Very good (sangat baik)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Good (baik)	4	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar

Average (rata-rata)	3	yang menyebabkan kebingungan Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan.
Poor (buruk)	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Very poor (sangat buru)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikan.

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.

Very good (sangat baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Good (baik)	4	Meskipun ia harus berusaha dan mencari kata-kata tdk terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Poor (buruk)	2	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.
Very poor (sangat buru)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang mnyerah berusaha, rentang ekspresi yang sangat terbatas.

c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Very good (sangat baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi di perlukan.
Good (baik)	4	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi
Average (rata-rata)	3	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengar pembicaraan.
Very poor (sangat buru)	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami. Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia

		katakan.
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3. Pedoman penskoran

$$\text{Student's score} = \frac{\text{the gain score}}{\text{the maximal score}} \times 100$$

Classifying the score of the students in to six levels as follows :

No	Score		Classification
1	86-100	6	Excelent
2	71-86	5	Very good
3	56-70	4	Good
4	41-55	3	Average
5	26-40	2	Poor
6	< - 25	1	Very poor

Calculating the test result of speaking by using SPSS program version 20.

Palopo, juni 2019

Mengetahui,

Guru Pamong,

Mahasiswa

Rahmawati, SS
NIP:19731102 200312 2 009

Mardiana
NIM. 15.02.02.0148

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP) III

Sekolah : MAN Palopo

Mata Pelajaran : Bahasa Inggris

Kelas : X/Ganjil

Materi Pokok : Descriptive Text (describing place)

Alokasi Waktu : 4JP (2 pertemuan)

1. KOMPETENSI INTI

KI – 1 dan KI – 2 : menghayati dan mengamalkan ajaran agama yang dianutnya. **Menghayati dan mengamalkan** perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran dan damai) bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak dilingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 : memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan faktual, konseptual, prosedural, budaya dan humaniora dengan wawasan kemanusiaan, kebebasan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kejadian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : mengelolah, menalar dan menyaji dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

II. KOMPETENSI DASAR

KOMPETENSI DASAR	ALOKASI WAKTU
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	14JP
4.4 Teks <i>deskriptif</i> 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif place</i> , lisan dan tulis, pendek dan sederhana. 4.4.2 Menyusun teks <i>deskriptif place</i> lisan dan tulis, pendek dan sederhana,, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran, peserta didik diharapkan dapat :

1. Siswa mampu mempersentasikan gambar tempat dengan melihat gambar yang telah diberikan peneliti bahasa inggris dengan menggunakan puppet play dalam.

2. Siswa mampu meningkatkan mental mereka dengan berbicara di depan teman-temannya.
3. Siswa mampu berbicara dengan menggunakan boneka tangan atau hand puppet play.

MEDIA DAN ALAT/BAHAN PEMBELAJARAN

1. Media : *Hand puppet*
2. Alat/Bahan : kertas, spidol, papan tulis dan boneka tangan

SUMBER BELAJAR

1. Buku referensi yang relevan
2. Internet

LANGKAH-LANGKAH PEMBELAJARAN

1. Tahapan pertama yaitu kegiatan pendahuluan yang berlangsung selama 5 menit.
 - a. Pengajar masuk kedalam kelas dan menyapa menggunakan bahasa inggris English Environment (suasana kelas bahasa inggris) dapat langsung tercipta dipertemuan pertama.
 - b. Pengajar memperkenalkan diri kepada siswa
 - c. Pengajar mengabsen siswa yang hadir
2. Tahapan kedua yaitu kegiatan inti yang berlangsung selama 40 menit
 1. Pengajar menjelaskan media pembelajaran puppet play sebagai media yang digunakan pengajar untuk meningkatkan *speaking* siswa.

2. Pengajar memberi penjelasan tentang language pattern (pola bahasa) yang akan digunakan ketika siswa mendeskripsikan gambar.
3. Pengajar memberi contoh bagaimana mendeskripsikan gambar menggunakan puppet play.

LANGUAGE PATTERN (PLACE)

1. Opening
 - a. I am going to describe about....
 - b. I wanna describe about....
 - c. I'd like to say a few words about..
2. Descriptions
 - a. You can see here...
 - b. The shape of this... is/are..
 - c. The colours of this... is/are...
 - d. The benefit of this.... is/are...
 - e. This... has... shape.
3. Closing (penutup)
 - a. Thanks for your attention. Assalamu'alaikum Wr. Wb
 - b. Ok/Well. I think enough, thanks for your attention. Assalmu'alaikum
Wr. Wb
 - c. Ok./well, that is all from me, assalamu'alaikum Wr. Wb

3. Penutup

- a. Pengajar menutup kelas dengan mengucapkan salam (thank you for your nice attention, see you on the next meeting, Wassalamu'alaikum Wr. Wb)

