IMPROVING STUDENTS' SPEAKING ABILITY BY USING PUPPET SHOW

AT GRADE X SMA YLPI PEKANBARU

A THESIS

Intended To Fulfill One of Requirements for the Awards of Sarjana Degree in English

Language and Education

By

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1

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2
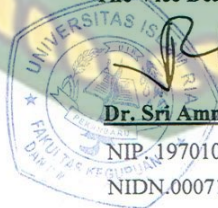
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3

THESIS GUIDANCE AGENDA

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No	Date	Guidance Agenda	Signature
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2	November 15th 2018	Revised Chapter II	
3	December 12th 2018	Revised Chapter III	
4	January 31st 2019	ACC for Seminar	
5	February 18th 2019	Joint to Seminar	
6	March 16th 2019	Take and process the Data	
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4

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6

ABSTRACT

Yulia Ismarita, 2019. *"Improving Students' Speaking Ability by Using Puppet Show at Grade X SMA YLPI PEKANBARU".*

Keywords: Speaking Ability, Puppet Show, Classroom action Research

Puppet is a doll, small figures of an animal moved by hands, used in plays or shows. In this research, puppet is used as a media to teach speaking. The aim of this research is to find out the effectiveness of Puppet show in improving students' speaking ability in recount text.

This research was a Classroom Action Research. It had been done in two cycles, consisted of process; plan, action, observation, and reflection. In collecting the data, the researcher used four kinds of instrument. There were tests, observation sheet, interview, and field note. The participant of this research was the grade X SMA YLPI PEKANBARU in academic year 2018/2019. The number of students was 25, in class X IPA 1. The research had been implemented from March, 18th until April, 11th 2019.

The result of this research showed that the students' speaking ability by using puppet show improved. It can be seen from the result of students' speaking ability. The average base score of students was 57.44 (poor), and in cycle I was 66.16 (fair), in cycle II was 73.94 (good). The factors which improve students' speaking ability in recount text were the students' motivation in speaking, the useful of puppet media itself were make students interested to study, and the situation of students' activities were conducive. Finally, the students were more active and motivated in teaching and learning process.

TABLE OF CONTENTS

CHAPTER I   INTRODUCTION

CHAPTER II   THEORETICAL FRAMEWORK

CHAPTER III RESEARCH METHOD

LIST OF TABLE

LIST OF FIGURE

LIST OF DIAGRAM

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is an international language and it is used in many countries in the world. The position and function of English used in one country differs from other countries. English is used as a foreign language in Indonesia. People learn language in orders to use in their life communication. English is very important because English as international language and which are used for among people in the word especially as a means of communication.

In Indonesia, English has been learned since in Elementary Schools. According to the current curriculum, 2013 curriculum, in Senior High School' aim is to develop the students' communicative competence, both in oral and written forms. Therefore, the emphasis of the English teaching and learning is to develop the four language skills, there are: listening, speaking, reading, and writing skills. Then, the subject is directed to develop the English language skills so that the students are able to communicate in English.

In line with School-based Curriculum, it is expected that the Senior High School students to be able to speak and communicate in English. Therefore, speaking skills are important for students to be mastered. The objective that needs to be achieved by the students is the ability to express and to respond to a simple

16

instruction and information in the context of class with the use of language functions such as giving instructions, asking and giving things, asking and giving services, introducing themselves, inviting, agreeing or disagreeing, complimenting, and congratulating. It is expected that the students can use the language functions in real communication in their daily life.

Based on the observation, the researcher found some problems dealing with the teaching and learning processes. The students had low motivation in learning English, especially in speaking activities. The researcher also found that the students were still not familiar to the English sounds and pronunciation. It can be seen when the students repeated the teacher or answered the teachers' questions. The researcher also found the problem in the teacher's way of teaching. The teacher only used whiteboard for teaching English and the activities were less varied that made the students bored in the classroom. Related to this case, based on an informal discussion, the teacher believed that such classroom does not satisfy the requirements of a successful teaching and learning process. The teacher then found a reference which was related to a successful teaching and learning process. She agreed that most students seemed to be less motivated in the class. The teacher also confirmed that there are some students, which are very difficult to speak to and always refuse to join the activities. She has some difficulties in persuading all of the students to speak. Based on the discussion with collaborator of research, the effort to improve students' speaking ability as well as the teachers' ability needs to be enhanced to motivate the students.

There are many kinds of media that can be used in teaching speaking. One of them is puppets show. Puppets can be used for practicing grammar rules in a more light-hearted way, reviewing the materials with humor and explaining the materials in a fun way. There are many kinds of puppets that can be used in the classroom such as hand puppets and finger puppets. Those kinds of puppets are very easy to get or make. People can buy them in a store or make them themselves. By using puppet show, the students are expected to be more interested in having speaking class. They are also expected to have more opportunities to practice speaking, which in turn was make them attend the speaking class.

Based on the problems above, the researcher is interested in carrying out the research in order to overcome the students' difficulties in speaking entitled "**Improving Students' Speaking Ability by Using Puppet Show at Grade X SMA YLPI Pekanbaru".** The differences in this research with other research are the object of research, media and research result. And this research said successful if 75% of the students get grades above KKM. KKM in SMA YLPI Pekanbarus is 72. That means 75% of the total students must get a score above 72.

1.2 Setting of the problem

Based on the background, the researcher resumes that there are some problems can be found in teaching and learning speaking. It can be seen from:

First, teacher always used old method in delivering material in the classroom. It makes students feel bored and not interested to learn English specially in learning

speaking. Besides, teachers also have lack of media and always monotone in taking the time to explain material without giving a chance to students to practice their speaking. In other case, teachers give some chances for students to express or speak up their idea in front of class. It can be seen after teacher delivering material. Teachers' gives test to students and student will submit to the teacher.

Second, students are not confidence to express their idea in front the class. It caused by students have lack of vocabularies to speak up. Another reason is students' afraid making mistakes in speaking English. Besides, students get difficulties to translate from Indonesian to English. It can be seen from the way students arrange words into good sentences.

Third, when the world demands English language skills, the 2013 curriculum does not include English subjects in compulsory subjects at elementary levels. The absence of the necessity of learning English in elementary school is certainly a weakness. Without teaching alphabet at the elementary level, students are then asked to arrange sentences level. Inequality and confusion occur. So, that patterned, formed a negative perception that said English lesson were not fun.

1.3 Limitation of the Problem

Based on setting of the problem the researcher focused on using media to solve the problem since it becomes main problem in teaching learning process. In this case, the researcher uses puppet show to improve students speaking ability at SMA YLPI Pekanbaru.

And also this research focused on speaking ability with five components; they are grammar, pronunciation, vocabulary, comprehension and fluency.

1.4 Formulation of the Problem

The researcher formulates the research question based on previous chapter as follows:

1. To what extend puppet show can improve students speaking ability at the first grade of SMA YLPI PEKANBARU?

2. What factors puppet show can improve of students speaking ability at the first grade of SMA YLPI PEKANBARU?

1.5 Objectives of the Study

This research is to find out the formulation of the problem above. It can be seen below:

1. To know improving students speaking ability by using puppet show at the first grade of SMA YLPI PEKANBARU.

2. To know some factors that can influence on improving students speaking ability by using puppet show at the first grade of SMA YLPI PEKANBARU.

1.6 Need of the Research

This study is expected to contribute:

1. For Teachers may have more experience in dealing with problems related to the teaching and learning processes and also finding the solution to improve the

teaching ability. This can also be one of the references and inputs for the teaching and learning processes.

2. For students, by using puppet show they can express their ideas as media to make them enjoy and motivate learning English and practice speaking in front of the class.

3. For researcher, to know that by using puppet show can improve students speaking ability and to complete the requirements for a graduate degree.

1.7 Definition of Key Terms

In order to avoid misunderstanding in this research, there are several terms that the researcher feels necessary to explain them. The term is as follow:

1. **Improving** is act of enhancing or making better in terms of quality, value or usefulness. This can be making ideas, objects or process more desirable by adding or removing components. . (www.businessdictionary.com/17-10-2018/22:19).

2. **Speaking** is the active use language to express meaning so that other people can make sense of them. In speaking someone is required to be able to use the spoken language well. (Cameron, 2001:40).

3. **Puppet show** is a doll, small figures of an animal moved by wires or strings, used in plays or shows called puppet show. (Hornby, 1974:674).

In this research, puppet is a media that the researchers used to teach speaking with the purposes to improve students speaking ability.

CHAPTER II

THEORICAL FRAMEWORK

This section will explain theoretically the topics that strengthen this research that can become a basic of the research. The following topics includes general concept of speaking like component of speaking, how to teach speaking, puppet show and how to use puppet show to teach speaking.

2.1 The Nature of Speaking

Many definitions about speaking have been proposed by language theorists. Jeremy Harmer (2003;201) defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation.

Another definition comes from (Torky, 2014), define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified.

Moreover, Cameron (2001:41) states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life. Additionally, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.

Besides, it needs a lot of practice to be able to speak fluently in a foreign language. According to Pinter (2006:55), speaking starts with practicing and drilling set phrases and repeating models. So, fluent speakers have to learn not only language but also what the appropriate things are to say in certain situation. It is difficult and lengthy process to master all sub skills.

Meanwhile, Cameron (2001:40) stated that speaking is the active use of language to express meaning so that other people can make sense of them. It means that speaking consists of producing systematic verbal utterances to convey meaning which make other people know what we are talking about clearly. Therefore, it is often spontaneous, open-ended, and evolving, but it is not completely unpredictable.

In addition, Branca (1964:492) said that ability is a present state of being able to make certain responses to do that thing right now. Ability is a present power to do something. Furthermore, Woodworth and Marpus (1957) argue that ability has also three distinct meanings; they are achievement (actual ability and can be measured

23

directly by the use of the test, capacity (potential ability and can be inferred directly from the unequal achievement of individuals who have equally intensive training and experience), and aptitude (the predictable and can be measured by specially device test).

Then, as mentioned by Tarigan (1981:15) said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about.

Therefore, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners. It is expected to be understood by other people who use a foreign language; everyone needs to pay attention to precise details of language. He needs to find the most appropriate word and also the correct grammar to convey meaning precisely and accurately.

2.2 Component of Speaking

In this study, the term "speaking" will be used to refer a ability related to language teaching and learning bygate and Liao (2009), there are some elements of speaking ability.

1. Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

2. Grammar

According to Brown (2001), "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence". In relation to contexts, a speaker should consider the following things:

a) Who the speaker is

b) Who the audience is

c) Where the communication takes place

d) What communication takes place before and after a sentence in question

e) Implied versus Literal Meaning

f) Styles and Registers

g) The alternative forms among which a produce can choose.

Students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, prepositions, or difficult tenses.

3. Vocabulary

Thornbury (2005) suggests three usual things used by speakers in what they are being said:

a) When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.

b) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

c) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

Students have a range of vocabulary that corresponds to the syllabus year list and uses words you have taught.

4. Pronunciation

According to Thornbury (2005) pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Moreover, Harmer (2001) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

5. Fluency

Fluency is also used as a criterion to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying.

As stated by Nunan (2015), Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations. Besides, Lade (1961, p. 240) points out that speaking ability is described as the ability to report acts or

situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

Meanwhile, Welty (1976: 47) states that speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication. Speaking must fulfill these following criteria, they are:

1. Pronunciation

According to Professional Development Service for Teachers (2007:7) pronunciation refers to the way words are said. It means that Pronunciation refers to the ability to produce easily comprehensible articulation. There are 3 basic of the main range of the teaching technique which can be involved to assist pupils in learning pronunciation. The first is exhortation. Exhortation is the instruction to imitate and mimic, to make such a sound, without further explanation. The second is speech training. It is the construction of special games and exercises which entail the use of word or sentence so as to practice particular sounds, sequences of sounds, stress-patterns, rhythm, and intonation. The third is practical phonetics which including description of the organ of speech, description of the articulation of sounds, description of stress, rhythm, and intonation.

