

THE USE OF PUPPET TO TEACH SPEAKING DESCRIPTIVE TEXT FOR TENTH GRADERS OF SENIOR HIGH SCHOOL IN SMA YPM 3 SUMOBITO

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Abstrak

Bahasa digunakan dalam pembelajaran, sosial, dan emosional dan merupakan elemen penting dalam pembelajaran di subjek lain dalam ilmu pengetahuan. Bahasa cenderung digunakan untuk berbicara bukan untuk menulis jadi berbicara merupakan hal yang utama dalam komunikasi antar manusia. Ketika memulai untuk belajar bahasa lain, maka harus dimulai dengan belajar berbicara. Di sekolah, berbicara itu sangat penting jadi, murid harus percaya diri untuk berbicara didepan kelas, tetapi sebagian besar murid tidak dapat berbicara bahasa Inggris dengan baik. Hasilnya, murid-murid berpikir bahwa berbicara bahasa Inggris itu sulit karena murid-murid merasa takut untuk berbicara bahasa Inggris. Untuk menghadapi masalah tersebut, guru seharusnya memodifikasi aktifitas dalam pembelajaran berbicara ketika guru mengajar dan dapat memberikan solusi untuk murid yang tidak percaya diri.

Berdasarkan latar belakang tersebut, peneliti tertarik untuk meneliti di pembelajaran dalam mengimplementasikan wayang sebagai media dalam mengajar berbicara teks deskriptif untuk kelas x dan respon murid di implementasikan dari wayang di pengajaran berbicara teks deskripsi.

Peneliti menggunakan deskriptif kualitatif untuk meneliti di penelitiannya. Kelas x dari SMA YPM 3 Sumobito adalah subjek dari penelitiannya. Teknik yang digunakan untuk mengumpulkan data dengan menggunakan observation checklist, dan field note yang digunakan untuk mengimplementasikan dari wayang dalam pengajaran berbicara deskriptif teks. Untuk mengetahui respon murid dari pengimplementasian wayang dalam pengajaran ini penulis menggunakan questionnaire. Selain itu peneliti juga menggunakan test berbicara untuk mengetahui hasil dari murid dalam berbicara di pembelajaran speaking deskriptif.

Setelah mengkoleksi data, peneliti menganalisis data tersebut. Berdasarkan observasi, dia menemukan yang guru implementasikan dalam menggunakan media wayang di pengajaran di pembelajaran berbicara deskriptif teks ini cocok. Selain itu, penggunaan wayang sebagai media, murid-murid lebih focus dan tertarik untuk tahu tentang wayang, jadi murid-murid merasa percaya diri berbicara bahasa Inggris didepan kelas walaupun merekamengalami kesalahan dalam hal mengucapkan.berdasarkan dari hasil questionnaire murid-murid merasa tertarik dan antusias dalam pembelajaran yang menggunakan wayang ini sebagai media.

Kesimpulannya, respon murid-murid adalah positif dan aktif di kelas karena mereka merasa mudah dan mengerti dari materi yang telah disampaikan oleh guru. Wayang memberikan motivasi dan murid-murid dapat mengembangkan kemampuan mereka di pembelajaran berbicara teks deskriptif dengan menggunakan wayang daripada sebelum menggunakan wayang.

Kata Kunci: berbicara, wayang, teks deskriptif, SMA.

Abstract

Language has a central role in extending the learner's intellectuality, social, and emotional and as the main element to learn the other subject of knowledge. Language is primarily spoken not written so spoken language is the first form of communication between human beings. When one starts to learn other language, he or she starts it by learning speaking. In the school speaking is very important so, the students must be confident to speak in front of class but ironically, most of students cannot speak English well directly. As a result, the students think that speaking is difficult for them because they always feel afraid to speak use English. To avoid this, the teacher should modify the speaking activity when the teacher teach and can solve the students' unconfident to speak.