PENILAIAN HASIL PEMBELAJARAN

1. Penilaian pengetahuan : Speaking
2. Rubrik penilaian speaking

Klasifikasi

- a. Ketepatan

Kriteria penilaian ketepatan berbahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Pengucapan hanya sedikit dipengaruhi oleh bahasa tubuh. Dua atau tiga kesalahan tata bahasa dan sedikit kesalahan kata.
Very good (sangat baik)	5	Pengucapan hanya sedikit dipengaruhi oleh bahasa ibu. Beberapa kesalahan tata bahasa dan sedikit kesalahan kata tetapi kebanyakan ucapan benar.
Good (baik)	4	Pelafalan masih cukup dipengaruhi oleh bahasa ibu tetapi bukan kesalahan fonologis (pengucapan) yang serius. Beberapa kesalahan tata bahasa dan leksikal (kata) tetapi tidak hanya satu atau dua kesalahan besar

Average (rata-rata)	3	yang menyebabkan kebingungan Pelafalan dipengaruhi oleh bahasa ibu, hanya beberapa kesalahan fonologi. Beberapa kesalahan tata bahasa dan leksikal beberapa diantaranya menyebabkan kebingungan.
Poor (buruk)	2	Pengucapan sangat dipengaruhi oleh bahasa ibu dengan kesalahan yang menyebabkan gangguan dalam komunikasi. Banyak kesalahan tata bahasa dan leksikal
Very poor (sangat buru)	1	Kesalahan pengucapan yang serius karena banyak kesalahan tata bahasa dan leksikal yang mendasar. Tidak ada bukti telah menguasai keterampilan bahasa dan bidang yang dipraktikan.

b. Kelancaran

Kriteria penilaian pada kelancaran bahasa inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Berbicara tanpa usaha yang terlalu besar dengan kisaran ekspresi yang cukup luas. Mencari kata-kata sesekali hanya dengan satu atau dua jedah yang tidak wajar.

Very good (sangat baik)	5	Harus berusaha pada saat mencari kata-kata. Namun demikian, lancar secara keseluruhan dan hanya beberapa jeda yang tidak wajar.
Good (baik)	4	Meskipun ia harus berusaha dan mencari kata-kata tdk terlalu banyak jeda yang tidak wajar, pengucapan cukup lancar. Terkadang terbata-bata tetapi berhasil menyampaikan makna umum. Ekspresi-ekspresi yang baik
Average (rata-rata)	3	Menyita banyak waktu. Seringkali harus mencari makna yang diinginkan. Sering berhenti dan terbata-bata dengan ekspresi yang terbatas.
Poor (buruk)	2	Berhenti lama ketika dia mencari makna yang diinginkan sering terbata-bata dan berhenti. Hampir menyerah ketika berbicara dengan ekspresi yang tidak memungkinkan untuk melanjutkan pembahasan.
Very poor (sangat buru)	1	Terlalu lama berhenti. Berbicara dengan terputus-putus dan terpisah-pisah, kadang-kadang mnyerah berusaha, rentang ekspresi yang sangat terbatas.

c. Pemahaman

Kriteria penilaian pada pemahaman berbahasa Inggris siswa

Klasifikasi	Nilai	Kriteria Penilaian
Excellent (luar biasa)	6	Mudah mendengar untuk memahami maksud pembicara dan makna umum. Sangat sedikit interupsi atau klasifikasi yang diperlukan.
Very good (sangat baik)	5	Niat dan makna umum pembicara cukup jelas. Beberapa gangguan oleh pendengar demi klasifikasi diperlukan.
Good (baik)	4	Sebagian besar yang dikatakan pembicara mudah diikuti. Niatnya selalu jelas tetapi beberapa gangguan diperlukan untuk membantunya menyampaikan pesan atau mencari klarifikasi
Average (rata-rata)	3	Pendengar dapat memahami banyak hal yang dikatakan, tetapi ia harus terus mencari klarifikasi. Dia tidak dapat memahami banyak kalimat pembicara yang lebih kompleks atau lebih lama.
Poor (buruk)	2	Hanya potongan-potongan kecil (biasanya kalimat dan frasa pendek) yang dapat dipahami dan kemudian dengan susah payah oleh seseorang yang mendengarkan pembicaraan.
Very poor	1	Hampir tidak ada dari apa yang dikatakan dapat dipahami.

(sangat buru)		Bahkan ketika pendengar berusaha keras atau menyela, pembicaraan tidak dapat mengklarifikasi apapun yang ia katakan.
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3. Pedoman penskoran

$$\text{Student's score} = \frac{\text{the gain score}}{\text{the maximal score}} \times 100$$

Classifying the score of the students in to six levels as follows :

No	Score		Classification
1	86-100	6	Excelent
2	71-86	5	Very good
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5	26-40	2	Poor
6	< - 25	1	Very poor

Calculating the test result of speaking by using SPSS program version 20.

Palopo, juni 2019

Mengetahui,

Guru Pamong,

Mahasiswa

Rahmawati, SS
NIP:19731102 200312 2 009

Mardiana
NIM. 15.02.02.0148

Pre-test

- a. The researcher will show the picture to the students that will be describe
- b. The researcher will aks every students about the pictures' name
- c. After describing the picture, the reseacher will marks the student's based on the aspects speaking. Those are accuracy, fluency, comprehensibility.

