

The effectiveness of using paper stick puppets to teach speaking

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Abstract: This research was conducted at SMP N 2 Plandaan. There were several problems that have been found, therefore the researcher limits the problem only to the students' speaking ability which has 3 indicators: fluency, pronunciation, and vocab or content. There were three objectives, namely to determine students' speaking skills before being taught using paper stick puppets as media to teach speaking skills, students' speaking skills after being taught using paper stick puppets as media to teach speaking skills, and whether there is significant effect of using paper stick puppets on the speaking skills at VII D class in SMP N 2 Plandaan or not. This research used a pre-experimental design. Especially used a one-group pre-test and post-test design. The researcher used a purposive sampling technique, where class VII D became the sample consisting of 26 students. The data collection techniques used were speaking tests. After collecting the data, the researcher got pre-test and post-test scores which the mean pre-test being 56.73 and the mean score post-test being 67.46. Next, the researcher found that the t-obtained was 6.559, then the t-table was 2.060 at the 5% level and 2.787 at the 1% level and can be written as $2.060 < 6.559 > 2.787$. So, it means that H_a was accepted and H_o was rejected. In the end, the researcher summarized that using paper stick puppets has significant effectiveness for teaching speaking skills at class VII D of SMP N 2 Plandaan Jombang. This research is expected to be an additional reference for the next researchers with a different framework, design, and discussion in the future. So, more comprehensive data could enrich knowledge in teaching and learning speaking skills.

Keywords: Effectiveness, Paper Stick Puppets, Pre-experimental Design, Speaking Skills

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Introduction

As a universal language in this world, English subject is obligatory in many levels of schools in Indonesia starting from elementary school until university. Based on the curriculum education in Indonesia, the student has to master four skills. Especially in speaking ability, the students have to be able to speak as well because it is the most necessary skill in our daily conversation. English teachers should encourage students to practice speaking in class, because of that they are accustomed to speaking in English.

English teachers have an obligation to set up the students to be capable to speak English nicely. Students in Indonesia are usually scared of foreign language classes (Armasita, 2017; Wulan, 2019). Their mindsets say foreign language is difficult to learn. Usually, students just understand English but they cannot speak it fluently. The other problem is there are many students who are less interested in expanding their speaking skills. In addition, in this study, the researcher wants to build or raise the self-confidence that exists in students when learning

English in the classroom. Usually, they prefer not to speak for fear of making mistakes, and not a few of them feel ashamed because sometimes their friends laugh at them. This case has often happened everywhere.

In English subjects, there are many students who feel it is difficult to practice speaking, especially for students at VII D of SMP N 2 Plandaan Jombang. Since that, many teachers especially English teachers have to make creations to make their classes interesting with several techniques, methods, and materials in order to encourage the learning activity of language skills especially in speaking successfully. The teachers should be able to create situations that encourage their interest in speaking activities through using media, techniques, and methods to attract their attention, make the learning activity more fun and make it easier for them to get the point about the materials (Arief, 2017).

The explanation regarding the teacher who must be able to provide a comfortable atmosphere in learning is the same as one way to become a good educator. As for the hadith that states about education and being a good educator.

كِبَارِهِ قَبْلَ الْعِلْمِ يَصْغَارِ النَّاسَ يِ يُرَبِّ الَّذِي الرَّبَّانِيُّ وَيُقَالُ عُلَمَاءُ فَفَهَاءُ حُلَمَاءُ يَبِينُ رَبَّانٍ كُونُوا

It means: "Be a forgiving educator, expert in jurisprudence, and a scholar. It is called an educator if someone educates people by providing little knowledge which eventually becomes a lot." (Narrated by Bukhari). From the hadith, it is closely related to the tips that teachers do as good educators when achieving learning goals in class, one of them is by using media that is very useful in delivering material so that students are always interested in the learning and teaching process in the classroom.

