

TEACHING SPEAKING BY COMBINING OF STICK PUPPET AND ROLE PLAY FOR THE EIGHTH GRADE STUDENTS

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Abstract

The aims of this research is to describe the implementation, problems and the solutions of problems in the teaching speaking by combining of stick puppet and role play for the eighth grade students of MTsN Kedungjati in the schooling year of 2016/2017. This research uses descriptive qualitative research. The participants of the research are the English teacher and students of VIIIB of MTsN Kedungjati. The techniques used to collect the data are observation, interview and documentation. While the technique of data analysis are data condensation, data display and conclusion and verification. The result of the research are: (1). The implementation of teaching speaking by combining of stick puppet and role play divided into three steps, they are: pre activity, Whilst activity, Post activity (2). The problems of the implementation of teaching speaking by combining of stick puppet and role play: The class becomes crowded, the students are difficult to pronounce the words, and some of the students do not master the script. (3). The solutions of the problems are the teacher asks the students to keep silent and pay attention the other groups, gives the evaluations and straighten of students' mistakes in pronunciation, the students are given enough time to memorize the script and bring the dictionary.

Key Words: *Stick Puppet, Role-play, Speaking.*

INTRODUCTION

The teaching speaking is needed for students in order that they can talk with other people use English. It is supported by Cahyono and Widiati (2011:29) "The teaching of speaking skill is also important due to the large number of students who want to study English in order to be able to use English for communicative purposes".

Based on observation, most of the eighth grade students of MTsN Kedungjati have difficulties to learn speaking. The students are not interested in speaking, due to the lack of vocabularies, grammar, and pronunciation. They do not have confidence to speak English which make them shy, afraid, and passive students. Sometime, they are bored in class.

Moreover, the ways of teaching speaking are usually monotonous and still in traditional ways. Teacher just explains the materials from the textbook. The teacher is not able to use the media and technique that makes students interested in speaking.

To solve that problems, the researcher suggests to combine media and technique to teach speaking in eighth grade of MTsN Kedungjati. One of the media is puppet. According to Child Resource Centre CHEITAN (1995:5) "Puppet are strategically use in the field of

education and social development”. It means that puppet can be used by teacher in the learning process.

One of the kinds of puppet is stick puppet. According to Champlin (1998:26) “ Stick puppet is a cutout picture or a three-dimensional form, made from such novelty items as small toys, stuffed bags, or paper plates with features added. The form is attached to a stick or other rod control such as a cardboard tube, blunt skewer, or drinking straw. The stick puppet is easily constructed and manipulated and can provide the storyteller with a wide variety of characters for even the most heavily cast story. The puppet can achieve such movements as short hops, long glides and graceful dancing”. It means that stick puppet is puppet made of paper which is cut, drawn, colored and then fastened to wooden stick, give the storyteller variety of characters.

Meanwhile, the researcher combines stick puppet with role play. According to Brown (2001:183), role play minimally involves giving a role to one or more members of a group and assigning an objective or purpose that participants must accomplish. Brown suggested that role play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective.

Combining stick puppet and role play can increase the speaking skill of the students in terms of fluency, grammatical accuracy, pronunciation and vocabulary. It is supported by previous research of Hasanah research in 2013. The result of the Hasanah research in 2013 entitled The Implementation of Stick Puppet Role Play to Enhance the Eight-Grade Students’ Speaking Skill showed that the implementation of stick puppet role play can raise the students speaking skill in terms of fluency, grammatical accuracy, pronunciation and vocabularies. It is proven that in pre-test the students scores’ below minimum passing criterion which should be at least 70 and in the post test by using stick puppet role play, the students’ average score was 88. (Hasanah (in Cahyono and Megawati 2013: 352)).

Based on the explanation above, the researcher is interested in conducting the research entitled Teaching Speaking By combining of Stick Puppet and Role Play for the Eighth Grade Students of MTsN Kedungjati.

METHOD

This research uses descriptive qualitative research. The participants of the research are the English teacher and students of VIIIB of MTsN Kedungjati. The techniques used to collect the data are observation, interview and documentation. While the technique of data analysis are data condensation, data display and conclusion and verification.

RESULT

In this research, the researcher uses descriptive qualitative research to describe the implementation of teaching speaking by combining of stick puppet and role play for the eighth grade students (VIII B) in MTsN Kedungjati, the problems in teaching speaking by combining of stick puppet and role play for the eighth grade students (VIII B) in MTsN Kedungjati and the solutions of the problems in teaching speaking by combining of stick puppet and role play for the eighth grade students (VIII B) in MTsN Kedungjati.

The researcher gets research finding from the implementation of teaching speaking by combining of stick puppet and role play for the eighth grade students of MTsN Kedungjaati. The researcher got the data from observation. It consists of three steps, they were pre-activities, whilst-activities and post-activities. In the pre-activities, firstly, the teacher greets the students and asks the students condition. Then, the teacher asks the students who are absent in the class. Then, the teacher gives apperception by motivating then teacher asked some question related to the material to stimulate the students and the students answered those question.