1. The picture of the third president of indonesia



2. The picture of the bag



3. The picture of the Mosque



Describing people

a. The first treatment

1. What do you think of R.A. Kartini ?
2. Can you describing about this picture?
3. Do you want to be like R.A katini? Why?
4. Can you give some example of good attitude?
5. What is very famous in R.A Kartini?



b. The second treatment

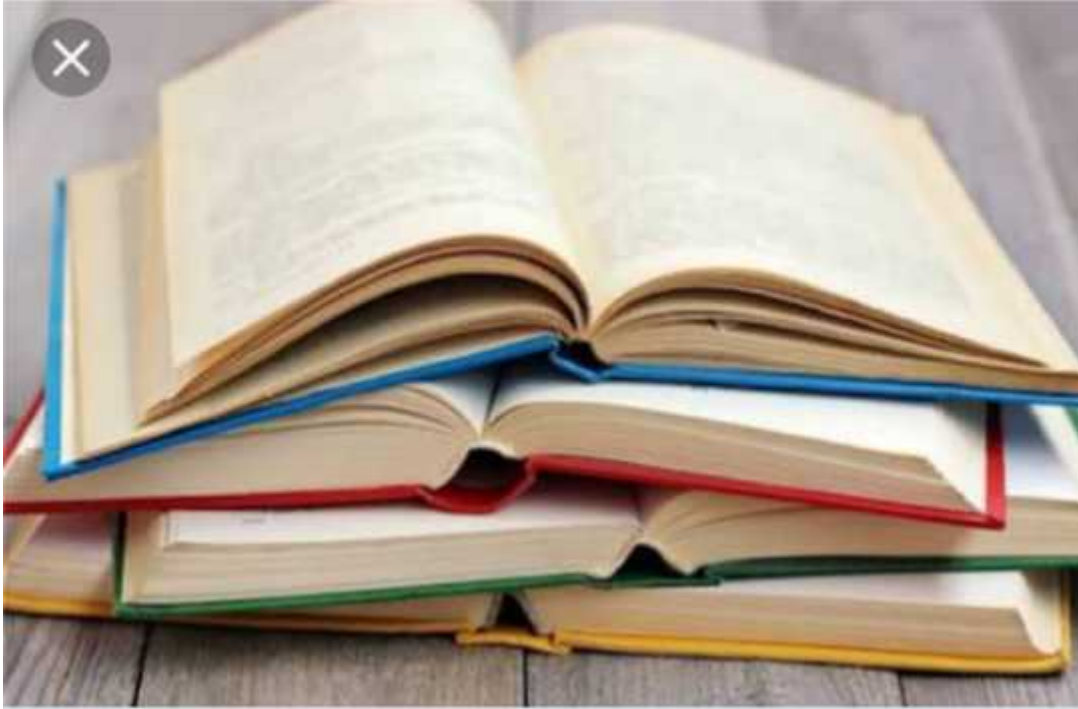
1. What do you think of this picture?
2. Can you describing about this picture below?
3. Do you ever have dream want to be like his? Why?
4. Can you give some example of bad attitude?
5. What is his job?



Describing thing

c. The third treatment

1. Can you describe about the picture below?
2. Do you like to read a book? Why?
3. How many books or novels do you have?
4. Why are books very important to students?
5. Tell me how important a book is in your life?



d. The fourth treatment

1. Smartphone is one of the best invention in the world, who find the telephone for the first time?
2. What we can do in using Smartphone?
3. Please mention five kinds of Smartphone?
4. There are many applications on your Smartphone like play store, social media, YouTube and the other. Can you explain the function of them?
5. Tell me how important Smartphone in your life?



Describing place

e. The fifth treatment

1. Can you describing about picture below?
2. Do you like visiting tourism place?
3. How do you feel in visiting the Burake for the first time?
4. Are you getting holiday by yourself, friends or by family? Tell the reason, why?
5. Please describe on of your best holiday that you have visited!



f. The sixth treatment

1. Can you describing this picture below?
2. Why some people interesting visiting pancasila?
3. What do you feel when you going there?
4. Where is the location pancasila?



Post-Tes

1. The reseacher will show the picture to the students that will be describe.
2. The researcher will aks every students about the pictures' name.
3. After describing the picture, the reseacher will be value the student base on the aspects speaking. Those are accuracy, fluency, comprehensibility.
4. The some picture that will be describing by the students are:
 - a. The picture of the seventh president of indonesia



b. The picture of the pen



c. The picture about waterfall Latuppa



A. Data Responden

Nama :

Kelas :

Jenis Kelamin :

B. Petunjuk Pengisian:

Berilah tanda () pada kolom yang sesuai keadaan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan apa yang anda alami terkait dengan pembelajaran bahasa inggris melalui Puppet Play. Semua jawaban yang disajikan didalam lembar questioner ini tidak mempengaruhi nilai pada mata pelajaran bahasa inggris anda.