Related to the matters above, the researcher interested to observe in study the implemented of puppet as the media in teach speaking descriptive text, which is accordance with the students' problem in teaching learning process of speaking. This study is conducted to describe the implemented of puppet in teach descriptive text for tenth graders and the students' responses on the implemented of puppet in teach speaking descriptive physical appearance for tenth graders.

The researcher used descriptive qualitative research in her study. The tenth graders of SMA YPM 3 Sumobito are the subjects of her observation. The data collection technique used for this research are observation checklist and field note which were used to obtain the data of the implemented of puppet in teach speaking descriptive text.

To know the students' responses of the implemented of puppet in teach speaking descriptive physical appearance, the writer did questionnaire. Besides, the researcher also knew the students' resulted in speaking descriptive text used speaking test.

After collected the data, the researcher analyzed them. Based on the researcher's observation, she found that the teacher implemented puppet in teach speaking descriptive text is appropriated. Besides, used puppet as the media, the students were more focus and interested to know about the physical appearance of puppet, so the students felt confident speak in front of class although their had mispronounced and based on the resulted of questionnaire, the students were interested in puppet as the media in speaking descriptive text activity.

Finally, used puppet the students' responses are positive and the students were active in the class because they felt easy and understood what the material to be described which is the puppet. Puppet gave students' motivated and students could develop their ability in speaking descriptive text by used puppet as media than without media. The students' speaking is better than before.

Key word: speaking, puppet, descriptive text, senior high school

INTRODUCTION

Language has a central role in extending the learner's intellectuality, social, and emotional and as the main element to learn the other subject of knowledge. Learning a language is supposed to help the learners to know about themselves, cultures and worldwide. In addition, learning a language helps the learners to be able to conserve the thought and feeling, socialize and even invent and use analytic and imagination in their minds.

When one starts to learn other language, he or she starts it by learning speaking. Comblet and Carter (2001:17) state that the most natural way to communicate is simply to speak. Language is primarily spoken, not written. Therefore, students learn common everyday speech in the target language (Freeman, 2000:29). Besides that, spoken language is the first form of communication between human beings. It came long before written language (Turk, 1994:9). To be able to communicate with other people, one has to master the target language properly and also can speak well in the target language acceptably.

In fact, most of the students in Indonesia cannot speak English well. They do not want to speak in the target language when they are in their English classroom. Scott and Ytreberg (1990:33) state that speaking is perhaps the most demanding skill for the teacher to teach. However, the teacher cannot force the students to speak in the target language. Freeman (2000:114) says that forcing students to speak before they are ready to speak will only create anxiety. They will feel uncomfortable when they are in their English class. They will feel afraid when the teacher pushes them to speak. They will feel that speaking is very difficult to be learned and only the smart students can speak well. Turk (1994:4) states that speaking, like most of the things one does, can be learned. It is not a mysterious gift, something inborn with the luck and others do not which seems ordinary to human being. It is a skill, and thinking about skill, it can be improved by proper technique or method.

The most natural and effective way for learners to practice talking freely in English is by thinking out some situation together through verbal interchange of ideas; or in simpler terms to discuss (Penny:1981:2). Students like to discuss some situation with their friends because they

can share the information or something new. They also can ask about everything that they do not know to their friends. They may ask about the meaning or something else.

Related of the some situation the teacher can choose a descriptive text to teach speaking. Descriptive text is a text which tells us about someone or something description. It can be the students' idol, favorite, friends, something special, etc. This sequence of texts is designed to introduce students to the difference between informational texts and persuasive ones. Students can learn that the task they are asked to do will influence the type of text they will produce (Naplan, 2011:2).

Puppet one of culture sourced from Java, It tells about Java story. Puppets usually are shown in the special event in Java. Not only Javanese people know about puppet but also Indonesian people know about puppet because puppet is Indonesian culture. Puppet can be modified for learning and can be as well as media for learning.

Puppet is a media to use describe physical appearance and character. For example, a description of the physical features and character, than puppet can help the students to understand identify this media. Using media especially puppet make the students develop their vocabulary to speak. Children draw generalizations on how words come together to form sentences through puppet (Mayesky.M, 2000:423).

