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## THE USE OF HAND PUPPET AND STICK FIGURE AS MEDIA TO TEACH SPEAKING

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### ABSTRACT

*One of the English Skills is speaking which taught at SMP Negeri 24 Banjarmasin. The pupils find some difficulties to communicate English in the front of the classroom because of worried about making mistake, they have no motivation to express themselves, shy and feel more comfortable if they are speaking their mother tongue. Therefore, hand puppet and stick figure are choosen as media to teach speaking English skill efectively. This research aimed ascertain even if there is a divergence on pupils' speaking attainment between pupils who are by handling hand puppet and pupils who are taught by handling stick figure. This research implemented assessable method with non-randomized design. Hence, the research people's were seventh grade pupils of SMPN 24 Banjarmasin for taking a samples were involved 62 pupils VII B class and VII C class. In experiential class was VII B and they are trained by handling hand puppet. In command class was VII C and they are trained by handling stick figure. The result of this research showed in pupils' mean score in experiential class for pre-test was 60,56 and the mean of the post-test was 85,96. Meanwhile, the pre-test's mean of the command class was 59,19 and the mean of the post-test was 76,77. Moreover, the output of t-test 6.87 is higher rather than t-value 1.67. Therefore, there is a significant divergence between the pupils who have been trained by handling hand puppet and the who have been trained by handling stick figure. Since t value > t table, it means that hand puppet is effective to improve pupils' speaking attainment for the seventh grade pupils of intermediate school in performing a dialogue. In addition, it is suggested for the teacher to use hand puppet and stick figure as media in teaching speaking at the classroom.*

**Keywords:** Speaking Skill, Hand Puppet and Stick Figure, Describing Animal

### INTRODUCTION

#### Research Background

In nowadays, English as the subject that were trained at schools in Indonesia until now. It is a compulsory subject starting from intermediate school. As claimed by the curriculum 2013 in Indonesia, there are four skills that need to be learned in English learning such as speaking skill, reading skill, listening skill, and writing skill. In teaching and learning English process, the four skills are integrating each other. Speaking is put ahead on the other skills because the ability to communicate is the primary goal of foreign language instruction (Annis, 2016).

As claimed by Competence Based Curriculum (2013), speaking as one of the four basic skills that the pupils should master in EFL learning because it has an main role in communication. It means speaking ability is crucial for pupils especially for intermediate school. On the authority of Ladouse (1991) in Solihin (2009), "speaking is skill to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently". This statement means that speaking is the ability that help pupils to communicate each other which aims to express their ideas, opinions, thoughts and their feelings clearly, fluently and meaningfully or to achieve arsertive goals. Therefore, it is very necessary to have ability in speaking in English especially for pupils in intermediate school.

In learning speaking English, pupils in intermediate school have some difficulties and struggles that usually happen in the classroom. Ur (1996) mentioned that there are many factors that cause speaking's difficulties. Those are: (1) Inhibition; a condition where pupils are anxious mistaken and feel shy; (2) Not to say; a condition where students have no motive to express themselves; (3) Low participation; a condition where only one participants can talk at a time because of large classes and the tendency of some pupils to dominate, while others speak very little or not at all; (4) Mother tongue use; a condition where pupils who share the same mother tongue tend to use it because it is easier and because pupils feel less exposed if they are speaking their mother tongue. Moreover, there are some language elements that pupils should be mastered such as pronunciation, intonation, grammar, vocabulary, lack of hesitation and independence. As maintained by Fangzhi (1998:39), it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people. Based on the statement, pronunciation is one of the most important things for pupils to master in order to communicate well. In fact, those elements are difficult for pupils. Therefore, most of pupils have struggle to speak an English even though they have a lot of vocabularies, they use correct grammar and good in written. Intonation is a feature of pronunciation and this part is important too in spoken English because it conveys meaning in many ways. Moreover, as claimed by Venema (2006:1) there are common problems that teacher may found in teaching and learning to speak, one of them is the pupils do not have the language knowledge to say what they want to say.

Seeing the conditions above, the teacher should use the techniques or strategies to help pupils in intermediate school develop their speaking ability in English. Teaching speaking by handling media is very helpful, especially in intermediate school, to develop their speaking ability. Hamalik (1992:12) stated that media are the tools, methods and techniques used in order to further streamline the communication and interaction between teacher and pupils in the process of education and teaching in schools. Moreover, students will motivate in learning if they find something they like in the teaching process (Al Arief, Amelia and Elyani, 2021). From the statement, the researcher concluded that media are a tools for language teaching and learning that give contribution in pupils learning process. Teaching speaking by handling media to pupils are motivated and make them more active in the class. Media that can handle by the teacher, those are: hand puppet, stick figure, picture series, cards, video and song. The media are combined with some techniques of teaching speaking.

In addition, pupils' difficulties in speaking are caused by the lack of vocabularies, low ability to construct sentences and utterances, and low motivation to participate in speaking action, which is caused by shyness and embarrassment in making mistakes. This statement agreed by English teacher there, she said that pupils still confused and shy to produce the words in front of the class, they have no idea about what they want to say, they were afraid of making mistake and also they like to use mother tongue in learning English. This made the learning process hard.