NO	Pernyataan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
1.	Saya suka belajar bahasa inggris dengan menggunakan boneka tangan				
2.	Belajar berbicara dengan menggunakan boneka tangan sangat membosankan				
3.	Saya selalu aktif selama proses belajar bahasa inggris dengan menggunakan boneka tangan.				
4.	Belajar berbicara dengan				

	menerapkan permainan boneka tangan membuat saya sulit untuk berlatih berbicara bahasa inggris.				
5.	permainan boneka tangan dapat meningkatkan diri saya dalam berbicara bahasa inggris.				
6.	Topik yang diberikan guru dalam permainan boneka tangan sangat menarik.				
7.	belajar berbicara dengan menggunakan boneka tangan membuat saya mengantuk selama proses pembelajaran berlangsung.				
8.	Belajar berbicara menggunakan boneka tangan dapat memotivasi saya untuk berbicara bahasa inggris.				
9.	Saya tidak bisa fokus ketika guru menjelaskan kepada kami dengan menggunakan boneka tangan.				

Transcriptions for pre-test and post-test

A. Transcription of pre-test

1) RD 1

Assalamu'alaikum Wr. Wb. I want to describe tentang picture ini, him name is habibi, he is sangat smart. Number one in the dunia, e.... and he is yang membuat mesin. And mempunyai seorang wife yang sangat cantik, namanya adalah ainun. And dia adalah preesiden indonesia yang ke three tapi not lama.

2) RD 2

Assalamu'alaikum Wr. Wb. Thanks for your waktunya teman. E.. this is a bag, untuk menyimpan barang-barang we ketika kita want to pergi ke school. The color are red dan blue.

3) RD 3

Assalamu'alaikum teman-teman, i akan menggambarkan tentang gambar ini, this adalah mosque yang terkenal di kota palopo, beacuse very besar, eh dan apa lagi leee, oiyah, so there's no orang tidak know tentang mesjid ini.

4) RD 4

Thanks for the time, B.J. Habibi adalah presiden ke 3 indonesia,, dulu dia apa lagi itu kak,,, oiyah dia mempunyai film yang berjudul Habibie and Ainun,, sudah mi kak bah..

5) RD 5

Gambar yang mana ini kak... oiyah B. J. Habibi bammi le kak, B. J habibie adalah the third presiden in indonesia, he is sangat smart and ganteng.. oke kak.. sdh.

6) . RD 6

Assalamu'alaikum, i want to describe about this gambar, warnanya pink dan biru and mempunyai tarek dan bintik-bintik biru. Sekian mi kak.. oiyah fungsinya sangat banyak.

7). RD 7

Mulai mi kak? Oiyah pak B.J habibi sangat ganteng di gambar ini, he use songko black and use kacamata. And he is a smart figure.

8) RD 8

Assalamu'alaikum Wr. Wb. I will describe about persiden ke tiga in indonesia, he yang membuat pesawat terbang di indonesia, and so many pencapaian yang diperoleh, apalagi leee, lupaka kak bhaa.

9) RD 9

I am going to e e e menggambarkan this picture. This bag color adalah pink and biru, bag digunakan untuk membawa object seperti book, pen, and other objeck. Dan tas saya warnanya hitam, berbeda dengan tas yang ada di gambar ini, hahahaha sudahmi kak, wassalamu'alaikum Wr. Wb

10) RD 10

Assalamu'alaikum Wr. Wb. Thanks for the time that has been given to me, this is a bag, em the shape of square, eee the color are red and blue, the use for to lay away a book for go to school. Heheh sudah mi kak leee

11) RD 11

Assalamu'alaikum Wr. Wb. Saya akan menggambarkan this masjid, this masjid namanya adalah mesjid agung palopo, pasti teman-teman sudah pernah shalat disana, you know the mesjid is very beautiful dan luas dan so may flowers there.

12) RD 12

Assalamu'alaikum Wr. Wb, ini gambar tas toh kak warnanya merah dan biru, maluka ka kak, dan ini adalah tas ransel. This tas untuk menyimpan buku, pulpen dan masih banyak lagi, heheh sudah mi kak, assalamu'alaiku
Wr. Wb

13) RD 13

Assalamu'alaikum Wr. Wb, pakai bahasa indonesia saja le kaak, heheh. Tas adalah tempat penyimpanan barang sperti buku, pulpen dan sebagainya. Dalam dunia persekolahan, tas sangat penting dan bermanfaat, salah-satu tanda untuk anak sekolah mudah dikenal dalah dengan adanya tas.

14) RD 14

Assalamu'alaikum Wr. Wb. I am going to describe a bag, this is a bag, warnanya ada dua yaitu pink dan biru, em apa lagi le kak, oiyah bentuknya itu square dan memuat material seperti tarek, dan manfaatnya yaitu tempat untuk menyimpan alat-alat sekolah.