This study aims at finding a master plan that can minimize the unconcern of students in learning English in the classroom. The strategy that was carried out in this study was puppetry. In learning English, students should be able to become more comfortable, and interested in it and have a good understanding of the use of media which is very helpful in the teaching and learning process.

Rosyidah (2016) claimed in her thesis that chooses paper stick puppets as media because this media can make the students more interested because of this media, students like playing while studying. The goals of this study are to decide whether using the paper stick puppets is effective to improve speaking skills for students, verify other strategies that can support the progress of speaking skills for students, and find the factors impressing students.

Nurhayati (2011) stated that puppets are a kind of media for teaching and also puppets are interesting, funny, colorful, and enriched our imagination when we played with them. Besides, this media may expand their creativity and illusion, which has a necessary mission in education. Moreover, the puppets have a mission to elevate the students' attention to the lesson. This media can attract students' attention to be more interested in learning English through its shapes and colours. Besides that, this media has disadvantages namely, the teacher has to take the time to prepare the media that have various forms and think about adjusting the class conditions and time.

From the explanation, the researcher assumes that using paper stick puppets as media is the exact media for improving students' speaking ability. In previous research, storytelling by using finger puppets is advantageous to teach vocabulary in the classroom, because the new vocabulary is very easy to get for students. Meanwhile, in teaching vocabulary, students are more fascinated and happier in the learning process. That is the advantage of using puppets media in storytelling.

Further, the researcher would like to know the effectiveness of using paper stick puppets as media in improving students' speaking skills. The students in this research are students of VII

D of SMP N 2 Plandaan Jombang. Besides, the researcher chooses this school because this school include in "Sekolah Penggerak" programs.

This study focused on the following main issues: (1) The students' speaking skills in the pre-test held before being taught using paper stick puppet; (2) The students' speaking skills in the post-test held after being taught using paper stick puppet; and (3) Whether or not there is any significant effectiveness of using the paper stick puppets on students' speaking skill at class 7A of SMP N 2 Plandaan in the academic year of 2021/2022

Methods

Research Design

In this investigation, the researcher has taken experimental method. Experimental research is the oldest form of quantitative research (Leavy, 2022). This research used pre-experimental research design. Campbell and Stanley (2015) identified that there is one design of the pre-experiment, namely with a one-group pre-test and post-test design, where the researcher do an experiment in a single group or class. So, the group or class has been given pre-test then given the experimental intervention or treatment and then given a post-test. To know if there is any significant of students' speaking skills by escalating English language.

Research Subject

The subject of this research was students at grade VII D which consisted of 26 students. There were twenty-six students in the class with 12 boys and 14 girls.

Technique of Data Collection

Instrument is a tool to collect the data. In this study, the instrument that the researcher used was form of test. The test that has been used by the researcher was in the form of a pre-test and post-test. Pre-test has been given to the experimental class. It has been held on 12th April 2022, the purpose was to know how was the students' achievement in speaking skills. Besides, the post-test conducted on 12th May 2022 after the treatment. It also has been given to the experimental class. It has been used as a measuring tool to examine the achievement of students' speaking practice before or after treatment. Furthermore, the researcher used the two forms of validation such as construct and content validity. So that the writing of the instrument is not ambiguous or has multiple interpretations when it is given to respondents.

Technique of Data Analysis

When all the data collection process was completed, the forward step is the data analysis. In analytical assessment, it is necessary to have a speaking test assessment rubric that includes several language elements that have to be observed such as fluency, pronunciation, and vocabulary. The researcher examined students from when they answer the given test. After taking up the data, the researcher calculated the data through the descriptive statistic then parametric statistical namely paired sample t-test

Results and Discussion

Result

The Students' Speaking Ability in The Pre-Test

In this pre-test, there are still many students who are lacking in describing thing. Then the researcher analyzed the data that had been obtained by using descriptive statistics. The data

that has been analyzed is the result of an assessment that has been carried out by two raters, namely the English teacher and the researcher.