In the whilst-activities, the teacher explains about invitation material. Then, the teacher introduces and explains the stick puppet media and role play technique that will be used in teaching and learning process. The teacher gives script to the students about the dialog of invitation. Then, the teacher asks the students to make groups. One group consist of 4 students. The teacher gives the example of how to apply stick puppet and how to pronounce the conversation. After that, the teacher gives time to the students to memorize and practice the conversation of the invitation dialog in script for improving fluency and pronunciation. Then, the teacher asks the each group to perform the role play using stick puppet in front of the class.

After that, the teacher gives evaluation for the student's mistake about the pronunciation, then the teacher gives reviewe and conclusion the material. Then, the teacher gives the opportunity to the students to asks about the material. In the last, the teacher closes the meeting by said good bye. There are three problems of teaching speaking by combining of stick puppet and role play are given in the following: The class becomes crowded because they are focus in their group. They do not attention with performance of other groups. The students are difficult to pronounce the words, because they are lack of vocabulary. Some of the students do not master the script. There are three solutions of the problems in teaching speaking by combining of stick puppet and role play are given in the following: The teacher

asks the students to keep silent if the students crowded and asks the students to pay attention when the other groups show their performance. The teacher gives the evaluations and straightens of their false in pronunciation after they did show the performance. The students are given enough time to memorize the script of dialog because they lack in vocabulary and the students must bring the dictionary to translate the script that makes the students know the meaning of the script and easy to memorize.

DISCUSSION

The first activity was pre-activities. In this step, the activity is presented as follows: The teacher opens the lesson by greeting and asking the students condition. The teacher checks the student's attendance of VIIIB. Then, the teacher do the apperception that started by giving motivation to the students, so that the students pay attention in teaching learning process. Next, the teacher gives the students some questions. Then the teacher informs to the students about the material. Some activities in pre-activities above, it is supported with theory from Hughes G and Moate J (2007:2) states that the beginning of the lesson is a natural and motivating opportunity to help the students to get used to listening to English. In beginning the lessons there are some activities: Entering the classroom. In this activity there are some expressions that can be used by the teacher such as: let's go in, take off your coat, come in and sit down, and hurry up now. Every day greeting. In greeting there is activity between the teacher and the students asking about the condition, such as: good morning everybody, how you today all, that's good, are and I hope you all had a nice weekend. Meeting a new class. In this activity there are some expressions that can be used by the teacher such as: let me introduce myself, my name is Mrs. Hanson, our lessons are Monday mornings and Wednesday afternoon, and it's nice to meet you all. Taking the register. In this activity talking about absences. There are some expressions that can be used by the teacher such as: Let's see if everyone's here, who's absent, where's Mari this morning, who wasn't here last time, and what was the matter. Dealing with lateness. In this activity tells about the dealing of the teacher to give apologize the students who are lateness, such as: you're lateness, that's all right, and but try not to be late next time. Getting down to work. In this activity the teacher gives instruction to start the teaching and learning process. The teacher usually says: all right it's time to start our English lesson, ok everybody I'm waiting to start, and put your things away and close your desk please. Based on activities above, it can be concluded that there are some activities which is same between this research and theory based on Hughes G and Moate J (2007:2), they are described as follows: first is greeting, taking the register/check the

presence of the students, meeting the new class/give information about the material that will be learned. The differences of pre activities in this research with the theory above are: in this research there is no activity dealing with the lateness because there are no students who come late but based on theory above teacher apologizes the students who are late.

The second step is whilst activity. The steps of teaching speaking by combining of stick puppet and role play are described as follows: The teacher explains the material about invitation. Then the teacher explains or introduces the media used by the students. The teacher gives the script of the dialog about invitation to the students, the teacher asks the students to make group. One group consist of 4 students. The teacher gives the example about how to pronounce the dialog of the conversation. After that, the teacher gives time to the students to memorize and practice the dialog for improving fluency and pronunciation. The last, the teacher asks each group to perform the role play using stick puppet in front of the class. Some activities in whilst-activities above are supported with theory based on Hasanah, (in Cahyono and Megawati: 2013:344-345) . The steps are as follows: First the teacher modeled how to identify the expression of inviting, accepting or refusing invitation, complimenting, and congratulating to someone by using videos and three sample of conversations. Second the students work in pair or a group of three and make their own dialogue to be performed in stick puppet role play. Then the students create their own stick puppet based on the characters of their dialogs that they had made previously in drafting session. Next the students are given time to practice the dialog for improving fluency and pronunciation. The last Performing in which the students performed the role play using stick puppets. Based on activities above it can be concluded that there are some activities which are same between this research and theory based on Hasanah, (in Cahyono and Megawati 2013:344-345). They are described as follows: first is the teacher explains the material about invitation, the students worked in pair or a group and the students are given time to practice the dialog for improving fluency and pronunciation. The last is performing in which the students performs the role play using stick puppets. The differences in whilst-activities in this research with the theory above are : in this research, the media and script provided by teacher but in theory the teacher asks the students to make the dialog and the stick puppet media in group and in this research one group consist of four students but in theory consist of three students.