2. Grammar

Pernanda (2009 : 9) states that grammar is the rule by which put together meaningful an part of a language to communicate messages that are comprehensible. It means that grammar is study of how words and their component parts combine to

form sentences, structural relationship in language or in a language, sometimes including pronunciation, meaning, and linguistic history.

3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Vocabulary refers to the selection of words that suitable with content (Harris 1974: 68-69). Vocabulary is divided in to two parts close class and open class. Close class consist of preposition, pronoun, conjunction.

4. Fluency

Hormailis (2003 : 17) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation. Fluency is the smoothness of flow with which sounds, syllables, words, and phrases are joined together when speaking. It can be seen that fluency as the maximal affective operation of the language system so far acquired by the students. It refers to the one who express a language quickly and easily without any difficulty.

5. Comprehension

According to Pernanda (2009 : 10) understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred. It means that comprehension is the study how well students understand a language, or that helps them to improve their understanding of it, in which they read a piece of writing or listen to someone speaking, and then answer question. Besides,

comprehension is the ability to understand completely and be familiar with a situation, facts, etc. It refers to the ability of understanding the speakers" intension and general meaning.

In conclusion, the researcher uses components speaking according to Welty (1976: 47) because in this research will uses five component of speaking to asses students speaking ability. These five aspects are as follow: pronunciation, grammar, fluency, vocabulary and comprehension.

2.3 Teaching Speaking

According Nunan (2005:48), teaching speaking sometimes considered a simple process. Although speaking is totally natural, speaking in language in other than our own is anything but simple, it means even though speaking is natural, the teacher are suggested to simplify the way they teach speaking, because it is not our native language.

Taught speaking by having students repeat sentences and recite memorized textbooks dialogues was done by people for many years and also teaching speaking involved providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary.

In addition, Ur (1996) there are three criteria of successful teaching speaking, are:

29

1. Learner talks a lot. As much as possible of period of time allotted the activity is in fat occupied by the learner talk

2. Participation is even. Classroom discussion is not dominated by minority of talkative participants; all get chance to speak; and contributions are fairly evenly distributed

3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieve the task objectives

In conclusion, the teacher is called successful in teaching speaking if her learners talk a lot, active and eager to speak in the classroom. In short, the English teacher should be able to create a classroom environment where the students have real communication, authentic and meaningful task to promote oral language.

2.3.1 Teaching Speaking at Senior High School

The subject of this research is the tenth grade students at SMA YLPI Pekanbaru. Knowing the students' characteristics is the first step that will help the teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning specifically in learning speaking.

As stated by Spratt (2005:98) argue the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not

so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

2.4 The Purpose of Teaching Speaking

Chastain (1975:77) says that, in general the aim of speaking is to make student able to communicate with others since speaking is major objective in language classes. Learners are expected to be able the language they learn. In order to achieve the purpose some activities can be done by the students such as:

1. Starting the students' ideas about something.

2. Asking and answering question based on information given.

3. Talking about something will be done.

These purpose indicate that teaching English in Indonesia to make learners be able to use English for any topic and expression.

2.4.1 The Purpose of Speaking at Senior High School

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is how develop communicative competence in spoken and written English through the genre text. That is why the school graduates are expected to reach

the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

Also based on syllabus, the purpose of the English subject is to distinguish social function, text structure, and linguistic elements of several oral and written by giving and requesting information. Also capturing contextually meaning related to social functions, text structure, and language elements related to oral and written recount text historical events and compile short and simple recount text written on historical events by paying attention to social functions, text structures and linguistic elements correctly and in context.

Base Competence and core Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the tenth grade students of the second semester at SMA YLPI Pekanbaru. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life.

2.5 Type of Speaking Performance in Classroom

According to Brown (2004:99) there are 5 basic types of classroom speaking performance, they are:

a. Imitative

In this type of speaking assessment, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on

some particular element of language form. The example of imitative speaking test is word repetition task.

b. Intensive

Intensive speaking goes one step beyond imitative includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Example of intensive assessment task include: dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

c. Responsive

Responsive assessment task include interaction and test comprehension but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.

d. Interactive

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and/or participants. The interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. For instance: interviews, role plays, games, discussions.

e. Extensive (Monologues)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and" formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

In conclusion, this research uses intensive type of speaking. Because this research will includes any speaking performance that is designed to practice some phonological or grammatical aspect of language that is dialogue by using puppet show as a media.

2.6 Puppet Show

According Bill Baird (2010:112) a puppet is an inanimate figure that is made to move by human effort before an audience. All puppets come to life as characters. They can portray different personalities and various traits and they cross all cultures. Puppets can share joy or sadness; they can be naughty or good, cheeky or shy.

Equally important, S. Peck (2005:76) writes that "now more than ever, puppetry has a role in building student motivation, providing opportunities to develop a love of language and literature, and so much more. Teachers should be excited by the possibility and the power of puppets". Puppets introduce a new perspective for

34

learning about new subject matter. Students are not only passive listeners but active co-creators of the learning process.

From the explanation above, the researcher explain about puppet. In this research, the researcher chooses hand puppet as a media to teach speaking because hand puppet is more attractive and easy to use than others puppet. But also, like other puppet, hand puppet can comfort the student and can motivate student when they want to speak or express their idea. By using this media (hand puppet), the researcher believe that student can enjoy speak in front the class.

2.6.1 Puppet Show at Senior High School

Being foreign language learner, many students spend more time to be good speakers, especially in conversation as one speaking class activity. Students with a good knowledge can be classified as accurate and efficient speakers, to get the maximum information or topic to speak, but it is different with students with medium knowledge because they cannot develop their conversation.

Actually, active students are better than passive students in conversation class. Therefore, it is clear that when we are active in conversation it will be more effective if we practice it every time because we can share our ideas to make our conversation more developed and be a good speaker.

Thus, to anticipate those kinds of problems, the researcher gives an alternative teaching media. Using puppets as teaching media, students are involved in conversation, sharing their ideas, and providing them with knowledge. The use of

35

media such as puppet will be very useful in achieving the purpose of learning process. Every student grows up differently. Some students are actively talking without being embarrassed. While, some others are shy to talk or express their mind to other people. Shy students usually get difficulty in learning language so that they need something to stimulate them to talk. Puppets can be friends for them to talk. By practicing conversation with puppets, student will have more courage to talk.

As a result, students in senior high school needs media to help them to more active and confident when speak up. The researcher hopes that puppet as media can be uses effectively in senior high school level.

2.6.2 Advantages of Teaching Speaking by Using Puppet Show

The use of puppets provides an opportunity for student to express their thought. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others, where there is give and take and sharing of ideas. The use of puppets can motivate student interest in the reading selection or topic.

According to Alam (2002), "using puppet has special benefit to shy and nervous children and also gives the feeling of involvement and participation to the entire class." For many students the group work the use of a puppet can provide help with public speaking, especially for the shy or apprehensive student. The use of puppets is beneficial to the student who prefers to learn kinesthetically. Puppet activities keep students actively engaged with hands-on activities.

2.6.3 Teaching Speaking by Using Puppet Show

According to Nur Raudha Siregar, Ernati , Lisa Tavriyanti (2012:), there are some steps in using puppet show in teaching speaking, they are:

1. Preparation

Before the teacher begins to teach speaking, the teacher must prepare everything that is important in teaching learning process. Teacher should consider the students' characteristic in choosing teaching material, time arrangement and media. Then, the teacher can choose kinds of media. One of them is puppet that will be used in teaching activities. The teacher can also ask the learner prepare themselves in the former meeting. The teacher can ask the student directly as the way to measure their capability in speaking English.

2. Presentation

Pre-teaching Activity

Pre-teaching activity is the activity done at the beginning of teaching and learning process it is used to give the student background knowledge and build their confidence. Pre-teaching activities have several functions. They can give new information, increase the students' concentrations, and stimulate curiosity. Besides, they could make the students understand about what they are going to study.

Whilst-teaching Activity

a.   The teacher shows puppet to keep attention of students. In this condition, the teacher uses a hand puppet as media.

b. The teacher introduces the topic of the lesson using hand puppet.

c. The teacher use hand puppet to guide them to talk further about the topic.

d. The teacher asks the students to repeat what the teacher says.

e. The teacher invites one or two of the students to have a dialogue about personal information using hand puppet.

f. The teacher asks the students to discuss about asking personal information in pairs.

g. The teacher asks the students to practice in front of class by using hand puppet and make conversation about personal information with their own voice.

Post-teaching Activity

a. The teacher leads students to conclude the lesson.

b. The teacher tells what they will learn next week and closes the lesson.

2.7 Recount Text

In this research, the researcher chooses recount text as a material to teach speaking by using puppet show in SMA YLPI PEKANBARU. Based on syllabus, recount text is one of the materials that will be taught at the time of the research.

2.7.1 Definition of Recount Text

Recount is reconstruction of something happened. Many experts propose the concept of recount. The first, Derewianka (1990:14) defines that recount is the unfolding of a sequence of events over time and the purpose is to tell what happened. It sets the scene who, what, where and when (orientation) it recounts events as they

occurred(events) and has closing statements(re-orientation) it is use in past tense and showed as chronological order.

While, according to Sudarwati and Grace(2005:61) state that recount text is a text tell something that happened in the past. The purpose of a recount is to give the readers listeners what occurred in a series of event and where or when it happened. This idea is supported by Siswanto (2005:201) states that recount is text that tells someone past experience in chronological order and use simple past tense. Moreover, Prayitno(2005:9) explains that recount text purpose are to tell readers what happened in the past through a sequence of events.

In summary, recount text is text tells about something/event happened in the past or past experience of people.

2.7.2 Generic Structure of Recount Text

Generic structure of recount text:

1. Orientation: Introducing the participants, place and time.

2. Events: Describing series of event that happened in the past.

3. Reorientation: It is optional. Stating personal comment of the writer to the story.

2.7.3 Language Features of Recount Text

Language Feature of Recount Text:

1. Introducing personal participant; I, my group, etc.

2. Using chronological connection; then, fir, etc.

3. Using linking verb; was, were, saw, heard, etc.

4. Using action verb; look, go, change, etc.

5. Using simple past tense

2.7.4 Example of Recount Text

Our trip to the Blue Mountain

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| Orientation → | On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court |

| Events → | On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.
On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. |

| Re-orientation → | In the afternoon we went home. |

2.8 Past Study

The first research was conducted by Robab Ahmadi and Zohre (2017) entitled "The Effect of Storytelling through Puppets on Speaking Fluency and Motivation of pre Intermediate Iranian English as Foreign language learners by (Islamic Azad

University, Karaj, Iran). This study investigates the effect of storytelling through puppets on 60 Iranian pre -intermediate EFL learners' Motivation and speaking fluency. The results of this study show that storytelling through puppets have not only affected learners' speaking fluency but also motivation.

The second research was conducted by Ronit Remer and David Tzuriel (2015) entitled - Use of Puppet as a Mediating Tool in Kindergarten Education – an Evaluation by (University Ramat-Gan, Israel). The aims of this research were to evaluate, from mediators' perspectives, the use of puppets as a mediation tool for kindergarten children. The result of this research showed that they succeeded in creating a close personal connection with the children. These findings have an applicable contribution in presenting the effectiveness of the puppet as a mediation tool for use in kindergarten and with special needs children.

The third study was also Classroom Action Research which is done by **Zubdatul husna,** (2016) Entitled *"improving student's speaking ability by using finger puppet at first grade of MA PSM Mirigambar Sumbergempol Tulungagung"*. By using finger puppets media was found to improve student learning outcomes in first grade. After doing the cycle 1 their score were increased but still few of students who pass the KKM. It shows by the result of observation sheet with the percentage of 57.5% and the result of test by the mean score was 67.24. And the last, in the cycle 2 most of students can pass the KKM. It shows by the result of observation sheet score of 82.5% and the result of the test by the mean score was 75.12. Based on those result,

there were 12 students from 25 passed the KKM in cycle 1 and after that there were

any increments in cycle 2 which there were 20 students from 25 students passed the

KKM.