From the data, there were 1 student got 33.33 (3.84%), 3 students got 41.66 (11.53%), 1 student got 45.83 (3.84%), 5 students got 50 (19.23%), 5 students got 54.16 (19.23%), 3 students got 58.33 (11.53%), 3 students got 62.5 (11.53%), 2 students got 70.83 (7.69%), 1 student got 75 (3.84%), 1 student got 83.33 (3.84%), 1 student got 87.5 (3.84%). The table above shows that the lowest score gotten by the student was 33.33 and the highest score was 87.5. Then, the average or mean of speaking score of pre-tests was 56.73.

The Students' Speaking Ability in The Post-test

In this post-test, many students have begun to improve in describing something, especially in 3 points, namely fluency, pronunciation and content or vocabulary. The data or score that has been analyzed is the result of an assessment that has been carried out by two raters, namely the English teacher and the researcher.

From the data, there were 1 student got 50 (3.84%), 4 students got 54.16 (15.38%), 4 students got 58.33 (15.38%), 4 students got 66.66 (15.38%), 3 students got 70.83 (11.53%), 2 students got 75 (7.69%), 2 students got 79.16 (7.69%), 5 students got 83.33 (19.23%). The lowest score was 50 and the highest score was 83.33. Then, the average or mean of speaking score of post-tests was 67.46.

The Significant Effect of Using Paper Stick Puppets to Teach Students' Speaking Skills

Before finding out the significant effect of using paper stick puppets to teach speaking at VII D class of SMP N 2 Plandaan, the researcher finds out obtained than compared it with table. The researcher counted the data through SPSS 16 Version in order to find out obtained, the result can be seen in the following Table 1.

Table 1. 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								
Nilai Pre-Test – Nilai Post-Test	-1.0731	8.34774	1.63713	-14.10891	-7.36545	-6.559	25	.000

The result shows that the degree of difference between the mean score of pre-test and posttest was as much as 6.559 (see Table 1). Furthermore, see table either at level 5% or 1 %. At level 5% table was 2.060 and at level 1% table was 2.787. Then, the researcher wrote that $2.060 < 6.559 > 2.787$.

It can be summed up that H_0 is declined and H_a is fulfilled. In other words, there is a significant effectiveness of using paper stick puppets to teach speaking skill at VII D class of SMP N 2 Plandaan Jombang

Discussion

The result of this study has proven that paper stick puppets was effective for teaching speaking skills of the seventh-grade students of SMP N 2 Plandaan. In this activity, the researcher implemented paper stick puppet media to teach speaking because the researcher found there are many improvisation aspects before and after using this media. Those improvisation are that the students feel easy to speak in front of the class, the students easily to get

and memorize new vocabulary, and the students were more interested during the learning process.

As previously explained that one of the benefits that exist after using paper stick puppets is that students easy practice speaking in front of the class, especially in describing people, animals and things. Ningtiyas and Kuswardani (2013) explained that puppets media can improve students' vocabulary mastery and help them to speak easily in front of th classroom. By using paper stick puppets, the students easier to describe people, animals and things. Generally, this media was used because it is concrete. This means that students can identify or imagine real-world objects depicted on paper stick puppets figures and describe them orally. The main purpose of these media is to provide easy-to-understand explanations for students. That is why, the students are easier to describe an object.

In addition, Ningtiyas and Kuswardani (2013) stated that students felt confident when they perform because they use paper stick puppets to explain the physical appearance and character of certain characters, although the students still make some mistakes. The students are more confident because by holding something especially in this activity used paper stick puppets usually reduces a bit of nervousness when practicing describing an object. Because of that, the use of paper stick puppets to speak descriptive text containing material to communicate that the treatment was successful.

