

Hand and Glove Puppet in Teaching English as Foreign Language: Speaking Skill for Compliment

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Abstract: The aim of this investigation was to find out whether or not it was significantly difference achievement between the tenth grade students of MA Negeri 1 (Model) Lubuklinggau who were taught speaking by applying Hand and Glove Puppets and those who were not. The researcher used Quasi-Experimental Research. The sample of this research was taken by using a technique. It was Cluster Random Sampling with 30 students in the Experimental group, and 30 students in the control group taken from two classes of the tenth grade students of MA Negeri 1 (Model) Lubuklinggau. Based on the result of the data analysis, there were three major findings. They are: (1) the students' score in the pre-test, (2) the students' score in the post-test, and (3) the result of paired T-Test calculation. The mean score in the pre-test of the Experimental group was 63.88 and the mean score in the pre-test of the Control group was 49.77. Meanwhile, the mean score in the post-test of the Experimental group was 72.44 and the mean score in the post-test of the Control group was 56.21. The result of Paired t-test calculation showed that $t_{obtained}$ was 7.70 in the pre-test of the Experimental and Control group. Moreover, $t_{obtained}$ was 8.91 in the post-test of the and Control group. It was higher than 2.045 as the Critical Value of the t_{table} of degree of freedom 29 with 0.05 significant level for two-tailed test. In conclusion, the null hypotheses was rejected, and the alternative hypotheses was accepted. It meant that it was significantly effective to teach speaking by applying Hand and Glove Puppets to the tenth grade students.

Keywords: *Hand and Glove Puppet, Teaching English as Foreign Language, Speaking Skill, Compliment*

1. INTRODUCTION

Language as a tool for communication takes an important role in human daily activities. Language is the principal means whereby people conduct their social lives (Kramsch: 1998). It is also as an important part of how humans communicate each other. Therefore, it is also important to learn foreign language. Communication in foreign language is a bridge to get information knowledge and culture. English is to be one of crucial language in all element of human life. As well, English is very an important language used as a means to develop science, art, culture, and relationship among other countries. English became as Foreign Language in Indonesia that have to be learned by the students. The main purpose of teaching English as Foreign Language is to improve and enlarge the students' skill for communicating both in spoken and written.

Speaking in English has some difficulties to be mastered, such as high self-confidence, vocabulary mastery, understanding about structure and others. Students must have positive mindset and motivation to practice speaking English. Hornby (1995) stated that speaking is the ability of speech to the utter words or articulate sounds with the ordinary voice to express thought, opinions, or feeling orally. Speaking is an important factor to fulfil the goals of communication for smoothing the interaction. The objective of speaking is to make the students are able to express themselves in every situation. In high school, speaking ability becomes even more important. It is the fact about the urgency of teaching speaking nowadays. The English teachers must have extraa efforts to teach speaking. It is better for teachers

not only let the students to imitate preparely or memorize, but also let the students practice spontaneously and improve.

The used of English for speaking is not simple because the students should also master some important elements of English such as; vocabulary, pronunciation, and grammar. In speaking class processes, the students usually have difficulties in expressing their ideas through oral language. It is realized that speaking English as Foreign Language is not easy thing because of the influence of *Bahasa Indonesia* which is very different from English. The differences are mostly in pronunciation, grammar, and spelling.

Based on the researcher's observation at MA Negeri 1 (Model) Lubuklinggau, the researcher found out that the students were inactive in speaking. Some students got bored and confused in learning speaking, because the students seldom practiced in the class. Therefore, it was not easy for students to speak English fluently and correctly. Finally, the students were silent or inactive in speaking class process. To solve this problem, there are many teaching media that can motivate and facilitate the students to be easier in speaking English. The teaching media used during the teaching and learning process, hopefully will increase the students' progress in learning English including to speak English.