From some previous research explain before, it can be concluded that the use of

finger puppet as the media of teaching speaking can improve students ability

especially in speaking ability. What make this research different from previous

research is from participants of the research, and the result of the research.

2.9 Conceptual Framework

Based on the observation and interview, the students still found some problems

in the class. One of the problems is the low mastery of speaking ability, whereas

speaking is one of the ability that should be mastered by the students. For developing

the students' speaking abillity, the teacher needs to provide fun activities in order to

stimulate and encourage them to speak in the class.

Using puppets is suitable to be conducted in speaking class to improve the

students' speaking ability. First, it is necessarily to know how to teach English in

School which is different from teaching in Junior or Senior High School.

Furthermore, in conducting the teaching and learning in the classroom teachers need

to avoid explaining grammar explicitly and also stating the grammatical rules by

using abstract terms. However, the teacher also should create fun and interesting

activities in order to encourage the students to speak because the goal of the learning

itself is to be able to communicate in English.

Using media namely puppets believed to be able to improve the students' interest in learning and speaking ability. Using Puppets is one of media in learning to help students to interact with each other. Efforts to improve students' speaking ability can be made through action research. The research participants including the principal, the English teacher and the researcher need to do collaborative work to reach success of the research. There are five steps in conducting action research. The first step is identifying the problems in the English teaching and learning process at grade XI SMA YLPI Pekanbaru, the second step is planning the feasible actions to be carried out, the third step is implementing the planed actions, and the last one is evaluating the result of the implemented actions.

Figure 2.9 Conceptual Framework

Students' Problem	→	-Students are not interested to speak English. -Teachers are not able to use appropriate media including teaching speaking.
Problem Solving	→	The Use of Puppet media in Teaching Speaking.
Expected Result	→	Improvement Students' Speaking Ability by Using Puppet.
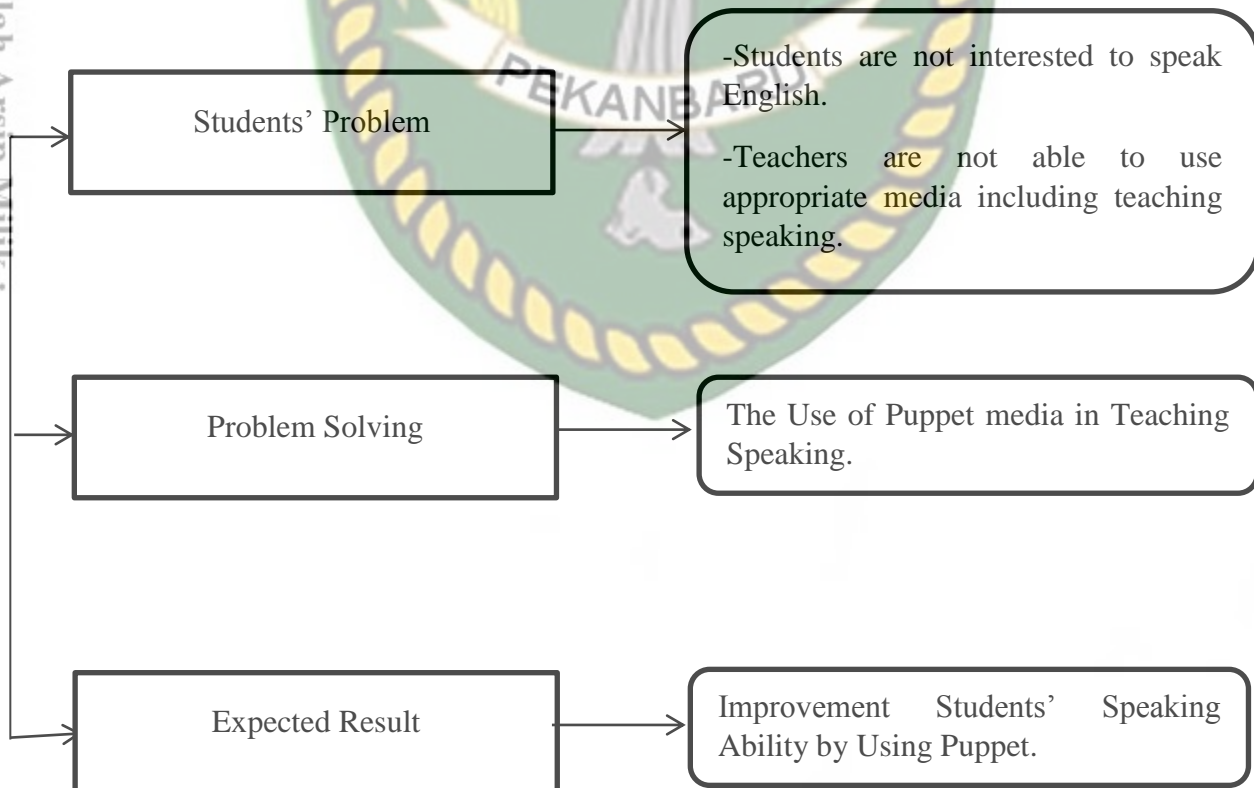
CHAPTER III

RESEARCH METHOD

This chapter is a discussion of the research process and procedures employed in this study. The research design describes scientific method of improving students speaking ability and the process of extracting the data to answer the problems being sought for this study.

3.1 Research Design

Research design is a scheme or plan of action for meeting the objectives of the study. This study is aim to know improving students speaking ability by using puppet show at the first grade of SMA YLPI PEKANBARU and to know some factors that can influence on improving students speaking ability by using puppet show at the first grade of SMA YLPI PEKANBARU. It employs a descriptive qualitative and quantitative.

In collecting the data the researcher have two cycles. At the end of every cycle have a test in order to get score. Then, in analyzing the data, the researcher was analyzing students score based on the result of the test. Each of cycle consists of four meetings. At the end of every cycle was having a test.

In this research, the researcher used action research method. Related to the action research method, there are some definitions of action research. This research is an action research. According to L.R Gay, Geoffrey E,Mills and Peter W.Airasian

(2012:508) action research in education is any systematic inquiry conducted by teachers, principals, school counselor, or others stockholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teacher teach, and students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive school environment (and on educational practice in general), and improving students outcomes and the lives of those involved. The purpose of action research is to provide teacher researchers with a method for solving everyday problem in schools so that they may improve both students learning and teacher effectiveness.

Action research is essentially a series of cycles of reflection,observing, planning and action. Kemmis and Mc Taggart (1988:280) developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflecting. The main reason for action research is for teacher to engage in the improvement of their own teaching. Action research leads the teacher to come to their own understanding about their own teaching. Most importantly, action research seek to change some of the beliefes teachers have about how students learn and to improve the quality of education.

From the explanation above, the researcher can concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, with involves a group of students to improve teaching and learning process or to enhance the understanding of the

students to the lesson. In this research, the researcher will use puppet show to improve students' speaking ability.

Here is the form of the action research in each cycle which is commonly known as action research spiral:

Figure 10. The diagram showed the action research in each cycle
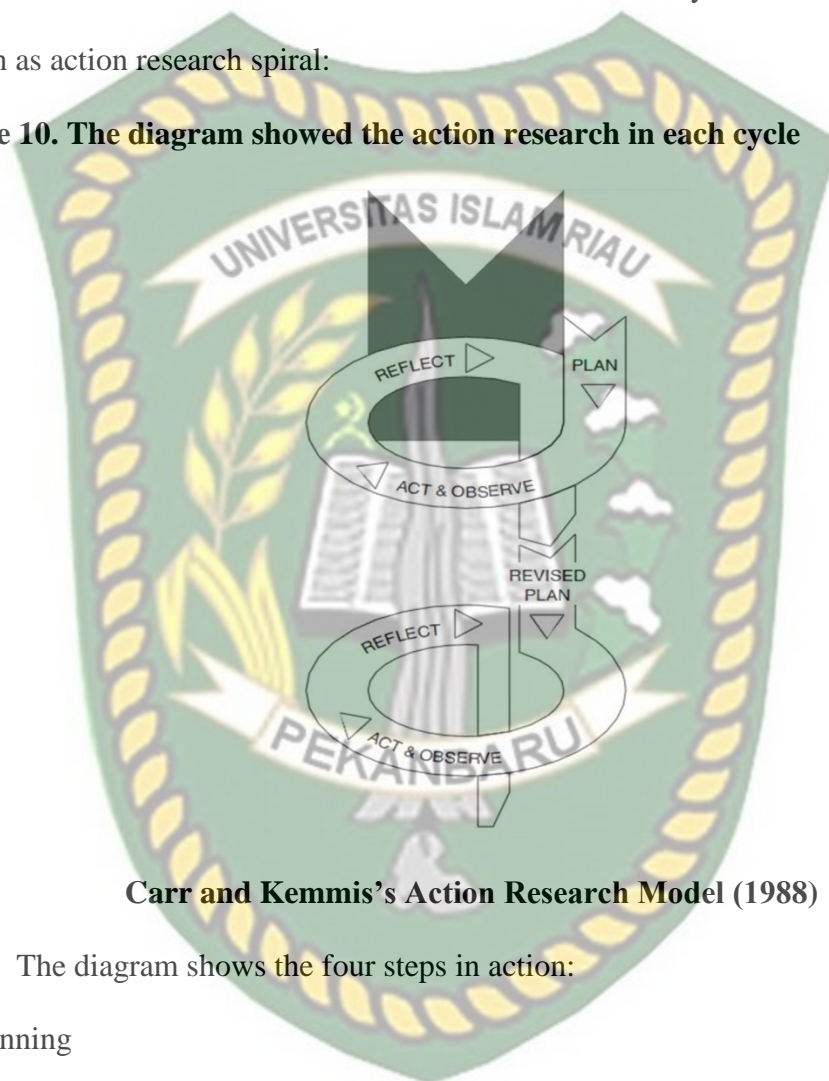
Carr and Kemmis's Action Research Model (1988)

The diagram shows the four steps in action:

a. Planning

Plan as the first step of research procedure is done to give solution for the identify problems. It is a plan to conduct treatments. In order to improve students' speaking ability, the researcher tended to used puppet show media. It is hope that by using puppet show as a media, students will be able to improve their speaking ability.

b. Acting

After planning the concept, the researcher carry out the treatment referring to the plan has been made. The researcher conducted a pre-cycle before applying the treatment.

c. Observing

Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. In this step, the researcher will identify and analyze the data collected during the treatment.

d. Reflecting

Reflection is the activity of evaluating critically the progress or changed of the students. In this step, the researcher could observe whether the action activity result any improvement. To support the study, the researcher used interview and test to gather the data.

3.2 Time and Location of the Research

This research was conducted on March to April 2019. This research is carrying out at SMA YLPI PEKANBARU. This school is located at Jalan Kaharuddin Nasution No.113, Marpoyan Damai,Pekanbaru.

3.3 Participant of the Research

The participants in this research were the first grade of SMA YLPI PEKANBARU in academic 2018/2019. They amount of participants were 25 students, consisting of 10 male students and 15 female students in class X.IPA.1

3.4 Instrument of the Research

In collecting data, the researcher were used four kinds of instruments. There were Observation, field note, interview and test (speaking).The instrument of the research is a tool or facility that is use by researcher for collecting the data in order to get better result it can be occur complete and systematic.

To make this research successful, the researcher used some instruments to collect data, they were follows:

1. Test

Test is sequence of questions or exercises or other apparatus to measure skill knowledge intelligence, ability or aptitude of individual or group. The test is used to collect the students' speaking that must be analyzed to identify students' achievement on recount text.