The second point, as stated by Lubis (2020) on her research that the students have been able to easily get and memorize new vocabulary. This is because puppet media is a type of visual learning media so when they have seen directly on the puppet section, they have immediately understood what part it is so they can easily get new vocabs and because this media is very interesting, they are also easy to memorize some vocabularies related to puppets used by teachers as learning media. Then, the more vocabulary they have learned and memorized; it has become easier for them to practice speaking skills in the lessons in this chapter. It is evident that the number of new vocabularies they get is much increased. The difference was seen in their pre-test, there were some students on some parts who did not know the English vocabulary but after the treatments, they did post-test and learning activities showing that many students got and memorized some new vocabulary.

Then, using this media can make students more interested to learn English subject, especially in speaking skills. This is because it looks colorful and has a cute shape so that they can enjoy and be more interested in learning in this chapter and the material is easier to accept. Ardiah (2018) claimed in her journal that before the treatments in several meetings, students are less interested in learning English mainly, in describe material. Students claim that English classes are difficult to understand. But some students really like English. However, they only remember a few words that they often speak or hear. By increasing students' interest with paper stick puppets media, we conclude that paper stick puppets media is a kind of visual media that helps to increase students' interest, create fun learning situations, and make them happier can be attached. So, they practice their speaking skills eagerly. They are very eagerly and enthusiastic about taking lessons using paper stick puppet media in class, which makes some students enthusiastic to practice describing through this media. Some students offer themselves to practice in front of the class. In this way, they showed their attitude that this media is very fun when used for delivering material so that the class feels alive and not boring when compared to the learning process without using media at all which does not produce an interaction between the teacher and students or students with each other.

It turns out that the results obtained by the researcher are the same as the results of the research conducted by Prasetyaningrum (2017). The equation the researcher in this present

study get is that the method that has been applied is a pre-experimental model using a one-group pre-test and post-test design. Besides, the sample selection is the same, namely by choosing a sample in one of the classes from seventh-grade.

In addition to several explanations about improving speaking skills above, it turns out that there are still obstacles that the researcher found, namely in the application of this media is not completely as easy as previous researchers did. Namely, in this study, the researcher felt that the difficulty faced was when the researcher delivered the material but the students' responses were still less serious in participating in teaching and learning activities. This situation was different from the results of research from Feriyadi (2015) which during the research the students were more serious and concentrated and were not ashamed to practice. This is a new thing found by researchers when doing this research. It is shown when they are still laughing when the learning takes place and when they are still shy to practice using this media. Then with the emergence of these obstacles, researcher did some ice breaking so that they still enjoy and return seriously to participate in learning activities. The researcher has also pointed several students to practice using this media so that those who felt pressure and can finally describe people, animals, and objects around them using this media. Basically, they can do that but they must be educated patiently so that they are still willing to learn and the learning objectives can be achieved properly.

Another obstacle that raised was the duration of learning, which is where this research was carried out during the fasting month of Ramadhan. So that the time in teaching and learning activities is shorter than the original duration. It allows the delivery of material and the practice of using this media is a bit limited. This is different from the research conducted by Kurniatun et al. (2020) which was conducted at a time not in the month of Ramadan so it used the actual duration of learning. The time in delivering the material can be longer. To overcome the problems in this chapter, the researcher manages the time as much as possible in delivering the material, namely by delivering the material to the point and providing some exercises that can support the achievement of learning in this chapter, especially on the topic of describing people, animals and things around us.

Conclusions

In conclusion, this research was arranged to find out whether there is a significant effect of using paper stick puppets to teach speaking at class VII D of SMP N 2 Plandaan Jombang. Based on the clarification of data presentment and analysis on the previous chapter, the researcher concluded that: (1) The students' speaking ability in the pre-test was categorized into enough category because the average or mean of pre-test score was 56.73; (2) The students' speaking ability in the post-test was categorized into great category because the average or mean of post-test score was 67.46; (3) In t-test analysis, the output shows that there is significant effectiveness of using paper stick puppets to teach speaking at class VII D of SMP N 2 Plandaan Jombang because the table of t-test showed that the score of obtained is higher than table = $6.559 > 2.060$.

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