15) RD 15

Assalamu'alaikum Wr. Wb B. J. Habibie adalah presiden ke tiga in indonesia, dia sangat ganten dan mempunyai seorang istri yang sangat cantik, e e e oiyah pak B.J hbibi jg yang membuat pesawat dan kalau tidak salah kuliah kayaknya di jepan le kak,? Hehehe itumi saja kapang bah, wassalamu'alaikum Wr. Wb

16) RD 16

Assalamu'alaikum Wr. Wb. Ee hahaha maluki kak bah, tdk apa-apa ji kalau salah i le kak, i wanna describe gambar ini, ini gambar toh kak gambar tas tapi i have tas warnanya itu black, lebih cantik pi tasku kayaknya dari pada ini gambar tas kak bha,, eee dan warna tas ini adalag red dan blue. Ito mo kak hehehe

17) RD 17

Assalamu'alaikum Wr. Wb. Saya akan menggambarkan mesjid agung palopo, mesjid agung palopo adalah mesjid yang terbesar yang ada di palopo, tidak jauh dari rumah Ferdiansyah heheh, dan mesjid agung sangat dikenal oleh orang-orang palopo maupun para pendatang toh kak?, mesjid agung juga selalu ramai ketika waktu sholat. Nassami itu juga toh kak, pokoknya the best place lha kak heheh. wasslamu'alaikum Wr. Wb.

18). RD 18

Haruski ma Assalamu'alaikum ini kha kak? Hehehe assalamu'alaikum Wr. Wb. I am going to menggambarkan this picture. Eeee This bag color adalah pink and biru, bag digunakan untuk membawa alat tulis menulis

seperti book, pen, and other object. Dan tas saya warnanya hitam, berbeda dengan tas yang ada di gambar ini, hahahaha sudahmi kak, wassalamu'alaikum Wr. Wb

19) RD 19

Assalamu'alaikum Wr. Wb. Apami mau ku bilang ini kak, oiyah pak habibi is the third president of indonesia, dia sangat ganteng dan punya istri yang bernama ainun, dan mempunyai dua orang anak laki-laki semua le kak, dan pak habibi yang make pesawat ana-na heheh sudah mi kak,

20) RD 20

Tas sangat penting untuk anak sekolah kak, sama untuk anak kuliah juga toh kak, eh apapi lagi le kak, oiyah if there is no tas mungkin pakai kantongki ke sekolah hehehehe, sudah kak.

21) RD 21

Assalamu'alaikum Wr. Wb. I want to describe tentang picture ini, him name is habibi, he is sangat smart. Number one in the dunia, e.... and he is yang membuat mesin. And mempunyai seorang wife yang sangat cantik, namanya adalah ainun. And dia adalah preesiden indonesia yang ke three tapi not lama.

22. RD 22

Assalamu'alaikum Wr. Wb. Thanks for your waktunya teman-temanku yang beautiful dan handsome. E.. you know waht is the funcion of tas this is untuk menyimpan barang-barang we ketika kita want to pergi ke school. The color are red dan blue.

23) RD 23

Assalamu'alaikum teman-teman, i akan menggambarkan tentang gambar ini, this adalah mosque yang terkenal di kota palopo, beacuse very besar, eh dan apa lagi leee, oiyah, so there's no orang tidak know tentang mesjid ini dan ada kayak taman depan masjid le kak hehehe cukup sekian dan terimah kasih.

24) RD 24

Thanks for the time, B.J. Habibi adalah presiden ke 3 indonesia,, dulu dia yang membuat pesawat terbang, he iss very smatr, humble dan apaapa lagi itu kak,, oiyah dia mempunyai film yang berjudul Habibie and Ainun, yang d perankan oleh bunga citra lestari sama siapa lagi itu kak, sudah mi kak bah..

25) RD 25

Gambar yang mana ini kak... oiyah B. J. Habibi bammi le kak, B. J habibie adalah the third presiden in indonesia, he is sangat smart and ganteng.. oke kak.. sdh.

26) . RD 26

Assalamu'alaikum, i want to describe about this gambar, warnanya pink dan biru kayak mirip tas ku dulu kak, mempunyai tarek dan bintik-bintik biru. Sekian mi kak.. oiyah fungsinya sangat banyak because klw tidak ada tas akan repotki bawa book go to school. hehehehe

27). RD 27

Mulai mi kak? Oiyah pak B.J habibi sangat ganteng di gambar ini, he use use kacamata. And he is a smart president.

28) RD 28

Assalamu'alaikum Wr. Wb. I will describe about persiden ke tiga in indonesia, dia lahir di pare-pare i am forget tanggalnya kak. he yang membuat pesawat terbang di indonesia, and so many pencapaian yang diperoleh, apalagi leee, lupaka kak bhaa. Oiyah istri beliau bernama ainun le kak, heheh sudah.