Based on the statements above, the researcher was conducting the achievement test in this research. This test was used to measure students' achievement. The test was conducted before the treatments, called pre-test. It used to find out the initial condition of students before treatment. There were kinds of test, namely speaking test. In this research, test are divided into three sessions, they are:

First is pretest, in the pretest the researcher gave pre-test as the first meeting to collect the data. It used to identify the students' achievements in recount text. Second is test, test is given during treatment as an exercise and practice for students. It used to measure the improvement of the treatment.

The last is post-test; post-test was conducted to measure the students' ability after treatments. Test will similar to pretest and the result was analyzed to see how to influence of puppet media for helping students speaking on recount text.

Students have to pay attention to the five aspects of speaking used in the assessment. These five aspects were as follow; vocabulary, grammar, fluency, comprehension and pronunciation.

Table 3.4.3

Indicators of speaking ability

No	Speaking Criteria	Max Score
1	Pronunciation	20
2	Fluency	20
3	Grammar	20
4	Vocabulary	20
5	Comprehension	20
Total Score		

2. Observation

In this research, the data was collected through the observation. The researcher asked the teacher of SMA YLPI PEKANBARU as the observer or collaborator to observe the teaching and learning process. The purposed of this

49

observation is to know how the teacher teaches the students and the used of puppet in teaching and learning process.

Observation used to identify teaching and learning activities especially speaking activities was direct by the teacher, and to reveal problem of speaking activity in classroom. It may be about the teacher's performance during Classroom Action Research and students' response concerning the used of puppet as a media.

a. Teacher's observation sheet

Teacher's observation sheet is a sheet aim to observe teachers activity during teaching learning process.

Table 3.4.1

Teachers' Observation Sheet

No	Observation points	Yes	No
1	Teacher devides students into group		
2	Teacher explains to the students about their material and what they are going to do		
3	Teacher gives an example of using puppet show to the students		
4	Teacher introduces and explains about recount text		
5	Teacher asks to the students to read an example of recount text		
6	Teacher asks to the student to speak about recount text by using puppet show		
7	Teacher asks students directly to explain about		

No	Observation Points	Yes	No
	purpose, generic structure and language feature of recount text.		

b. Students' observation sheet

The researcher observed the student's activities during teaching learning process.

No	Observation Points	Yes	No
1	Students are devided students into group by the teacher		
2	Students are explain about their material and what they are going to do by the teacher.		
3	Students are given an example of recount text by using puppet show by the teacher.		
4	Students are introduce and explain about recount text by the teaacher.		
6	Students are ask to speak about recount text by using puppet.		
7	Students are ask directly to explain about purpose, generic structure and language feature of recount text by the teacher.		

c. Field note

The function of field note is to cross check data. Field note consist of important data from the collaborator. Some aspects of teaching and learning was

record such as class situation, class mastery, interaction between teacher and students, interaction between student and students, all research activities, comment and suggestion from the collaborator.

Table 3.4.1 Field Note

Class :

Cycle/Meeting :

Notes

d. Interview

The researcher was doing an interview in the after finish students' activities consist of cycle 2 and aimed to get information the qualitative data.

Table 3.4.2 Interview Questions

Researchers Question	Students' Answer
What do you think about puppet media?	Random
How about your self-confidence in	Random

using puppet show?	
What are the advantages and disadvantages of using puppet as a media in learning recount text?	Random
How do you feel during using puppet show in learning recount text?	Random

3.5. Procedure of the Research

In the classroom action research, the researcher was conducted a pre cycle formerly and two cycles by using puppet show. There are 4 steps in action research, they were planning (plan to use puppet media), acting (implement of puppet media), observing (the researcher observes the teaching learning process and students' activity in classroom), and reflecting (teacher and researcher).

A. Cycle 1

Pretest was the first activity of the action research. The researcher begin to distribute the instruments, at that time the researcher explain a little about what recount text is and asked them to do pretest.

1. Planning

Before the researcher begins to teach speaking, the researcher prepares everything that is important in teaching learning process. The researcher should consider the students' characteristic in choosing teaching material, time arrangement

and media. Then, the researcher can choose kinds of media. One of them is puppet that will be used in teaching activities. The researcher can also ask the learner prepare themselves in the former meeting. The researcher can ask the student directly as the way to measure their capability in speaking English.

2. Acting

Presentation

Pre-teaching Activity

Pre-teaching activity is the activity done at the beginning of teaching and learning process it is use to give the student background knowledge and build their confidence. Pre-teaching activities have several functions. They can give new information, increase the students' concentrations, and stimulate curiosity. Besides, they could make the students understand about what they are going to study.

Whilst-teaching Activity

h. The researcher showed puppet to keep attention of students. In this condition, the researcher used a hand puppet as media.

i. The researcher introduced the topic of the lesson using hand puppet.

j. The researcher used hand puppet to guide them to talk further about the topic.

k. The researcher asked the students to repeat what the teacher says.

l. The researcher invited one or two of the students to have a dialogue about recount text using hand puppet.

m. The researcher asked the students to discuss about recount text.

n. The researcher asked the students to practice in front of class by using hand puppet and make conversation about recount text with their own voice.

Post-teaching Activity

c. The researcher led students to conclude the lesson.

d. The researcher tells what they will learn next week and closes the lesson.

3. Observing

Observing is the activity of collecting data to supervise to what extend the result of acting reach the object. It will carry out to found and obtain the development of the learning process and the effect of the action. The data being taken were quantitative and qualitative data. The quantitative data covered the students' progress (students score) while the qualitative data comprised the students' interest.

4. Reflecting

After collect data, the researcher was analyzing the data of teaching learning process. Then, the researcher reflects by seeing the result of the observation, whether the teaching learning process of speaking using puppet as a media is good to implied in teaching and learning process at X IPA 1 students' of SMA YLPI PEKANBARU or not. If the first plan in unsuccessful, proven by students' achievement, the researcher make the next plan (re-planning) to solve students' problems and to get a better score in order to achieve at least 75 % students' who passed KKM 72 (seventy two).

B.   Second cycle

a. Planning

   Based on the reflection 1, the researcher then doing the re-planning that includes:

1. Identify the problem

2. The problem of cycle 1 will be to further increase the students' ability in

    speaking recount text in the learning process.

3. Plan an action

b. Acting

1. The teacher took an action on cycle 1

2. Based on the cycle 1, then the problem could be identify and formulate.

3. The researcher controls the students' who have less in speaking in recount text

    and specific guidance.

c. Observing

    The researcher conducts a repeat action in cycle 1.

d.   Reflecting

    The researcher analyses all the actions on the cycle 1 and the cycle II, then the

    researcher do the reflection with the media perform in class action.

Table 3.5.1

The Topic/Theme of Recount Text

Cycle	Schedule	Theme/topic

	1	Aggia's holiday
	2	Trip to Indonesia
	3	Back to School
	4	Post-test
	1	New School
	2	Visited grandparents' village
	3	Adele Concert
	4	Post-test

3.5 Technique of Collecting the Data

In completing the data, the researcher were used qualitative data and quantitative data, qualitative data consists of observation, and interview and quantitative data consist of test. Observation is an activity to watch and record action and behavior of research participants. The researcher and collaborator observe the students' activities and the progress of teaching and learning in writing class.

Interview is an activity to ask questions in face-to-face interaction. The researcher used the interview to know how the participants feel and to know what

57

their opinion or idea during the research. The researcher was apply the interview technique to students. The researcher explore about how the students' feel and what they get during the action. The researcher also explores the collaborator's opinions and advices including the strength and weaknesses of the action. The data obtain from interview was present in the form of report text of the interview transcript.

Test is a technique of assessment to get information about the current mark of students' achievement and improvement. The researcher asked students to come in front of class to speak about recount. Test in this research consist of speaking pretest, cycles test and posttest. Speaking pretest is to know the students' scores before puppet will be apply. Speaking cycles test is to know the students' speaking improvement on each cycle. Speaking posttest is to know the students' scores after puppet as a media apply.

Table 3.5.1
Speaking Test
Tell a story about recount text with your group!

Name:

Class:

Score:

	Pronunciations	Grammar	Fluency	Comprehension	Vocabulary
Score					
Total score					

3.6 Technique of Analyzing the Data

The researcher was analyzed the data by using quantitative data. Quantitative data can be found through conducting test; the researcher was analyzed data by using statistical analysis. In knowing whether the students' speaking ability of recount text is improve or not. The researcher used the steps which were done by the researcher in analyzing the result of students' speaking ability.

The researcher was used criteria of assessment that is since the content of students' speaking ability. The element of speaking is grammar, pronunciation, vocabulary, fluency and comprehension. After classifying the test items, the researcher were give score for each item. To see whether the improvement of students' speaking ability after being taught through using puppet show is significant or not, the researcher used score of students' achievement.

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Table 3.5

Speaking Rating Scale (Performance Assessment) (Adapted from Diknas,2000)

</div>

Aspect	Score	Criteria
Pronunciation	15-20	**Excellent:** easy to be understood and accent like a native speaker.
	10-15	**Good:** easy to be understood though with certain accent.
	5-10	**Fair:** problem with pronunciation, so need concentration and sometimes misunderstanding.
	1-5	**Poor**: hard to be understood because of pronunciation and

		often repetition.
Grammar	15-20	**Excellent:** no or very little mistakes in grammar
	10-15	**Good:** Sometimes make mistake in grammar but not interference on meaning.
	5-10	**Fair**: Often make mistakes in grammar that interference meaning.
	1-5	**Poor**: Many mistakes in grammar that interference meaning and sentences repetition.
Vocabulary	15-20	**Excellent**: Choosing and using vocabulary or phrases like native speakers.
	10-15	**Good**: Sometimes using inaccurate vocabulary and making repetition caused of limited vocabulary.
	5-10	**Fair**: Often using inaccurate vocabulary, conversation stop cause of limited vocabulary.
	1-5	**Poor**: Severe mistakes in using vocabulary so hard to be understood.
Fluency	15-20	**Excellent**: Smooth and no disturbance, like native speakers.
	10-15	**Good**: A little bit disturbance cause of language problem.
	5-10	**Fair**: Much disturbance cause of language problems.
	1-5	**Poor**: Sometimes unsure and pause cause of limited

		language.
Comprehension	15-20	**Excellent**: All essential information provided clearly and without ambiguity, so it appears to understand everything without difficulty.
	10-15	**Good**: Understand nearly everything at normal speed, although occasionally repetition may be necessary.
	5-10	**Fair**: Understand most of what is said at slower that normal speed with repetitions.
	1-5	**Poor**: It is difficult to understand the speech, it can be understood just for general and with frequent repetition.

After getting the total mean score, the researcher categorized it into the following criterions:

1. Quantitative

In analyzing the quantitative data and finding out the level of students' achievement in improving the students' speaking ability of recount text at the first grade of SMA YLPI Pekanbaru by using puppet show. The formula of percentage that was used to analyzed the result of the test as in Sudijono (2008:43) suggests:

$$Mx = \frac{\sum X}{N}$$

Mx = Mean

61

$\sum X$ = Total of score

N = Total of students

After the researcher adopts the formula above, the researcher refers to Kriteria Ketuntasan Minimum (KKM) identify the students' level of the students' percentage score in speaking ability of recount text. In this case the KKM of the school is 72. The percentage score is reflecting into following range:

Table 3.7

The Level of Students' Score

No.	Range of Score	Level
1.	90-100	Excellent
2.	81-89	Very good
3.	71-80	Good
4.	60-70	Fair
5.	<59	Poor

Oshima 2006

2. Qualitative

The data that were got from the observation, interview and field note was analyzed through some process of qualitative data analysis. Gay (2000) explains the steps of analyzing the data qualitative as in the following:

1. Data managing

Data managing involve creating and organizing the data collect during the study. There are two main purposes for the data managing. The first is to organize the data

and checklist for competence. The second is to start the researcher on the purpose on the process of analyzing and interpreting the data.

2. Reading and Memo

The first steps in analysis are reading/memo the field notes, transcripts, memos, and observe comments to get a sense of data. Find a quit place and plan in reading for few hours at time during the initial of the data.