Language is special way of communication for teaching and learning process. Teaching and learning process needs clear language to explain the material. The teacher is using language to communicate with their students, in teaching and learning process, the teacher must use clear language to explain the material for students, especially speaking material. When the teacher explains the material in the classroom, he or she must make the students understand about what he or she said, especially when he or she is teaching in senior high school. The teacher can use media to make his or her students have better comprehension. Here, the teacher can use puppet to teach speaking descriptive text for ten graders. From the puppet, the students will have better understanding what their teacher said so that they can apply in their lesson. Teaching and learning process is easy if the teacher uses puppet to teach speaking

descriptive. Therefore, teacher must develop his or her knowledge well if he or she teaches English material in the class, so that the students will develop their knowledge too on the selected material. Many Indonesian Schools still use traditional method so, sometimes media is not implemented during teaching and learning process. The teachers just explain the material and students do not do anything, just silent and listen even during speaking class. The students feel bored when their teacher does not make any changes and never does any attractive teaching presentation. The school can make modification and develop their teaching variation to suit with their situation and student's condition.

Based on that the reason that happens in many schools in Indonesia, the researcher propose new variation in teaching English with puppet as new media that is applying puppet to teach speaking descriptive for ten graders. Teacher become active to teach speaking if he/she uses this way and can apply with kind of media. Puppet can influence students to be active because it is different and may add new variations in teaching English.

Based on the background of the study, the research focus to 1) the implementation of puppet in teaching speaking descriptive text for tenth graders in SMA YPM 3 Sumobito, 2) the students' responses on the implementation of puppet in teaching speaking descriptive text for tenth graders in SMA YPM 3 Sumobito.

The researcher hopes this study can give positive contribution to the teacher, students, teaching and learning process. For the teacher, it can be alternative media in teaching speaking especially with puppet. For the students, the researcher expects that the use of puppet will make the students more interested and more encouraged during speaking lesson.

Realizing that the limitation of teaching English as a Foreign Language is very broad, the researcher focuses in the using puppet to teach speaking physical appearance at senior high school. The scope of this study is tenth graders. This study also focuses in using descriptive text so this may not be applicable for different text.

METHOD

This research used qualitative research. Thus, the researcher considered that the design of this study was descriptive qualitative research. The purpose of using descriptive qualitative study as the design of the study is to know how is the students' response after being taught by using puppet. The data was taken from the students' speaking test in producing descriptive text.

The subjects of this study were the English teacher and the students in tenth graders. The teacher implemented this media to teach speaking descriptive text. The researcher chose the students in class randomly.

The study was set in the SMA YPM 3 Sumobito. Researcher chose this school because this school owned positive reputation and had experienced with this media. SMA YPM 3 Sumobito students had ever been taught by using media of puppet. Researcher taken the data in the

tenth graders because the students in X-A are different level such as high, medium, and low.

Research instruments were needed to collect the data of the study. In this research, the researcher used descriptive speaking performances as the instruments of the study.

To find out the answer of the research question on the result of using puppet to teach speaking descriptive, the researcher used descriptive speaking test for students' performance. The speaking test was used to investigate the students' performance in term grammar and sentence after the implementation of puppet. The implementation itself was expected to help the students to understand and to develop their ideas in producing descriptive text based on the generic structures and language features. The instrument use tree ways, such as 1) observation checklist, 2) field note, 3) questionnaire.

The researcher used descriptive speaking test to collect the data from students' performance. Here, students were asked to make a descriptive monologue based on the puppet. Then, they asked to present in front of the class.

The observation here was used to collect the supporting data. In this observation the researcher disposed as a non participant observer. It means the researcher made no effort to manipulate or to control the activities, but simply observed and recorded.

To know the students' responses in percentage form. The researcher used the following pattern:

$$\frac{\text{The number of students who choose the alternative}}{\text{The number of the students in whole class}} \times 100\%$$

The data analysis were taken from the implementation of puppet as a media in teaching and learning process in the classroom. The data of study were analyzed in descriptive way which is in accordance to the statement of the problems. The researcher collected the data from the observation result to know the implementation of puppet as a media in teaching descriptive text. The researcher used observation checklist to get any information what happen during teaching speaking descriptive text, field note used to help researcher to record the necessary information, and researcher used questionnaire to collect the data to get information related teaching and learning speaking descriptive text.