29) RD 29

I am going to eee menggambarkan this picture. This bag color adalah pink and biru, bag digunakan untuk membawa barang seperti book, pen, and mukenah and other barang. Dan tas saya warnanya merah, berbeda dengan tas yang ada di gambar ini, hahahaha sudahmi kak, wassalamu'alaikum Wr. Wb

30) RD 30

Assalamu'alaikum Wr. Wb. Thanks for the time that has been given to me, i wanna describe about bag, this is a bag, em the shape of square, eee the color are red and blue, the use for eeee to mengangkut semua alat tulis menulis le kak, heheh sudah mi kak,

31) RD 31

Jangan mi dukana saya kak, tdk ku tau kasihan. Heheh mulai mi na pale na kak, pak habibie adalah the third president of indonesia, dia sangat pintar,

rajin dan soleh. Dia yang membuat pesawat dan e e e dia dilahirkan di
pare-pare le kak, hehe sudah mi kak assalamu'alaikum Wr. Wb

32) RD 32

Assalamu'alaikum Wr. Wb, i wanna describing about this picture.
Gambarnya adalah bapak B. J habibie. Di gambar ini he is use topi,
kacamata, dan baju jas berwarna grey, cocok mi itu kak? Hehehe

34) RD 34

Assalamu'alaikum Wr. Wb. I am wanna describe about mesjid agung,
heheh mesjid atau mosque agung adalah mesjid yang terbesar yang ada di
palopo hehe setahuku begitu kak, and so many people go to masjid agung
to take shalat, hehe itu mo saja kak hehehe

B. Transcription of post-test

1. RD 1

Assalamu'alaikum Wr. Wb. I am going to describe about Jokowi, he is president of indonesia now, he is not bad, he is just kind and i
think i don't like him, but he is president of indonesia.

2. RD 2

Assalamu'alaikum Wr. Wb. I wanna describe about pen, this pen, this
shape is long, the color is blue, gold and black the expediency for
writing in the paper. I think enough assalmu'alaikum Wr. Wb

3. RD 3

Assalamu'alaikum Wr. Wb. Thank for the time, i will describing about latuppa, latuppa is tourism place in palopo, latuppa have a beautiful scenery and have a beautiful waterfall, and make your relaxed.

4. RD 4

Assalamu'alaikum Wr. Wb. I wanna describe about the pen. The picture beside is two pens, one of which is black, orange, and white, the other one is black blue and orange. The object used for waiting or drawing on your book.

5. RD 5

Assalamu'alaikum Wr. Wb. I wanna describe picture about president of indonesia, jokowidodo. The picture beside is the seventh president of indonesia. Named is Ir. H. Jokowi. In the picture beside jokowidodo use a white shirt wrapped in a black suit and white a red tie suit.

6. RD 6

Assalamu'alaikum Wr. Wb. Heheh i am going to describe Latuppa, e e picture beside is one of the attractions of the waterfall in latuppa, we can see in the picture that the waterfall in that place is very clear and the place is very refreshing. I think enough assalamu'alaikum Wr. Wb.

7. RD 7

Assalamu'alaikum Wr. Wb. Okay.. this picture above is the seventh president of indonesia jokowidodo, the name of his wife jokowidodo

iriana joko widodo. He male had two children's. And jokowidodo is very kind and humble. I think that. Wassalamu'alaikum Wr. Wb

8. RD 8

Assalamu'alaikum Wr. Wb. I wanna describe about waterfall latuppa, hehehehe, the picture beside is photo of waterfall latuppa, waterfall latuppa is one of the destination in palopo, south sulawesi, waterfall latuppa is very beautiful.

9. RD 9

Assalamu'alaikum Wr. Wb. Start from now kak? Okay, the picture beside is a photo of pen, has a very important function, like writing, and many more and have a three colors are blue, black and orange.

10. RD 10

Assalamu'alaikum Wr. Wb. I am going to describe about the seventh president of indonesia. The picture beside is a photo of president Joko widodo, he is the seventh president and future indonesia, he is very friendly towards his people and not arrogant. He is very handsome and be patient.

11. RD 11

Assalamu'alaikum Wr. Wb. I am going to describe about Joko Widodo. Joko widodo is an indonesian president who is very populer . he is president who is very friendly to this people. He has been the president of indonesia for two periods. Heheh i think enough kak..

12. RD 12

Assalamu'alaikum Wr. Wb. I am going to describe about Joko Widodo also kak. okay, the picture above is the seventh president of indonesia Jokowi, he is use the red tie, black jacket dan white shirt. He is very kind, handsome and polite. And every i watching the news i always look him use the white shirt. I think enough assalamu'alaikum Wr. Wb

13. RD 13

Assalamu'alaikum Wr. Wb. I wanna describe about pen. The picture about the pen, in use to write, pen very need by a students because useful to do her education, i think enough kak, wassalamu'alaikum.

14. RD 14

Assalamu'alaikum Wr. Wb. I am going to describe about waterfall latuppa, the picture above is waterfall latuppa. latuppa it so far from my home, at the latuppa it so many big stones, but latuppa is one of a tourism destination palopo most often in visited by everyone.

15. RD 15

Assalamu'alaikum Wr. Wb. I am going to describe about latuppa. A tourist place called latuppa visited by the community in the context of recreation or with other things. I thing that's all, assalamu'alaikum Wr. Wb.

16. RD 16

Assalamu'alaikum Wr. Wb. I am going to describe about pen, this is a pen, blue pen and orange pen used for writing. Hehehe i think enough, assalamu'alaikum Wr. Wb.