3. Describing

Description addresses this issue: what was going on in this setting and among these participants. It was based on the observation and field notes collect by the qualitative researcher. The aim is to provide a true frame of the setting and event which took place on it. So, the researcher and the reader will be understood the context in which the study took place.

4. Classifying

Qualitative data analysis is basically a process of breaking down the data into smaller unit, determining the important of these units together again in an interpret form. The typical way of qualitative data will be broken down and organize through the process of classifying, which meant ordering filed notes or transcription into categorize that represent different aspect of the data.

5. Interpreting

Data interpretation is based on the connections, common aspect, and linkages among the data, especially the identify categories and patterns. One is not classify data into categories when it is not considering about the meaning of the categories.

CHAPTER IV

RESEARCH FINDINGS

This chapter discussed the result of the research. This chapter describes about the findings and the discussion about improving students' speaking ability by using puppet show at grade X SMA YLPI Pekanbaru. It was done to answer the research questions; to what extend puppet show can improve students' speaking ability at grade X SMA YLPI Pekanbaru? And what factors puppet show can improve students' speaking ability by using puppet show at grade X SMA YLPI Pekanbaru? Both of questions were answered based on the data collected data from test, observation, field note, and interviews.

4.1 Findings

Based on the purpose of the research, the classroom action research was conducted to find out whether the students' speaking ability could be better improved through using puppet show. This research was applied at the grade X SMA YLPI Pekanbaru in 2018/2019 academic years. It was conducted in two cycles; each cycle had three meetings and one meeting for the test; each meeting was in 2 x 45 minutes. The student's attendance list during the research could be seen on appendix.

This research consisted of four phases in each cycle; planning the research, acting the plan, doing observation and reflection of what was found in the previous

phases. The reflection phase was as the base to go to the next. Moreover after two of these phases applying, the results of were found.

4.1.1 The Result of the Base Score

Before carrying out research, the researcher has given the students' test. It was done on 16th March 2019. It only aimed to get the base score of students' speaking ability in recount text. From the base score of speaking ability in recount text result, it was concluded that most of students had problem in speaking recount text. The result of the students based score could completely be seen in the following table and diagram. (**Table the Students' Base Score See appendix 7).**

It could be seen that the students' speaking ability in recount text was poor (57.44). Almost all students were not able to speak in recount text. It means the students need to get improvement.

Besides, the classification of the level of students' ability in recount text was computed statically. It could be shown in the following table:

Table 4.2

The Level of Students' Score

No.	Range of Score	Level
1.	90-100	Excellent
2.	81-89	Very good
3.	71-80	Good
4.	60-70	Fair
5.	<59	Poor

Oshima 2006

66

Based on the table above, the students' ability appraised from scale 1-20, the average score of the students from the aspects of speaking thus: Vocabulary was 11.28, grammar was 11, comprehension was 11.9, pronunciation was 12, and fluency was 11.The low aspects were vocabulary, grammar, comprehension, pronunciation, fluency. It means the ability of students about it were still low.

4.1.2 The Result of Cycle 1

a. Plan

With consideration of the facts explained above, the researcher planned and chose different media to solve this problem. The researcher used puppet show in teaching speaking. The researcher believed that puppet show could improve students' speaking ability in recount text and changed their assumption toward English lesson especially in recount text. The researcher prepared the research instrument based on the curriculum.

The researcher also designed lesson plans that consisted of three phase's technique, such as pre teaching, whilst teaching, and post teaching. The step took 90 minutes in one meeting. In the first cycle, the researcher planned to have three meetings. The schedule of the meeting in the cycle could be seen as follow:

Table 4.3

The Schedule of Cycle 1

No	Topic	Date
1	Aggia's holiday	March, 18th 2019

67

2	Trip to Indonesia	March, 21st 2019
3	Back to School	March, 25th 2019
4	Test Cycle 1	March, 28th 2019

b. Action

1. The First Meeting

The first meeting was conducted on Monday, April 18th 2019. In the first meeting, the title of the text is "meeting a star". In pre teaching the researcher as the teacher asked to chairman to leaded prayers before teaching and learning process, after that the researcher greeted the students and introduces herself, checking attendance list, while checking the present of students, introduce puppet show as a media. The researcher also gave ice breaking to the students. Then the researcher explained about the material.

Besides, in whilst teaching activity the researcher showed puppet to keep attention of students. In this condition, the researcher used a hand puppet as media. First, the researcher introduced the topic of the lesson using hand puppet. Then use hand puppet to guide them to talk further about the topic. The researcher asked the students to repeat what the teacher says. Next, invited one or two of the students to have a dialogue about recount text with the title "meeting star" using hand puppet. Then, asked the students to discuss about recount text. Lastly, asked the students to

practice in front of class by using hand puppet and make conversation about recount text with the title "meeting star" with their own voice.

While, in the post teaching activity, the researcher led students to conclude the lesson. Then, checking the students' difficulty in speaking about recount text. Lastly, the researcher informs what they will learn next week and closed the lesson.

2. The Second Meeting

The second meeting was conducted on March, 21st 2019. The researcher started the class by saying greeting and asked the chairman to led prayer before teaching and learning process. While, checking the present of students, introduce puppet show as a media. The researcher also gave ice breaking to the students. Next, explained about the material.

Furthermore, in whilst teaching, the researcher showed puppet to keep attention of students. In this condition, the researcher used a hand puppet as media. The researcher introduced the topic of the lesson using hand puppet. Then, used hand puppet to guide them to talk further about the topic. Next, asked the students to repeat what the teacher says. The researcher invited one or two of the students to have a dialogue about recount text with the title "make fish ponds" using hand puppet. Then, asked the students to discuss about recount text. Next, asked the students to practice in front of class by using hand puppet and make conversation about recount text with the title "make fish ponds" with their own voice.

Besides, in the post teaching activity, the researcher led students to conclude the lesson. Then, check the students' difficulty in speaking about recount text. Lastly, the researcher informs what they will learn next week and closed the lesson.

3. The Third Meeting

The third meeting was conducted on March, 25th 2019. First, the researcher opened the class by saying greeting and asked the chairman to led prayers before teaching and learning process, then, checked attendance list, while checking the presence of students, introduce puppet show as a media. Second, gave ice breaking to the students. Then, explained about the material.

While, in whilst teaching, the researcher showed puppet to keep attention of students. In this condition, the researcher used a hand puppet as media. Then, introduces the topic of the lesson using hand puppet. Next, used hand puppet to guide them to talk further about the topic. Afterward, asked the students to repeat what the teacher says. Then, invites one or two of the students to have a dialogue about recount text with the title "camping" using hand puppet. Next, asked the students to discuss about recount text. Lastly, the researcher asked the students to practice in front of class by using hand puppet and make conversation about recount text with the title "camping" with their own voice.

In the post teaching activity, the researcher led students to conclude the lesson. Then, checking the students' difficulty in speaking about recount text. The researcher informs what they will learn next week and closes the lesson.

70

4. The Result of Test Cycle 1

The improvement of speaking about recount text could be seen from the score of cycle 1 test. **(Table the Students' Score in Speaking Recount Text of Cycle 1. See appendix 8).**

After giving the test to the students, then the classifications of the level of students' ability in speaking recount text was computed statically. It can be seen in the following table:

Table 4.7

The level of student's Ability of Test Cycle 1

No.	Range of Score	Level
1.	90-100	Excellent
2.	81-89	Very good
3.	71-80	Good
4.	60-70	Fair
5.	<59	Poor

Oshima 2006

Based on the data of the students' score in speaking recount text of cycle I it could be seen according to the result of rater that: There was none students got "excellent" and "very good" level, 4 students got "good" level, 19 students got "fair" level, 2 students got "poor" level. Also based on the data, it can be concluded that the average score of the class in test cycle 1 was 66.02. In addition, there were 21 students still under KKM, only 4 students that get improvement. It caused, each of students' understanding is different. So, only 4 students are able to achieve a value

71

above the KKM. While, 21 other students still need time and process to be able to understand the recount text using hand puppet media. In addition, the classroom situation has not been conducive, because of that, the material is not well to received. Later, this hand puppet media was a new thing that was used in the recount text in the class. So, it takes an adjust.

The researcher also presented the data of students' speaking skills from average score according to five aspects of speaking skills as the following table:

Table 4.8

The Students' Ability in Each Components of Speaking in Cycle 1

Components Speaking	Rater I	Rater II	Rater III	Average
Vocabulary	15	14.12	14.36	14.49
Grammar	12	12	13.04	12.34
Fluency	13.5	13.84	13.8	13.71
Comprehension	12.8	13.28	13.92	13.33
Pronunciation	13	14.8	13.28	13.69

Based on the table above, the students' speaking ability appraised from scale 1-20, the average score of the students from the aspects of speaking ability thus: Vocabulary was 14.49, grammar was 12.34, fluency was 13.71, comprehension was 13.33, and pronunciation was 13.69. The lowest aspects were "grammar" and "comprehension". It means the ability of the students about "grammar" and "comprehension" was still low. It caused, grammar is difficult compares to other

72

language structures. So, students were still hard to apply the correct grammar. Besides, at school level doesn't only focus of grammar in learning. Furthermore, the ability of the comprehension was still low because of each of students' has different understanding in recount text. Students still need time and process to be able to understand the recount text using hand puppet media. Later, this hand puppet media was a new thing that was used in the recount text in the class. So, it takes an adjust.

Diagram 4.1

The Students Speaking Ability in Recount Text of Each Component of Cycle I
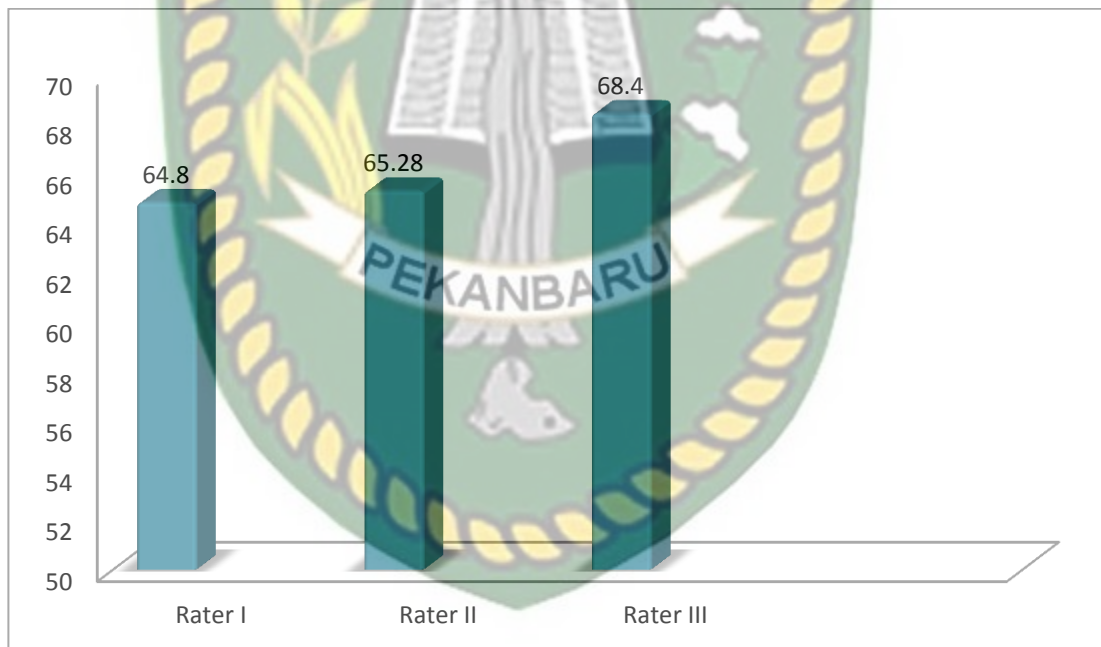
Based on Rater I, Rater II, and Rater III

Based on diagram above, it could be seen that the students' score of speaking ability in recount text in the indicator of vocabulary, according to the first rater was 15, according to the second rater was 14.12 and according to third rater was 14.36.