Seeing the problems above, the researcher would like to apply the hand puppet and stick figure in teaching speaking in the classroom to intermediate school pupils in other to grow their ability in speaking and also to build pupils understand the notion of the material. In the teaching and learning process, the pupils can be involved by handling hand puppet and stick figure as media. Hand puppet made by colored flannel and it offer a chance of getting out from routine of the classroom activities. It is fun, interesting, entertaining, and colorful. It is easy to find around us. While the stick figure is simple picture media with circle line. The teacher can draw animation or use simple pictures to make stick figure. By handling stick figure the teacher can explain subject material more fun, interesting, and can make pupils enthusiastic to study, clarify ideas, and express information. Moreover, the hand puppet and stick figure is beneficial and can build pupils to know and learn some new words subconsciously and increase their speaking.

### **Research Problem**

According to the research background, research problem is formulated as below :

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“is there a divergence on pupils’ speaking attainment between seventh grade pupils who are taught by handling hand puppet and seventh grade pupils who are taught by handling stick figure at SMPN 24 Banjarmasin academic year 2019/2020 ?”

### **Research Objective**

This main purpose of this goal is to investigate if there is a divergence on the pupils speaking attainment among those who handling hand puppet and stick figure as media in seventh grade pupils of SMPN 24 Banjarmasin.

### **Research Significanses**

The benefits this research attempted to be achieved are:

1. Theoretical Significance of this research can be used as the reference for anybody else who has the same research, especially speaking skill in descriptive text.
2. Practical Significance is useful for the teachers, the learners and the future reseacher.
  - a) The Teacher  
As a valuable information for English teacher especially at SMPN 24 Banjarmasin about the use of hand puppet and stick figure in teaching speaking skill at seventh grade pupils of SMPN 24 Banjarmasin academic year 2017/2018.
  - b) The Learners  
As an input for the writer and the students of English department as a candidate of English teacher.
  - c) The Future Reader  
As a reference for the reader or future reseacher who are interested in conducting relevant studies.

### **Research Scope**

This research focuses on the divergence in pupils’ speaking attainment between seventh grade pupils who are trained by handling the hand puppet and seventh grade pupils are trained by handling stick figure at SMPN 24 Banjarmasin.

## **METHODOLOGY**

### **Reseach Design**

experiential research in quasi-experimental were applied by this research. Research design implemented is quantitative approach. Quantitative is choosen because it was highlight the structured of measurement and assessment of data and the variables that was obtained were statistical and was examined by using statistical computation. Beside that, this research implemented non randomsized design as method for collecting and analysis data. From many types of research that might be apply, the experiential is the best way to establish cause and effect relationship among variables.

An experiential research in this research involved two class: experiential class and command class and the design has both pre-test and post test. Both classes wereconsist of seventh grade pupils of SMPN 24 Banjarmasin. An experiential class is handling by hand puppet while command class handling by stick figure. Then, the data will collect from the observation when the treatment is given to both of experiential and command class.

### **Variables**

According to Davis (1998:23), variable is simply symbol or a concept that can assume any one of a set of values. Variable is something that may vary or differ ( Brown, 1998:7). Moreover, Brown stated that there are two types of variables, those are independent variable and dependent variable. In this

research, the independent variable was the use of hand puppet in teaching speaking and the dependent variable was the attainment of pupil's speaking skill.

## Research Subject

### Population

Population is the larger group to which ones hope to apply the result (Frankel and Wallen, 2006:92). Population of this research were 191 pupils at SMPN 24 Banjarmasin. They are pupils at seventh grade at first semester.

Table 1 The Total Number of Pupils in SMP Negeri 24 Banjarmasin Class VII

No.	Class	Students
1	VII-A	32
2	VII-B	31
3	VII-C	31
4	VII-D	32
5	VII-E	31
6	VII-F	33
7	VII-G	33
8	VII-H	32
9	VII-I	32
	Total	287

## Sample

A sample is a group on which information is obtained (Fraenkel and Wallen, 2006:92). In this research, the researcher implemented a non-random sampling technique. This research took the sample by implemented cluster sampling. Cluster sampling refers to a type of sampling method. With cluster sampling, the researcher divided the population into a separate group, called clusters. Then a simple random sample of clusters is selected from the population. The sample were pupils of the VII-B and VII-C class of SMPN 24 Banjarmasin consist of 31 pupils.

Table 2 The Sample of Research

Class	Group	Students
VII B	Experimental	31
VII C	Control	31
	Total	62

## Instrumentation

Heaton (1989), stated that test is the one of fairly instrument in collecting the data. It investigated to evaluate pupils' skills as effectively as possible and physical quantity. The aim of the test is measuring pupils knowledge or skill in a given area or subject that usually applied in school for measuring pupils attainment.