RESULT AND DISCUSSION

The data was taken from observation checklist, field note, and questionnaire. The researcher tried to answer research question in chapter I. They are: (1) How is the implementation of puppet in teaching speaking descriptive text for tenth graders in SMA YPM 3 Sumobito? (2) How are the students' responses on the implementation of puppet in teaching speaking descriptive text in SMA YPM 3 Sumobito? To answer the first question the researcher used observation checklist and field note. To answer the second question the researcher used questionnaire to get the information about students' responses in teaching and learning using puppet in the classroom. All the data that the researcher

had gotten from observation were described and presented descriptively in the form of paragraph.

In the explanation stage of implementation puppet to teach speaking descriptive text on the first meeting conducted on April 1st, 2013. The teacher gave simulation to the students on previous lesson that they have studied. The teacher gave question to the students after that students answered what the teacher had asked. The teacher did conversation with the students about the last material and the last material was about descriptive text. The teacher explained about descriptive text and created an easy explanation to her students so that they did not feel confuse about the material. The following conversation was the conversation between the teacher and the students:

- Teacher : *“Ok students, do you still remember about descriptive text?”*
- Students 1 : *“descriptive text is a text that describe about people, place, or thing ma’am”.*
- Teacher : *“Ok good students. Well do you know the generic structure and language feature of descriptive text?”*
- Students : (keep silent and thinking, some of them open their book to search about the material)

After the teacher started out her explanation to her students, she continued to explain to the students about the generic structure and language feature of descriptive text. The teacher gave her explanation until the students had understood completely. During the teachers' explanation, the student paid their attention to the teacher, fully and they also gave question to the teacher if they still confused about material that their teacher presented. When the teacher finished her explanation on the material, she gave piece of paper which was some vocabularies focus. The vocabularies focus also accompanied by meaning in Indonesia language, so the students would be easier to use the vocabularies they just got when they used in describing puppet physical appearance.

The teacher gave command to her students, after she finished practicing the vocabularies out loud. She read it then students repeated what the teacher had said. The teacher listened what the students said then she corrected directly when the students mispronounced the word. The teacher always corrected what the students said so she knew the mistake in pronunciation of each student. After the students finished reading the vocabularies, the teacher took one puppet to show to her students. The teacher described about that puppet and to describe puppet physical appearance and character. The teacher chose the puppet from punakawan to make students interesting in

media she used. The teacher showed one puppet to the students and described it properly.

The teacher's example of describing puppet physical appearance was as follows:

Picture 4.1: Semar



“Well students, do you know who is he? He is Semar. Semar is the care-giver of Pandawa. His name is also Hyang Ismaya. Even though his appearance is so ugly, he has fat body, *kelipan* eye, and wide lips, then he has big ear. He looks ugly”.

After the teacher described her example of puppet media and how to use the puppet, the teacher asked some students to describe by using the same media in front of the class. Another students just paid attention and watched at their friends when they perform to describe Semar by using puppet. There were some mistakes when the students pronounced some words. This happened because teacher asked them to describe the puppet directly without any preparation before.

Student 1 performance	<i>“It is puppet. He is Semar. He fat and ugly. He have big lips and big ear”.</i>
Student 2 performance	<i>“He is Semar. He has fat body. he has kelipan eyes and big lips. He looks ugly”.</i>
Student 3 performance	<i>“It is Semar. He has fat body, kelipan eye, and wide lips, then he has big ear. He looks ugly. Semar name also is Hyang Ismaya”.</i>

The teacher understood when her students' perform, although the students had difficulty in mispronouncing and describing physical features. There were some students' mistake from vocabulary, grammar, and pronunciation. From the students' mistake during their performance, the teacher realized that the students needed some preparation before they perform in front of the class, especially speaking monologue performance. The teacher correction from the students' performance showed that the generic structures should be given much attention than language feature from puppet media that the students have used.