Media or teaching aids in classroom is a must to be used by teacher, because the students need positive environment (classroom) to push their creativity and motivation. Puppet means a media which is made to show the character. Applying this media will make the students become creative. The kinds of media that may help the students to practice their speaking

ability, are colorful puppets, English songs, attractive pictures, famous movies, fun games, and so on. Puppet can be used as media in teaching English. Whereas the English teachers can give motivation for their students to practice their speaking ability through the puppets. For example, the students can explain about describing place or telling a story. The purpose of applying Hand and Glove Puppets was to make the learners enjoy learning English. The researcher has chosen the Hand Puppet and Glove Puppet for her teaching English media, because the puppets are multi functions. They can be played, moved, or controlled by the hands. According to Lonhes (2002), Hand and Glove Puppets can be used not only for entertaining but also for educating, perhaps for teaching speaking. There are many types of Hand and Glove Puppets (Suyanto, 2008). The types are finger puppets, marionette (string puppets), rod puppets, shadow puppets, hand and rod puppets, hand and glove puppets, and bugrake puppets.

In line with the explanation, the researcher was totally interested to conduct this research to find out whether or not it was significantly to teach speaking English by applying Hand and Glove Puppets. In addition, the material that was taught in this research was compliment. Compliment is an expression of praise, admiration, or congratulating and to show kindness or regard for by a gift or other favor (Mulyono and Widayanti, 2010).

2. METHOD

In this research, the researcher used the Quasi-Experimental Method with two groups: pre-test and post-test design. The researcher was investigated the achievement of the

students before the treatment and after the treatment. A special treatment gave to one group of students. The treatment was teaching speaking by applying Hand and Glove Puppets to the tenth grade students of MA Negeri 1 (Model) Lubuklinggau.

The procedures or steps done by the researcher in conducting Quasi-Experimental research were:

1. The researcher selected two classes of all the existing classes, which are the equivalent level.
2. The researcher selected one of the classes into Experimental Group and the other one into the Control group randomly.
3. The researcher gave the experimental treatments to the experimental group and the control treatments to the control group.
4. The researcher assessed the students' results of the treatments for both groups.
5. The researcher computed the differences between the average score of the experimental group and the control group.

(Latief: 2014)

Sugiyono (2014) recognized that population is the generalization of the objects or the subjects that has certain qualities and characteristics. The population in this research was the Tenth Grade Students of MA Negeri 1 (Model) Lubuklinggau in the academic year 2016/2017. The total number of population distributed into eight classes with 270 students.

Cluster random sampling is the technique used to put the sample of this research. Fraenkel and Wallen (2009) wrote that cluster random sampling is the selection of groups, or

cluster of subjects rather than individuals. The result showed that the class X-IPS.1 (the experimental group) consisted of 30 students, and class X-IPS.2 (the control group) consisted of 30 students. In collecting the data, the researcher used oral or spoken test for the students as the sample. The test was given twice; they are pre-test and post-test. In this process, the researcher gave the test with the instruction. The allocation of time was limited on 1 till 2 minutes for each student to perform in front of the classroom.

The steps in giving the test of speaking skill were as follows:

1. The researcher called a pair of students in front of the classroom to be ready with their performance.
2. The researcher asked the students to understand the situation, and prepare a conversation about the compliment based on the situation.
3. The researcher asked the students to practice with the time allocation given.
4. The researcher recorded the students' conversation into audio-visual (videos).

To analyze the data obtained, the researcher applied three techniques. They are: 1) identify the individual (students' score), 2) put the conversion of score range, and 3) compute the matched t-test. Moreover, validity is the extent to which is the inference made from the results of assessment that are appropriate, meaningful, and useful in terms of the purpose of the assessment itself (Brown, 2004). To make the test materials have high of content validity, the researcher checked the relevancy between the test items and the curriculum.

3. FINDINGS AND DISCUSSION

The students, who took the pre-test in experimental group, were 30 students and in control group, were 30 students. The test given to the students was the instruction to ask the students for speaking English about compliment. The researcher gave the scores for the students' speaking performances based on the individual score of student not pair score. The calculation of pre-test result in experimental group was:

1. The highest score of student was 80, that was gotten by only 1 student.
2. The lowest score of student was 49.99 that was gotten by 2 students.
3. The average score of student was 63.88. It was based on the conversion of individual score in the pre-test of experimental group.