While, the score of grammar according to first rater 12, second rater was 12, and the third rater was 13.04. The score of fluency, according to first rater was 13.5 and according to third rater were 13.8. The mean of comprehension according to first rater was 12.8 according to second rater was 13.28 and according to third rater was 13.92. In pronunciation, the mean score from first rater was 13, according to second rater were 14.8 and according to the third rater were 13.28.

Diagram 4.2

The Students' Speaking Ability in Recount Text by Using Puppet Show of Cycle I Based on Rater I Rater II and Rater III

According to table 4.2, table 4.3, and diagram 4.2, for speaking recount text according to the rater I, rater II and rater III. On cycle I, it could be seen that the students' score in recount text by rater I was 64.8. According to the second rater was

65.28 and according to rater III it could be seen that the students' score was 68.4. It means that the students still had difficulties to understand in recount text. It caused, each of students' understanding is different. In addition, the classroom situation has not been conducive, because of that the material is not well to receive. Later, this hand puppet media was a new thing that was used in the recount text in the class. So, it takes an adjust. While, grammar is difficult. So, students are still difficult to apply the correct grammar. Also, at school level not only focused of grammar learning.

The researcher has concluded the students' average score based on the two raters as follows:

1. The students' average score according to Rater I:

$$M = \sum \frac{X}{N}$$

$$M = \frac{1619}{25}$$

$$M = 64.76$$

2. The students' average score according to Rater II:

$$M = \sum \frac{X}{N}$$

$$M = \frac{1632}{25}$$

$$M = 65.28$$

3. The students' average score according to Rater III :

$$M = \sum \frac{X}{N}$$

$$M = \frac{1710}{25}$$

M = 68.4

4. The students' average score according to three raters:

$$M = \frac{M1 + M2 + M3}{3}$$

$$M = \frac{64.8 + 65.28 + 68.4}{3}$$

M = 66.16

Based on the data above, it could be seen that the comparison of students' speaking ability in each components of speaking from base score to cycle 1 was little improved. In addition, the researcher and collaborator found that students' speaking ability on the cycle 1 was higher than base score. The students' score in speaking ability in recount text for base score was 57.44 (poor) while students' score in cycle 1 was 66.16 (fair). The diagram of base score and students' score cycle 1 could be seen as follows:

Diagram 4.3

The Students' speaking Ability in Recount Text of Base Score and Cycle I
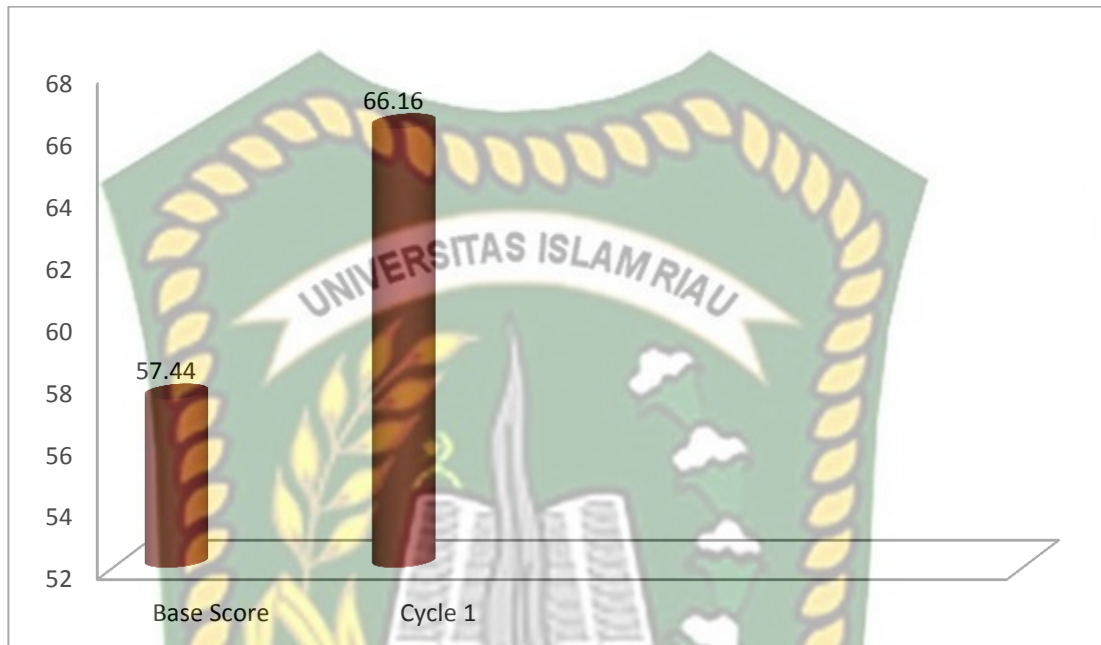
Based on the result of students test of all components was higher than base score, but there was no significant changing of all components. It was because the students did not understand well about recount text. They still had problems in speaking recount text. So, the students' activities by using puppet were still of the researcher and collaborator to be improved in cycle II.

c. Observation

This phase was referred to the above action during the classroom activity, collaborator observed the students and the researcher activities during teaching and learning process in the classroom. The researcher conducted speaking test of recount text at the end cycle 1 in order to measure how far the improvement of the students

were made. The improvement of students' achievement could be seen from the percentage of the students test score. The researcher also interviewed the students. The interview was given with the aim to identify how far the action influenced the students' behaviors.

From observing the teaching learning process in the first cycle, the researcher found that the use of puppet could improve the students' speaking ability especially in vocabulary, fluency and pronunciations. It was seen from their activities during the teaching and learning process. The class could be controlled although sometimes the students were noisy and did not hear when the teacher explained the material.

d. Reflection

Referring to the result of cycle 1 test above, the researcher got a conclusion that the students' speaking ability recount text was not fulfill the criteria of successful since the average score below KKM (72). Most of students speak generally without looking at the components of speaking. They still used incorrect word which is past form become present. Besides, still using incorrect grammar.

Therefore, the researcher planned to continue the second cycle. In addition, the researcher and collaborator determined to add some plans to be implemented in the next cycle for better teaching improvement. In short, the researcher gave more explanations, changing way of teaching in using puppet for the students' speaking ability in recount text.

4.1.3 The Result of Cycle II

a.Plan

From the result of observation in cycle 1, the researcher wanted to solve the problem. The researcher prepared the different text that was more interesting and familiar for them.

Moreover, the researcher tried to make class situation more fun by using puppet. Furthermore, the researcher and collaborator revised the plan and prepared three meeting for cycle II. In this cycle, the researcher also implemented puppet as a media for students to speaking about recount text. In the cycle II, the researcher planned to have three meetings and one test. The schedule of meeting in this cycle could be seen as follows:

Table 4.9

The Schedule of Cycle II

Meeting	Topic	Date
1	New School	1st April 2019
2	Visited grandparents' village	4th April 2019
3	Adele Concert	8th April 2019
4	Post-test	11th April 2019

79

b. Action

1. The First Meeting

The first meeting of cycle II was conducted on 1st April 2019. In the first meeting, the title was about "new school". In pre teaching, as usual, the researcher as the teacher asked the chairman to lead the prayer before teaching and learning process, the researcher started the lesson by greeting and checking students' attendance list. Before the researcher started the lesson, the researcher gave some question dealing with the last lesson. It was done in order to check students' understanding about the material that they have learned before. Most of them still remembered it. The researcher began to re explain about speaking in recount text by using puppet.

Moreover, in whilst teaching, the researcher gave to the students a new text. The researcher showed puppet to keep attention of students. In this condition, the researcher used a hand puppet as media. The researcher introduced the topic of the lesson using hand puppet. Then, used hand puppet to guide them to talk further about the topic. The researcher asked the students to repeat what the teacher says. The researcher invited one or two of the students to have a dialogue about recount text with the title "new school" using hand puppet. The researcher asked the students to discuss about recount text. The researcher asked the students to practice in front of class by using hand puppet and make conversation about recount text with the title "new school" with their own voice.

Meanwhile, in the post teaching activity, the researcher led students to conclude the lesson. Then, checking the students' difficulty in speaking about recount text. The researcher informs what they will learn next week and closed the lesson.

2. The Second Meeting

The first meeting of cycle II was conducted on 4th April 2019. In the second meeting, the title was about "visited grandparents' village". In pre teaching, as usual, the researcher as the teacher asked the chairman to lead the prayer before teaching and learning process, the researcher started the lesson by greeting and checking students' attendance list. Before the researcher started the lesson, the researcher gave some question dealing with the last lesson. It was done in order to check students' understanding about the material that they have learned before. Most of them still remembered it. The researcher began to re explain again about speaking in recount text by using puppet.

Besides, in whilst teaching, the researcher gave to the students' a new text. The researcher showed puppet to keep attention of students. In this condition, the researcher used a hand puppet as media. The researcher introduced the topic of the lesson using hand puppet. Then, used hand puppet to guide them to talk further about the topic. The researcher asked the students to repeat what the teacher says. The researcher invited one or two of the students to have a dialogue about recount text with the title "visited grandparents' village" using hand puppet. The researcher asked the students to discuss about recount text. The researcher asked the students to

practice in front of class by using hand puppet and make conversation about recount text with the title "visited grandparents' village" with their own voice.

While, in the post teaching activity, the researcher led students to conclude the lesson. Next, the researcher also checked the students' difficulty in speaking about recount text. The researcher informs what they will learn next week and closed the lesson.

3. **The Third Meeting**

The third meeting of cycle II was conducted on 8th April 2019. In the third meeting, the title was about "Adele concert". In pre teaching, as usual, the researcher as the teacher asked the chairman to lead the prayer before teaching and learning process, the researcher started the lesson by greeting and checking students' attendance list. Before the researcher started the lesson, the researcher gave some question dealing with the last lesson. It was done in order to check students' understanding about the material that they have learned before. Most of them still remembered it. The researcher began to re explain about speaking in recount text by using puppet.

Furthermore, in whilst teaching, the researcher gave to the students' a new text. The researcher showed puppet to keep attention of students. In this condition, the researcher used a hand puppet as media. The researcher introduced the topic of the lesson using hand puppet. Then, used hand puppet to guide them to talk further about the topic. The researcher asked the students to repeat what the teacher says. The

researcher invited one or two of the students to have a dialogue about recount text with the title "Adele concert" using hand puppet. The researcher asked the students to discuss about recount text. The researcher asked the students to practice in front of class by using hand puppet and make conversation about recount text with the title "Adele concert" with their own voice.

In addition, in the post teaching activity, the researcher led students to conclude the lesson. Then, the researcher also checked the students' difficulty in speaking about recount text. Lastly, the researcher informs what they will learn next week and closed the lesson.

4. **The Result of Test Cycle II**

The improvement of speaking recount text could be seen from the score of cycle II test. **Table the Students' Score in Speaking Recount Text of Cycle II (See appendix 9)**

Then the classifications of the level of students' skills in speaking a recount text can be seen as in the following table:

Table 4.13

The level of students' Ability of Test Cycle II

No.	Range of Score	Level
1.	90-100	Excellent
2.	81-89	Very good
3.	71-80	Good
4.	60-70	Fair

5.	<59	Poor

Based on the data above, it could be seen according to the result of rater that: There was none students got "excellent" and "very good" level, 25 students got "good" level, there was students got "fair" level, there was students got "poor" level.