17. RD 17

Assalamu'alaikum Wr. Wb. I ee will describe about Jokowi, in this picture on the side is the president of the ee republic of indonesia. Named Jokowi who has ee approved as president twice. I think ee enough. Thanks for ee your attention.

18. RD 18

Assalamu'alaikum Wr. Wb. I am going to describe about pen, next this long of this pen, next the color this pen is black, blue, and gold. The next material of this pen is ink and iron. Next the benefit of this pen is write. And i think pen is very important to all of students. Wassalamu'alaikum Wr. Wb

19. RD 19

Assalamu'alaikum Wr. Wb. I am going to describe about pen. In ee the picture ee there are two pen e pens, e the color is ee are blue and e gold. Without pen e students cannot to write on the e book. And then, pen is very importan ee to students and ee pen have many function. Hehe i think enouh assalamu'alaikum Wr. Wb.

20. RD 20

Assalamu'alaikum Wr. Wb. I wanna describe about Latappa, okay, Latappa is very wonderful waterfall, it so many people went to Latappa if they got holiday. Waterfall Latappa has water is very cool and there there are trees and so many stone. And this picture is so very beautiful because i look Latappa is so clear.

21. RD 21

Assalamu'alaikum Wr. Wb. Eee I wanna describe about the pen. The picture beside is two pens, one of which eee have colors black, gold, and white, the other one is black blue and orange. And eee the object used for waiting or drawing on your book. And pen is very important to all of students, hehehe i think enough wasslamu'alaikum Wr. Wb

22. RD 22

Assalamu'alaikum Wr. Wb. I am going to describe about waterfall latuppa, the picture above is waterfall latuppa. latuppa it so far from my home, at the latuppa it so many big stones, but latuppa is one of a tourism destination palopo most often in visited by everyone.

23. RD 23

Assalamu'alaikum Wr. Wb. I am going to describe about pen, on the picture eee there are two pens and ee each pens have different colour those are ee black and blue bu the pens also are mixed by orange and silver colours so both of them have four colours. As far as ee we know that pen is very useful to write something on the paper. Hehe have done kak.

24. RD 24

Assalamu'alaikum Wr. Wb. I am going to describe about jokowi, eee on the picture as we know that he is the seventh president of indonesia and even a few months ago he was elected eee president again for e the

second period. Then, base on the picture we can look at him that he is standing and satire something, hehehe Wassalamu'alaikum Wr. Wb

25. RD 25

Assalamu'alaikum Wr. Wb. I wanna describe about waterfall of latuppa, beside the picture there is a good view, people name waterfall from latuppa. Eee base on the view of waterfall, it rather seems like a river, a heap of old stones everywhere and mossy. The air eee is cool and of course it has good water due to the water comes from eee the best place that is montain. I think enough kak, hehehe

26. RD 26

Assalamu'alaikum Wr. Wb. I am going to describe about jokowidodo, his name is jokowidodo, eee his wife is Iriana widodo, he has three children 1 gril and 2 boys. Now he lives at merdeka castle, he is slang, friendly, kind, smart and to others. That all from me hehehe

27. RD 27

Mulai mi kha kak? Hehehe Assalamu'alaikum Wr. Wb. I am going to describe about waterfall of latuppa. This is one eee destination in palopo very wonderful because there are waterfall, river and beautiful place for hinting photo. I think enough hehehe Wassalamu'alaikum Wr. Wb

28. RD 28

Assalamu'alaikum Wr. Wb. I am going to describe about pen, those are pen we used it down something on the paper, it has slim easy to hold and carry to bring anywhere. Hehehe wassalmu'alaikum Wr. Wb

29. RD 29

Assalamu'alaikum Wr. Wb. I wanna describe about pen, this pen, this shape is long, the color is blue, gold and black, i interesting look this pens and the expediency for writing in the paper. I think enough assalmu'alaikum Wr. Wb

30. RD 30

Assalamu'alaikum Wr. Wb. I am going to describe about Jokowi, in this picture beside is the president of the ee republic of indonesia. Named Jokowi who has eee approved as president twice. He have one daughter and two son. I think eee enough. Thanks for ee your attention.

31. RD 31

Assalamu'alaikum Wr. Wb. I am going to describe about Jokowi. Jokowi is the seventh president of indonesia, Jokowi a populist, he also has served for two terms. Before serving a presidents he was a governor of the city of solo. Eeee he was supported by farmer president Megawati to step forward as an Indonesian presidential candidate and was finally elected. I think enough.

32. RD 32

Assalamu'alaikum Wr. Wb. I am going to describe about latuppa. Latuppa is one of the tourism in palopo, many people come to visit yhe place because the water is so clean and there are a lot of big rocks that are the center of attention of many people. Wasslamu'alaikum Wr. Wb

33. RD 33

Assalamu'alaikum Wr. Wb. I wanna desribe about pen, okay, this is a pen that can be useful for students such as writing or drawing. The pen is really needed by students an the community because there are many benefits available if we use a pen. That is all from me Wassalmu'alaikum Wr. Wb

34. RD 34

Assalamu'alaikum Wr. Wb. I am going to describe about the seventh president of indonesia. The picture beside is president Joko widodo, he is the seventh president indonesia, he is very friendly, humble and he is people not arrogant. He is very handsome and be patient.