The teacher explained about the material and the way to do monologue. The students paid attention to their teacher explanation how to use puppet to describe puppet physical appearance. The teacher asked the students to divide themselves four groups before they ended the

lesson. The four groups consist of six until seven students in every group. Teacher explained the material in next meeting and teacher distributed puppet for every group in the next meeting as well. The students must discuss with their group about the puppet that they had gotten. After they finished the discussion, every group should present in front of the class. The teacher used famous puppet among Javanese people the selection of Javanese puppet is for the students to be familiar with the puppets' character and they might be interested with this puppet. The teacher used Punakawan puppet because group of Punakawan have different shapes, this is to make the students more interesting in using Puppet to describe each puppet physical appearance and character.

Second meeting was conducted in April 2nd, 2013. The teacher has been ready with the material and the media. The teacher opened the class by checking students' attendance list and calling students one by one. The teacher reviewed the last meeting, after that she continued to the next material. The following conversation was the conversation between the teacher and the students:

Teacher: "Class, you have your own group, so please sit in your group".

Students: "Yes ma'am". (The student moved to find their group)

Teacher: "Well, please captain of every group come forward to get a puppet from me".

Students: (All captain of four groups come forward to the teacher and take the puppet from the teacher)

Every group got a puppet from the teacher. The teacher had prepared four puppets which consisted of Semar, Gareng, Petruk, and Bagong. The teacher selected Punakawan puppet because almost Javanese people had already know about this puppet and Punakawan is the famous puppet. Another purpose of the teacher to select Punakawan puppet was to make her students more interested because the shape of this puppet were funny and different from one another. The students should describe the Puppet with the correct vocabularies and grammar that have been given by the teacher in the first meeting. After that every group should describe the Puppet in front of the class one by one. It would be the first students' performance in describing puppet physical appearance and character use Punakawan.

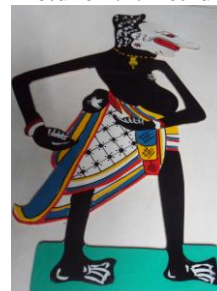
In the first meeting, the teacher had realized that her students needed to prepare the description of puppet physical appearance and character, so in the second meeting the students had prepared themselves to describe puppet physical appearance and character before they perform. The teacher allocated 15 minutes for each group to discuss puppet description and 5 minute to prepare their performance in front of the class. After that the students prepared themselves and practiced carefully on puppet physical appearance and character before they presented in front of the class using Punakawan. The teacher asked every group about their preparation and had been sure that each group was ready to present their puppet one by one.. All groups have gotten their puppets. The teacher asked one group to perform in front of the

class with their puppet. Then the students performed puppet physical appearance and character of the Punakawan that they had.

The following was the students' performance of puppet physical appearance:

Group 1 performance:

Picture 4.2: Petruk



Petruk

"Hello my friends, I will describe about Petruk physical appearance and character. Petruk is Semar's son with the sweet face and smile. He is a smart speaker and a funny man. Petruk has been a king at the state of Ngrancang Kencana and his name is Helgeduelbek. In a story, he took the Kalimasada Amulet. Nobody can defeat him except Gareng. Petruk is the tallest and the thinnest one than he has sharp nose. He was originally handsome, smart, and a great fighter too. He once met Gareng and they test their fighting skills by fighting towards each other. Petruk was damage and his outlooks degrade. Just all and thank you"

Group 2 performance:

Picture 4.3: Gareng



Gareng

"Hi friends, well now I will describe about Gareng. Gareng is one of Semar's sons. Nala Gareng cannot speak well, furthermore and whatever he says can be totally wrong. However, he is a very funny and hilarious man. He has been king of Paranggumiwang and has a name Pandubergola. He was elected to be a king in the name of Dewi Sumbadra. He is so powerful and can only be defeated by Petruk. Gareng is the shortest one. Gareng physically is not perfect because one of his leg is abnormal shape. Yet this handicap did not discourage him. He is also well known for his fighting ability. Thank you for your attention friends".