Post activity is the last activity in teaching and learning process. The activities are described as follows: The teacher gives the evaluation for the student's mistakes about their pronunciation. The teacher review and gives conclusion the material. Then the teacher gives

opportunity to the students to ask about the invitation material. In the last, the teacher closed the meeting. The of activities in post-activities above, it is supported with theory based on Pranawati and Kumalarini (2013). The steps are as follows: The teacher judges student's performance. She showed the students' mistakes about their pronunciation and gave the comment about the media which is used by the students. Before ended the lesson, the teacher gave the conclusion about the puppet and narrative text to remember the students about the lesson which is studied by them.

Based on activities above, it can be concluded that there are some activities which are same between this research and theory based on Pranawati and Kumalarini (2013). They are described as follows: the teacher gives the evaluation for the students' mistakes about their pronunciation. The teacher reviews and gives conclusion the material. The differences in post activities of this research with the theory above are : in this research the researcher gives the students' opportunity to ask the material before the teacher closes the meeting. In theory above, there are the students who do not give the opportunity to ask the material before the teacher closes the meeting.

In this research, the researcher gets the problems of the implementation in teaching speaking by combining of stick puppet and role play in the eighth grade students of MTsN Kedungjati. The data have been collected based on observation and interview. The problems of MTsN Kedungjati are as follows: The class becomes crowded because they only focus in their group. They do not pay attention with performance of other groups. The students are difficult to pronounce the words, because they are lack of vocabulary. Some of the students do not master the script. The problems above are supported with theory from Livingstone (1983:30) are as follows: Role play needs extra rooms. Similarly the noise level produced by a class of forty, divided into eighth role play groups in a small classroom, may be so high as to make concentration impossible. Role play needs a lot of time. If the time taken for preparation and follow up work is included then role play will take up lot of classroom time.

Based on activities above it can be concluded that there are some activities which are same between this research and theory from Livingstone (1983:30) describes as follows: role play need enough of time. The differences in pre activities in this research with the theory above is: in this research there is the role play do not need extra room. Because the role play here combined with stick puppet media. So the students practice the role play in stick puppet small stage and this class consist of 25 students. So only twelve group in class because one group consist of 4 students but based on theory above role play need extra room and the class consist of 40 students one group consist of 8 students.

In this research, the researcher gets the solutions of problems in MTsN Kedungjati in the eighth grade students of MTsN Kedungjati. The data have been collected based on observation and interview. The solutions of problems of MTsN Kedungjati are as follows: The teacher asks the students to keep silent if the students crowded and asks the students to pay attention when the other groups show their performance. The teacher gives the evaluations and straightens of pronunciation after they show the performance. The students are given enough time to memorize the script of dialog because they lack in vocabulary and the students must bring the dictionary to translate the script that makes the students know the meaning of the script and easy to memorize.

CONCLUSION

Based on the discussion, the researcher gives some conclusions of the implementation of teaching speaking by combining of stick puppet and role play for the eighth grade students of MTsN Kedungjati in the schooling year of 2016/2017 as follows:

The learning activities of the implementation of teaching speaking by combining of stick puppet and role play are : Pre activities, Whilst activities, Post activities. Pre activities consist of greeting, checking the students attendance, giving motivation and giving question related the material. In Whilst activities, the teacher explains the material, introduces the media and technique, gives the script, asks the student to make group, and the students shows the performance of role play using stick puppet . In the Post activities the teacher gives evaluation to straighten the pronunciation and concludes the invitation material and gives the opportunity the students to ask the material before the the teacher closes the meeting.

The problems of the implementation of teaching speaking by combining of stick puppet and role play are: The class becomes crowded because they only focus on their group. They do not pay attention with performance of other groups. The students are difficult to pronounce the words, because they are lack of vocabulary. Some of the students do not master the script.

The solutions of the problems in teaching speaking by combining of stick puppet and role play :The teacher asks the students to keep silent if the students are crowded and asks the students to pay attention when the other groups show their performance. The teacher gives the evaluations and straightens of their pronunciation after they show the performance. The students are given enough time to memorize the script of dialog because they are lack of vocabulary and the students must bring the dictionary to translate the script that makes the students know the meaning of the script and easy to memorize.

The suggestion to the further researchers, particularly those who are interested in conducting research in the same problem are suggested to follow up this research especially concerning with teaching speaking through the stick puppet media and role play technique.

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