DOCUMENTATION

The researcher open the class, ask the students condition and prepare teaching material.



The researcher invite the students to describe picture using puppet play



Take a picture in the last meeting with students of X MIA 1





**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis Telp. 0471-22076 Fax. 0471- 325195 Kota Palopo

E-mail : stainlp@indosat.net.id

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Mardiana
Nim : 15 0202 0148
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP : Jl. Biti / 082 293 047 288

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Palopo, 15 Agustus 2019
Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006



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PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
 NOMOR : 952/IP/DPMPTSP/VII/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pendelegasian Wewenang Penyelenggaraan Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : MARDIANA
 Jenis Kelamin : Perempuan
 Alamat : Jl. Bitti Kota Palopo
 Pekerjaan : Mahasiswa
 NIM : 15 0202 0148

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

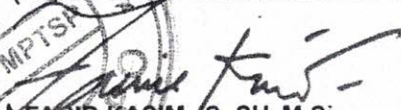
TEACHING SPEAKING SKILL BY USING PUPPET PLAY AT THE TENTH GRADE OF MAN PALOPO

Lokasi Penelitian : MADRASAH ALIYAH NEGERI (MAN) PALOPO
 Lamanya Penelitian : 11 Juli 2019 s.d. 10 Oktober 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
 Pada tanggal : 12 Juli 2019
 Kepala Dinas Penanaman Modal dan PTSP

FARID KASIM J.S. SH. M.Si
 Rangkap : Pembina Tk. I
 NIP : 19830309 200312 1 004

Tambahan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapores Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH ALIYAH NEGERI (MAN) KOTA PALOPO
Jalan Dr. Ratulangi Balandai Kota Palopo 91914
Telp/Fax (0471) 21671 E-mail : manpalopo7@gmail.com
Palopo

SURAT KETERANGAN PENELITIAN

Nomor : 561 /Ma.21.14.01/TL.00/VIII/2019

Yang bertanda tangan dibawah ini :

Nama : Dra. Maida Hawa, M.Pd.I
NIP. : 196708131993032001
Pangkat/Gol. : Pembina Tk.I, IV/b
Jabatan : Kepala MAN Kota Palopo

Dengan ini menerangkan bahwa :

Nama : MARDIANA
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
NIM : 15 0202 0148
Alamat : Jln. Bitti Kota Palopo

Bahwa yang bersangkutan benar-benar telah mengadakan penelitian di instansi kami sehubungan dengan penulisan Skripsi yang berjudul **"Teaching Speaking Skill By Using Puppet Play At The Tenth Grade Of MAN Kota Palopo."**

Demikian Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 26 Agustus 2019

Kepala Madrasah,



M. Awa
Dra. Maida Hawa, M.Pd.I
NIP. 196708131993032001

CATATAN HASIL KOREKSI UJIAN SKRIPSI

Nama : Mardiana
NIM : 15 0202 0148
Jurusan/Program Studi : Ilmu Keguru/ Pendidikan Bahasa Inggris
Hari/Tanggal Ujian : Rabu / 16 Oktober 2019
Judul Skripsi : Teaching Speaking Skill By Using Puppet Play at the Tenth Grade Students of Madrasah Aliyah (MAN) Palopo

~ Research Questions

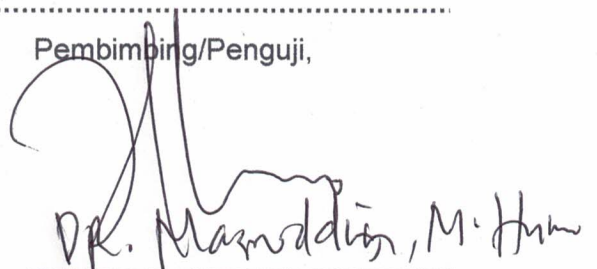
~ Significance of the Research

~ Operational Define

~ Grammatical Problems

~ Conclusions

Pembimbing/Penguji,


Dr. Masduki, M. Hum
NIP.

CURRICULUM VITAE



The researcher, Mardiana was born on December 10th 1997 in Lompo, Kecamatan Awangpone Kabupaten Bone. She is the last child from three sisters and one brother. Her father's name is H. Lahapi and her mother's name is (Alm) Beccetang. The researcher finished her study at MI Nurul Junaidiyah Lauwo, she graduated in 2009 and then she continued her study at MTs. Nurul Junaidiyah

Lauwo, she graduated in 2012. Next, she keeps going to continue her education at MA Nurul Junaidiyah Lauwo, she graduated in 2015. She continue her study at the state Institute for Islamic Studies (IAIN) Palopo and taking English Department. She finished her study in 2019.

In the end study at the state Institute for Islamic Studies (IAIN) Palopo, wrote a Thesis entitled is **“Teaching Speaking Skill by Using Puppet Play at the Tenth Grade Students of Madrasah Aliyah Negeri (Man) Palopo”**.