Group 3 performance:

Picture 4.4: Bagong



Bagong

Hello guys, do you know Bagong? Ok I will explain about Bagong. Bagong means shadow of Semar. When Semar was sent to the earth, the gods stated that his shadow became his friend. Suddenly, his shadow was transformed to be Bagong. Bagong has unique personality, he is assertive and like to pretend to be stupid. He is also funny. Bagong has fat body, big eye, bold and long lips. Ok just it, thank you”.

Group 4 performance:

Picture 4.5: Semar



Semar

“Ok friends, I want to mention the characteristics of our idol called Semar. Semar is famous puppet. Semar has unique shape of body, like symbol of earth. His body circle like earth. Semar always smile and has old face. Ok just it friends about my explanation of Semar and thank for your attention”.

From the second observation, it could be concluded that puppet was useful to become media in teaching speaking of descriptive text for ten graders of SMA YPM 3 Sumobito students. The puppet helped the students to describe the character easily especially in describing puppet physical appearance character. The students were very interested in using puppet as media to describe physical appearance and character because the students can mention puppet physical appearance and character directly while holding it during performance they brought. They did not need to imagine puppet physical appearance and character when they were describing it.

After all the group had finished performing in front of the class, the teacher gave observation and correction on students’ performance and mechanical mistake. The teacher asked the students about difficulty in using puppet and reviewed again the last material. The teacher hoped that her students would be more competence in

describing puppet in the future. The teacher expected her students to have competence and ability in describing puppet physical appearance and character with various and different character.

Conclusion

After research, the researcher concludes the result. The researcher conclusion is related to research question in chapter one. During the research, she did observation to get the real phenomenon about teaching and learning process by using puppet as the media.

Based on her observation in the implementation of puppet in teaching descriptive text was the use of puppet as the media for teaching speaking descriptive puppet physical appearance and character showed some advantages. The advantages for teacher are the teacher easier to explain the material to her students. Teacher can do correction directly during her students’ performance by using that media, so teacher knows what mistake the students make. Based on this, the researcher concludes that puppet can be used as alternative media to teach speaking descriptive text to tenth graders of senior high school. 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 they use puppet to explain physical appearance and character of certain character one by one although the students still make some mistakes. So, the use of puppet to teach speaking descriptive text which includes the material and the treatment is successful.

By using Puppet the students’ responses are positive and the students become more active in the class because they feel easy to understand what the material to be described which is the puppet. Puppet gives students’ motivation and the students can develop their ability in speaking descriptive text by using puppet as media than without media. The students’ speaking is better than before, because in the first meeting students feel unconfident when they speak in front class without media and they just imagine described one by one of physical appearance and character puppet. In the second meeting the students feel confident when they in front of to speak English with media because they could show one by one physical appearance and character of puppet, they feel more easy than before when they without puppet as media. So, it can be the students’ speaking is better than before.

Suggestion

Teaching and learning process should be conducive and more interesting. The researcher gives some suggestion for the teacher. There are, the teacher should be more creative and has various techniques when she explains the material. This is so because the material needs motion and variety to make the students pay more attention to their teacher. The students will be more interesting and absorb the lesson when the teacher uses interesting technique and media. The teacher should have rule when they teach because it is important to create conducive and energetic class and the students will be more discipline. To maximize the result of teaching and

learning process, the teacher should present the topic that can enlarge the students' knowledge with attractive media and not only textbooks. The teacher can apply puppet to teach speaking descriptive text on physical appearance and character.

The teacher should be more wisely to prepare the media before she teaches, so that she will not waste any time and she can explain all of the material well. The teacher should manage the time because these lessons need lot of time for students' to prepare before the students' perform in front of the class. Finally, the researcher gives suggestion to create insightful interaction between teacher and students to run well through this study. The researcher hopes this research can give new technique for the reader and especially the improve the effectiveness of teaching and learning process, for the students to feel absorbing the lesson.

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