The researcher also presented the data of students' speaking ability from average score according to five components of speaking ability as the following table:

Table 4.14

The Students' Speaking Ability in Each Components of Speaking in Cycle II

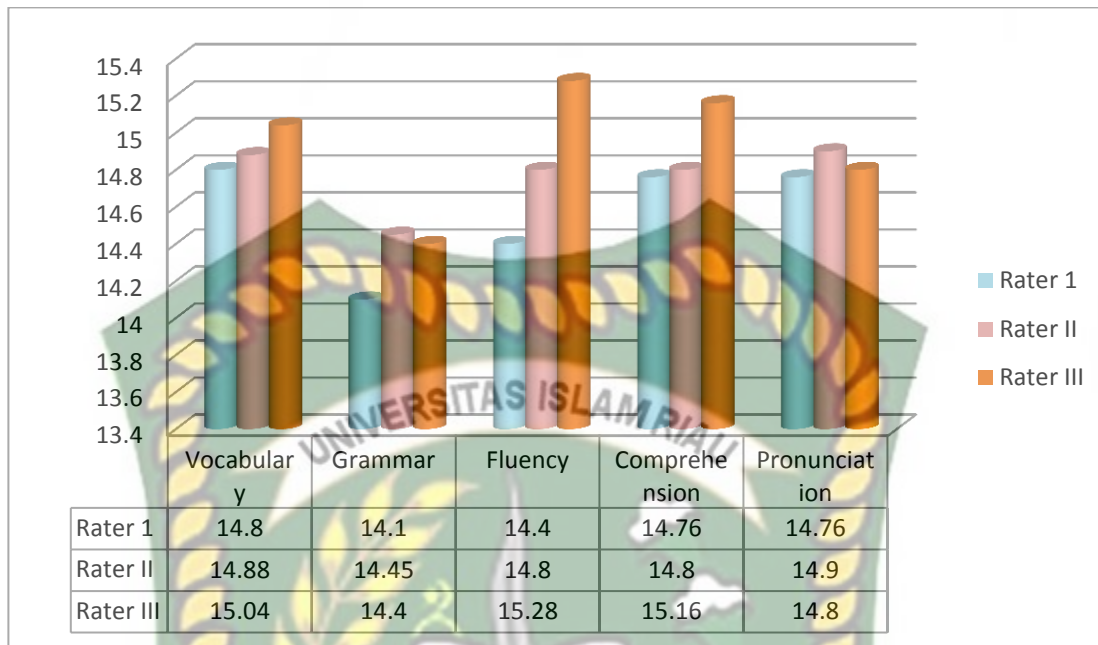| Components Speaking	Rater I	Rater II	Rater III	Average
Vocabulary	14.8	14.88	15.04	14.90
Grammar	14.1	14.45	14.4	14.31
Fluency	14.4	14.8	15.28	14.82
Comprehension	14.76	14.8	15.16	15.05
Pronunciation	14.76	14.9	14.8	14.82

Based on the table above, the students' speaking ability appraised from scale 1-20, the average score of the students for components of speaking ability thus: Vocabulary was 14.90, grammar was 14.31, fluency was 14.82, comprehension was 15.05, and pronunciation was 14.82.

84

According to the previous cycle, the component "grammar" and comprehension were raised in cycle II. It means the ability of students about "grammar" and "comprehension" had been improved. This is caused by researcher improve the explanation of grammar and comprehension. Time and process that makes students trained and accustomed so that both components have increased. Even though it is still low compared to other components, any compared with the other components, grammar is components are the hardest. So, this media in could improve students speaking ability in recount text especially on components vocabulary, fluency and pronunciation. Because with the presented of interesting media makes students more quickly understand about three components above.

Diagram 4.4

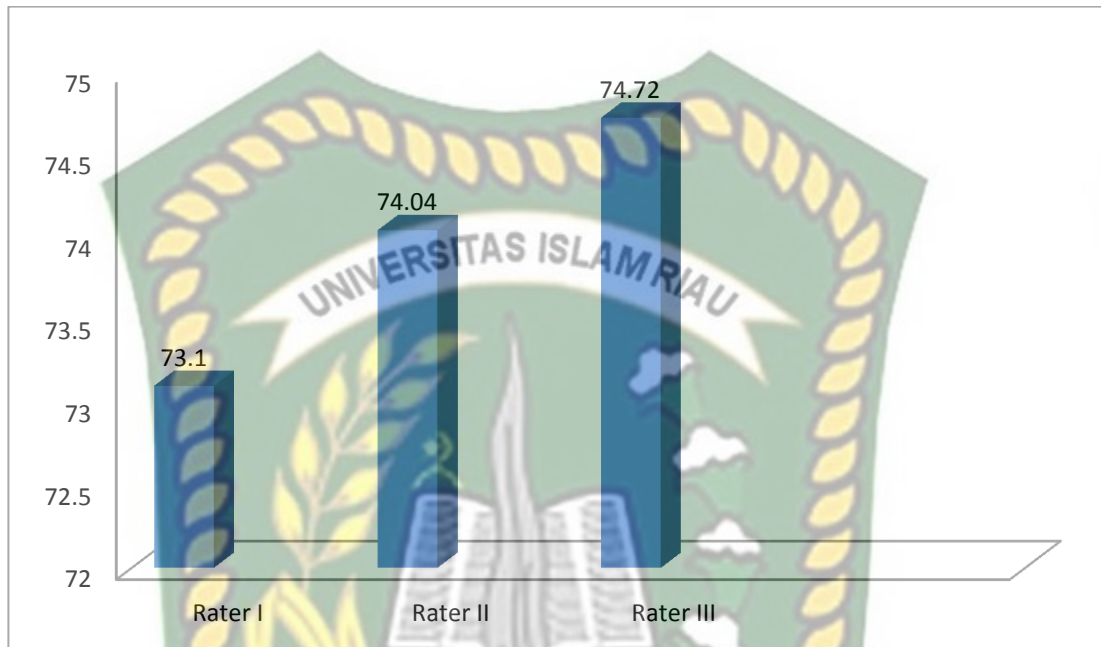**The Students' Speaking Ability in Recount Text of Each Components of Cycle II**

Based on Rater I. Rater II and Rater III

	Vocabulary	Grammar	Fluency	Comprehension	Pronunciation
Rater 1	14.8	14.1	14.4	14.76	14.76
Rater II	14.88	14.45	14.8	14.8	14.9
Rater III	15.04	14.4	15.28	15.16	14.8

Legend: Rater 1, Rater II, Rater III

Based on diagram above, it could be seen that the students' score of speaking ability in recount text in indicator of vocabulary, according to first rater was 14.8, according to second rater was 14.88 and according to third rater was 15.04. While, the score of grammar according to first rater 14.1, second rater was 14.45 and third rater was 14.4. The score of fluency, according to first rater was 14.4 and according to third rater were 14.8 and according third rater was 14.28. The mean of comprehension according to first rater was 14.76 according to second rater was 14.8 and according to third rater was 15.16. In pronunciation, the mean score from first rater was 14.76, according to second rater were 14.9 and according to the third rater were 14.8.

Diagram 4.5

86

The Students' Speaking Ability in Recount Text of Cycle II Based on Rater I,

Rater II and Rater III

Refers to table 4.6, table 4.7, table 4.8 and diagram 4.5 on the cycle II, it could be seen that the students' score in speaking ability in recount text based on Rater 1 was 73.1 (Good), according to Rater 2 was 74.04 (Good), and according to the Rater 3 was 74.72 (Good). It means that the students could improve their speaking ability in recount text well than cycle I. In short, after doing test at meeting four the students' speaking ability in recount text got better than previous cycle. Time and process that makes students trained and accustomed so that both components have increased.

The researcher has concluded the students' average score based on the three raters as follow:

1. The students' average score according to rater 1:

$$M = \sum \frac{X}{N}$$

$$M = \frac{1827}{25}$$

$$M = 73.08$$

2. The students' average score according to Rater 2:

$$M = \sum \frac{X}{N}$$

$$M = \frac{1851}{25}$$

$$M = 74.04$$

3. The students' average score according to Rater II :

$$M = \sum \frac{X}{N}$$

$$M = \frac{1868}{25}$$

$$M = 74.72$$

4. The students' average score according to three raters:

$$M = \frac{M1 + M2 + M3}{3}$$

$$M = \frac{73,08 + 74,04 + 74,72}{3}$$

$$M = 73.94$$

Based on the data above, it could be seen that the students' speaking ability in recount text of each components were improved from cycle I. The students' score in speaking ability in recount text of cycle I was 66.16 (Fair) meanwhile the students' score in speaking recount text of cycle II was 73.94 (Good).

Diagram 4.6

The Students' Speaking Ability in Recount Text of Cycle I and Cycle II
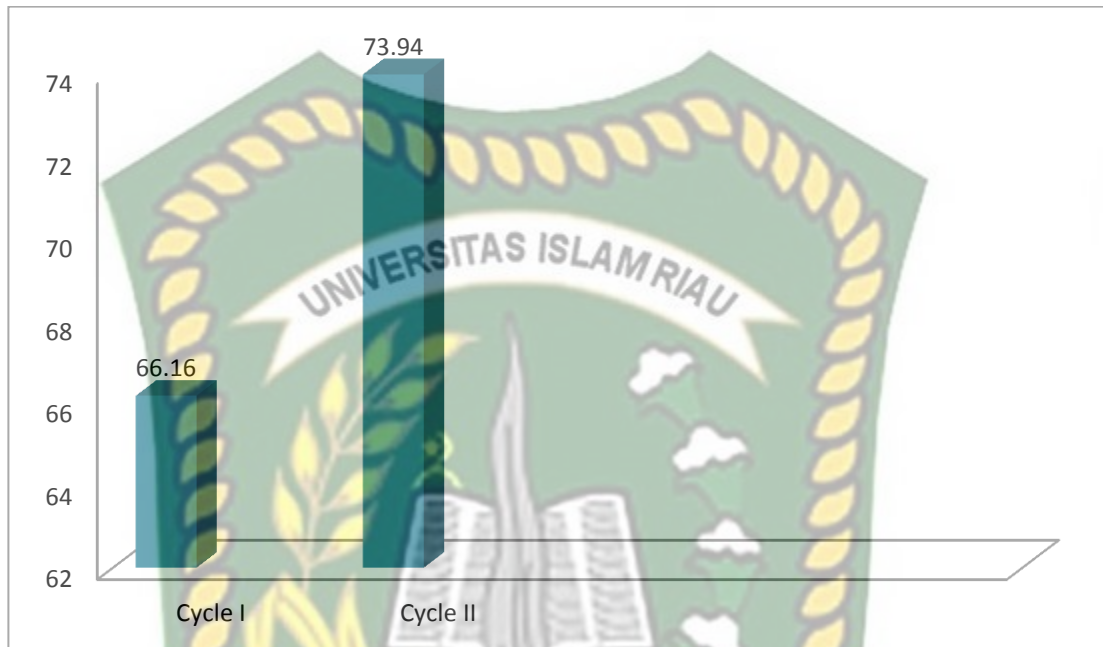
Based on the diagram 4.6 above, there was a significant improvement of all components between cycle I and cycle II. It means that the students' speaking ability in recount text was higher than previous cycle. Therefore, it could be concluded that the students' ability in speaking recount text of all components was improved.

d. Reflections

Referring to the result of the cycle II, the researcher concluded that the students' speaking ability in recount text was improved. It was fulfill the criteria of successful (KKM) 72. Most of students could speak about recount text. They started by making a text about recount, and then they read it. After that they tried to speak about recount text by using puppet with their friends.

Furthermore, the score of students' speaking ability in recount text proficiency always changed from one to the other. It could be identify that there was a significant improvement of speaking by using puppet show in recount text. In short, the researcher and collaborator decided to take the research until the cycle II.

4.2. Discussion

As explained previously, this action research was conducted in two cycles. Each cycle had four meetings including a test at the end of the cycles. It was 90 minutes in each teaching. This research has been done at the grade X at SMA YLPI Pekanbaru. Before carrying out this research, the researcher analyzed the base data score about the students' speaking ability in recount text and the way the students learned English. After analyzing the base score result, the researcher found that the students had low speaking in recount text.