The data showed that there were 2 students (6.66%) who categorized into *Very Good*, there were 22 students (73.33%) who categorized into *Satisfactory*, and there were 6 students (20%) who categorized into *Difficulty*.

In addition, the calculation of pre-test result in control group was:

1. The highest score of student was 63.33 that was gotten by 3 students.
2. The lowest score of student was 40 that was gotten by 4 students.
3. The average score of student was 49.77. It was based on the conversion of individual score in the pre-test of control group.

The data showed that there were 5 students (20%) who categorized into *Satisfactory*, there were 21 students (70%) who categorized into *Difficulty*, there were 4 students (13.33%) who categorized into *Much Difficulty*.

Before administering the post-test, the researcher taught speaking on the

theme of “The expressions of compliment” by applying Hand and Glove Puppets in the experimental group. The researcher gave the post-test to the same students who had given the pre-test. In giving the score, the researcher used the criteria of speaking. The criteria are grammar, vocabulary, and pronunciation.

In the experimental group, the results of post-test were:

1. The highest score of student was 80 that was gotten by 9 students.
2. The lowest score of student was 60 that was gotten by 3 students.
3. The average score was 72.44. It is based on the conversion of individual score in the post-test in the experimental group.

It was found out that there were 10 students (33.33%) who categorized into *Very Good*, there were 20 students (66.66%) who categorized into *Satisfactory*.

In the other hand, the data of post-test in the control group described that:

1. The highest score of student was 69.99 that was gotten by 2 students.
2. The lowest score was 40 that was gotten by 1 student.
3. The average score was 56.21. It is based on the conversion of individual score in the post-test above in the control group.

There were 11 students (36.66%) who categorized into *Satisfactory*, there were 18 students (60%) who categorized into *Difficulty*, there were only 1 student (3.33%) who categorized into *Much Difficulty*.

After doing the research by applying Hand and Glove Puppets, the students' scores in English became better. In the pre-test of the experimental group the students'

average score was 63.88 and the students' average score in the post-test was 72.44. While in the pre-test of the control group, the average score of students were 49.77. In the post-test, the average score of students was 56.21. It meant that the students' score in the experimental group was higher than the students' score in the control group.

The researcher describes that the result of paired t-test was 7.70 in the pre-test both experimental and control group. In the post-test both experimental and control group, the result of paired t-test was 8.91. Then, the critical value 5% (0.05) with 29 degree of freedom (df) was 2.045. It meant that t-obtained was higher than t-table, and it could be concluded that it was significantly difference achievement between the tenth grade students of MA Negeri 1 (Model) Lubuklinggau who were taught speaking by applying hand and glove puppets, and those who were not. Furthermore, the alternative hypothesis (H_a) in this research was accepted, and the null hypothesis (H_o) in this research was rejected.

4. CONCLUSION

In conclusion, the researcher presented that:

1. It was effective to teach speaking by applying Hand and Glove Puppets to the Tenth grade students of MA Negeri 1 (Model) Lubuklinggau. The statement could be proven statistically by the students' average score in the pre-test of the experimental group was 63.88, and the students' average score in the post-test of the experimental group was 72.44. In addition, the students' average score

in the pre-test of the control group was 49.77, and in the post-test of the control group was 56.21. It meant that the students' average score in the post-test of the experimental group was higher than the students' average score in the post-test of the control group.

2. From the data analysis of data gathered during experiment, the students could improve their speaking achievement. The students were interested and motivated to speak English by applying Hand and Glove Puppets in the classroom.
3. The t-obtained value was 7.70 in the pre-test both experimental and control group, and 8.91 in the post-test both experimental and control group. It was higher than 2.045 as its critical value of two tailed test. Therefore, the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. It meant that it was significantly (effective) difference achievement between the tenth grade students of MA Negeri 1 (Model) Lubuklinggau who were taught speaking by applying Hand and Glove Puppets and those who were not.

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