In order to overcome the students' problem in speaking ability in recount text, the researcher as a teacher implemented puppet as a media to find out the extent of puppet show to improve students' speaking ability in recount text and factor that influenced the improvement of students' speaking ability recount text. It was supported by the result of the students' test in each cycle, field notes, observation, and interview. In addition, the clarification in recount text and influenced puppet show to improved students' speaking ability in recount text could be seen as follow:

1. The Extent of Puppet Show Could Improve Students' Speaking ability in Recount Text.

The extent which puppet show could improve students' speaking ability in recount text from test that given before concluding the classroom action research and the test given in cycle I and cycle II. The used of puppet as a media was able to improve the students' speaking ability in recount text. It was found that the result of the students' speaking ability in recount text score was increased in cycle II. The comparison of the result in the entire test could be presented as in the following table:
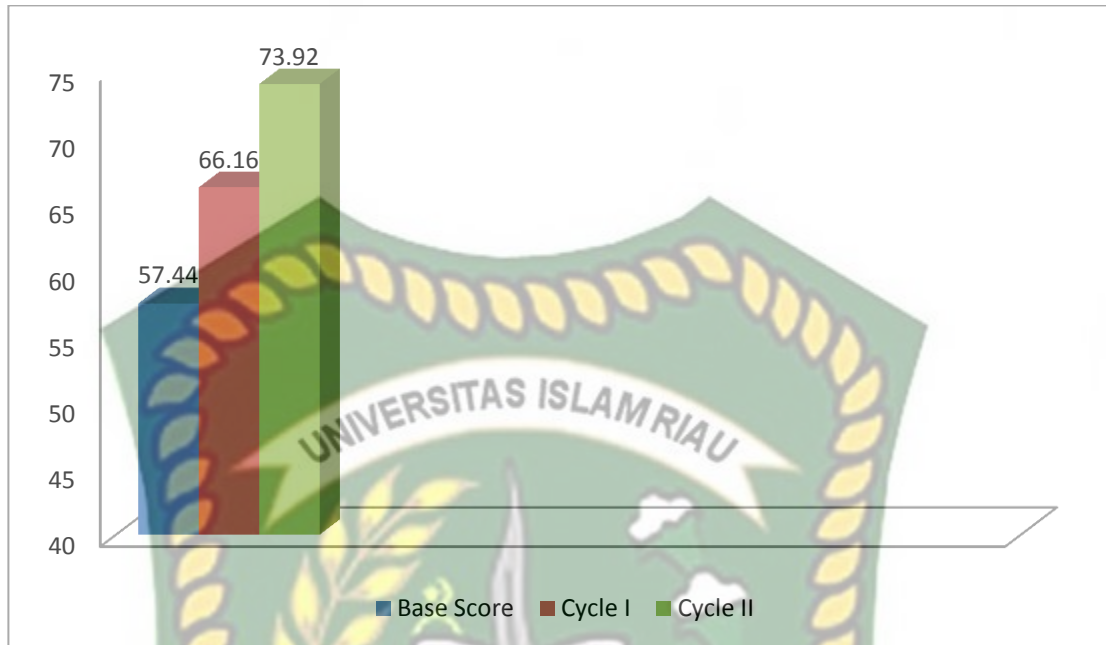
Table 4.15

The Comparison of Students' Speaking Ability in Recount Text from Base Score

to Cycle II

Speaking assessment	Student's Speaking Ability in Recount Text		
	Base Score	Cycle I	Cycle III
Vocabulary, Grammar, Fluency, Comprehension, Pronunciation.	57.44	66.16	73.94

Diagram 4.7

The Comparison of Students' Speaking Ability in Recount Text from Base Score

to Cycle II

Based on the diagram 4.7 above, there was a significant improvement of all components between base score, cycle I and cycle II. It means that the students' speaking ability in recount text was higher than base score and previous cycle. Therefore, it could be concluded that the students' ability in speaking recount text of all components improved.

Table 4.16

The Categories of Students' Speaking Ability in Recount Text from Base Score

to Cycle II

Speaking assessment	Student's Speaking in Recount Text		
	Base Score	Cycle I	Cycle III
Vocabulary, Grammar, Fluency, Comprehension, Pronunciation.	Poor	Fair	Good

From the data above, it could be described the students' speaking ability in recount text were increased from base score to cycle II. For the base score, was 57.44 (Poor), cycle I was 66.16 (Fair), and cycle II was 73.92 (Good). From the students' speaking ability in recount text test result, it could be conclude that students' speaking ability in recount text could be improve by using puppet as a media. In conclusion, it could be seen from the students' score in every cycle which have significant improvement.

2. The Factors Influenced Students' Speaking Ability in Recount Text by Using Puppet.

The factors that influenced students' speaking ability in recount text by using Puppet could be seen from the instrumentation such as observation, field note,

interview and test. The results of identifying the instruments could be seen on the appendix.

They are some factors influenced the improvement of students' speaking ability in recount text could be seen as follows:

a. The Students' Motivation in Speaking

During conducting the research, the students were motivated by using Puppet in speaking in recount text. Puppet made the students could be easy and help them to speak about recount text, it caused students feel fun when studied with puppet. It made them motivated in learning speaking by using puppet. Moreover, the teacher created relax atmosphere in learning process in order to make them were not bored and lazy with the lesson. It was supported by the students interview bellow:

What do you think about puppet?

Student: Boneka tangan adalah media yang menarik miss, kami semangat untuk belajar miss.

(Puppet is an interesting media miss. By using puppet, we are spirit to study miss)

How about your self-confidence in using puppet show?

Student: Dengan menggunakan boneka tangan kami lebih percaya diri miss. Karena perhatian dari teman-teman tidak hanya tertuju pada saya.Jadi, saya tidak terlalu gugup.

(By using puppet I'm more confident miss. Because the attention of my friends not only on me. So, I'm not too nervous)

What are the advantages and disadvantages of using puppet as a media in learning recount text?

Student: Keuntungan menggunakan boneka tangan sebagai media saat belajar recount adalah lebih mengerti karena media boneka tangan membuat menarik untuk belajar, jadi tidak bosan di dalam kelas miss. Dan kerugian penggunaan boneka tangan sebagai media dalam belajar recount adalah media ini sering di gunakan oleh anak-anak miss.

(The advantages of using puppet as a media in learning recount text are we are more interested in the material because the used of interesting media, so I'm not bored in the class miss. And the disadvantage of using puppet as a media in learning recount text is this media are usually used by children miss).

How do you feel during using puppet show in learning recount text?

Student: *Saya merasa enjoy dan senang untuk belajar miss.*

(I feel enjoy and fun to study miss).

(Table the Result of Students' Interview See appendix 6)

So, based on the result of interview above it can be seen that the students feel comfortable with the puppet as a media that the researcher used in teaching speaking.

c. The Situation of Students' Activities

Based on the students' observation checklist, the researcher notice that the situation that happened in students was good. Where the students do what the researcher asked to them and listen to the teacher explanation. From the first meeting,

95

the researcher came into the class and get to the students and the students answered the teachers get well and polite. When the teacher start to explain about the recount, many students raised their hand and asked about it. The researcher notices if these situations like that, it could make the students to be active in the class. When the researchers explain the material about recount, the students just paid attention to the researcher who was explaining. At the last meeting, the students perform by using puppet. Before the teacher closed the class, they spoke each other's. This situation make the researcher tried to make the classroom to be calm down with gave the motivations to students and the students heard well. After the researcher finished gave the motivations to students, the researcher closed the class by said Alhamdulillah together and said good bye to the class.

In conclusion, the factor influenced students speaking skills in recount text by using puppet was by several aspects. The first, students' motivation in speaking, it also found from interview done during the research which shown that they were given more enjoy to speak, and it could made them more motivated in speaking ability specially in recount text. The second, the useful of Puppet had given contributions to the students in speaking about recount text. Referring to the students' opinion, it could conclude that puppet could help them to speaking. The last, the situation of the classroom during researched was conducive. It could make students had motivation to learn, especially in speaking recount text.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The aim of this research is to find out the effectiveness of Puppet show in improving students' speaking ability in recount text. Based on the result of the study that presented in the chapter IV, the detail conclusion can be drawn as in the followings:

1. Puppet show can improve students' speaking ability in recount text at grade X SMA YLPI Pekanbaru.

2. Students become were more active and motivated in teaching learning process. They can improve their achievement by using puppet show. It can be seen from the score of the students. In the data analysis, we can see the average base score was 57.44 (Poor), Test in cycle I was 66.16 (Fair), and the test in the second cycle was 73.94 (Good). The score in the second cycle was higher than KKM (72).

3. The factors influence was:

   a. The students' motivation in speaking.

   b. The students were interested using puppet show.

   c. The classroom situation was conducive.

5.2 Suggestion

In this section, the researcher would like to give some suggestion as the following:

1. Related to some students who have problems about this research, may use puppet show to improve their speaking ability in recount text.

2. The teacher must be able to make students interested in English by motivating them to improve their speaking ability. The teacher must emphasize the important components of speaking such as vocabulary, grammar, fluency, comprehension, and pronunciation.

3. For other researcher. This research can be used to support further complicated research related to the same topic.
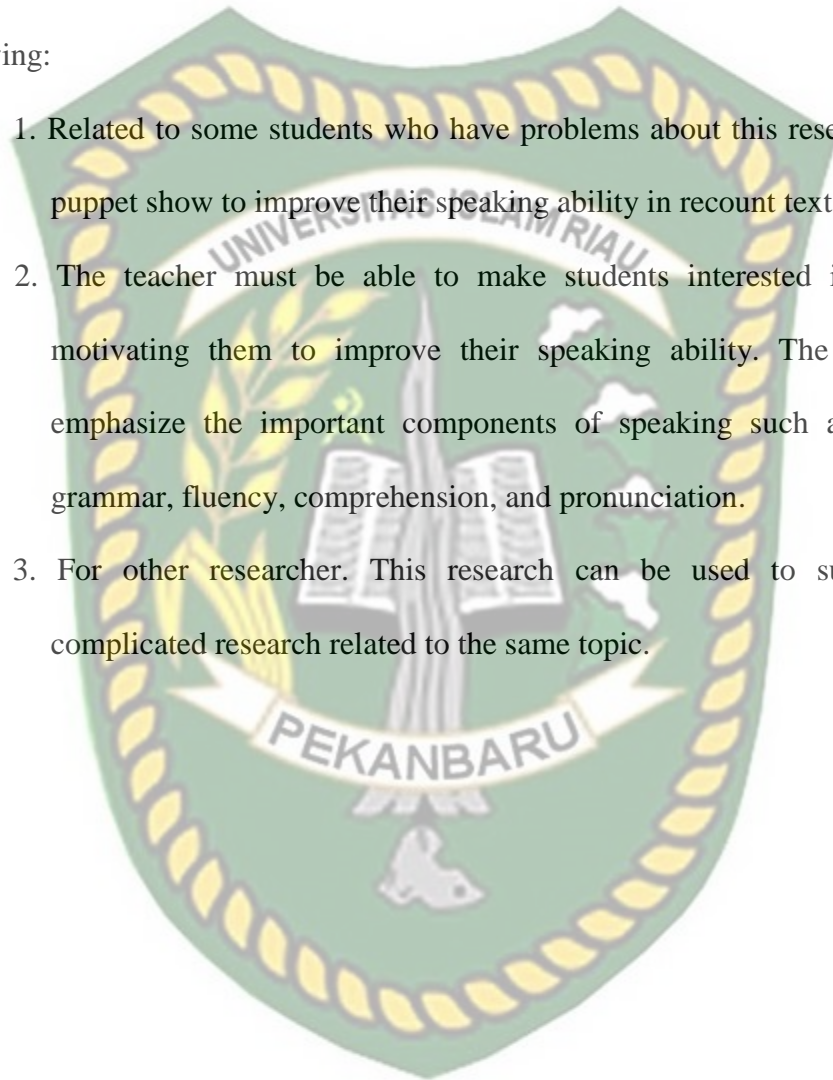
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