In this research, the instrument that collected was a spaeking test. Speaking test applied for measuring pupil's attainment in speaking skill. The researcher asked the pupils to make a dialogue based on the situation about describing animal. Then performing in the front of the classroom. In this investigation, the researcher gave a pre test to experiential class and command class. After the pre test is given, the teacher taught the pupils in experiential class about describing animal by handling hand puppet and taught the pupils in command class about describing animal by handling stick figure. After

completing the activities of teaching, the researcher gave the post test to experiential class and command class. Then, the researcher collected the pupil's data.

### Validity and Reliability

Heaton (1974:31) said that the validity of the test is the extent to which it measures what it is supposed to measure and nothing else. The test must aim to provide a true measure of particular skill, which is intended to measure. To produce the result of validity for speaking test, the researcher implemented content validity. The appropriate role to achieve validity of speaking test is asked the pupils for performing directly, it is also based on the consideration that the test includes the material that have been taught by the teacher and based on the syllabus of seventh grade pupils of SMPN 24 Banjarmasin. Moreover, the speaking test was reviewed by two expert validators, those are a speaking lecturer named Rizky Amelia, M.Pd and an English teacher of seventh grade pupils at SMPN 24 Banjarmasin named Nurliani, S.Pd.

At reliability, as Fraenkel and Wallen (2006, p.150), said that it refers to the consistency of scores or answer from one administration of an instrument to another, and from one set of items to another. The researcher used Test-Retest reliability to measure the test score, then the researcher decided to use Pearson's Product Moment Coefficient Formula as follow :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  = Coefficient of Product  
 $N$  = Number of sample

$X$  = Score of the items  
 $Y$  = Score of the items

### Data Collection

The data is collected by using direct administration to a group in this research. This method is used whenever a researcher has access to all of the members of a particular group in one place. The instrument is administrated to all member of the group at the same time and in some place (Fraenkel and Wallen, 2006:400). It is agreed by the reseacher, the researcher has access to almost of the sample of population. The instrument is administrated to all classes in the same time and in the same place.

Instrument plays the important role in helping the researcher find the data. Instrument is the device such as a pencil-and-paper test, a questionnaire, or a rating scale. (Fraenkel and Wallen (2006;112). In this research, the researcher uses intruments such as speaking test to collect data.

Documentation helps assure the researcher to collect the data such as video, picture and record the voice of pupil's speaking skill in performing dialogue by handling hand puppet and stick figure. The researcher applied documentation in this research to gather data about the syllabus, lesson plan, and material that the teacher practiced in teaching speaking in the sevent grade pupils and took some photographs on the teacher performances.

Observation sheet or structured observation in checklist was happened because the researcher wanted to record the actual data in natural situation or condition through the course of teaching and learning in the classroom. It was to monitor whether the teaching was based on the lesson plan or not. In this research, only the observer was the researcher.

### Data Collection Procedure

To refer on usage of hand puppet and stick figure, the researcher applied a speaking test (pre test and post test) for gathering the data. First, the researcher chose samples were VII B as experiential class and VII C class as command class at the seventh grade pupils of SMPN 24 Banjarmasin by lottery. Second, the researcher administered the pre-test in both classes to assess pupil's speaking achievement before they get the aids. Third, the teacher implemented hand puppet for three meetings in describing animal and the control class by stick figure in describing animal too. Futhermore, the researcher observed the situation whether the process of teaching-learning related

on the lesson plan on experiential and command class. Fourth, the researcher collected the post-test on both classes. Last, the teacher and the researcher calculated the result by follow the scoring tools, evaluated the mean result of pupils in experiential class and command class and directed to the evaluation of data.

### Data Analysis

Data analysis summarizes the efforts of reseachers to accurately assess useful data. This research were quantitative data which was taken by the speaking test. The first rater was an English teacher of SMPN 24 Banjarmasin named Nurliani, S.Pd and the second rater was the researcher. It detailed by the researcher by:

1. Specifying the reliability of the test. These two raters counted the result of try out instruments. If it is reliable, two raters were found the same outcome in pupil's speaking score.
2. Rating pre-test and post-test as claimed by the pointing rubric. After assessing pupils speaking test based on the scoring rubric, then each score interpreted as below:

Table 3 Score Interpretation in SMPN 24 Banjarmasin

Category	Range of Score
80 – 100	Very good
70 – 79	Good
60 – 69	Moderate
50 – 59	Enough
< 50	Bad

3. Having t-test for test of hypothesis. Researcher applied a t-test to test the hypothesis. The formula can be seen below:

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Where :

- $t$  : t-value
- $Mx$  : the mean score experiential of class
- $My$  : the mean score of command group
- $\Sigma x^2$  : total standard deviation of the experiential class
- $\Sigma y^2$  : total standard deviation of the command class
- $Nx$  : the number of pupils of the experiential class
- $Ny$  : the number of pupils of the command class (Arikunto, 1998: 306)

4. Contrasting the t-test and t-table and the degree of freedom (df)  $df = (N1 + N2) - 2$ . To interpret the  $t$  obtained, it should be consulted with the critical value of the  $t$ -table to check whether the difference is significant or not. If the  $t$  value was higher than  $t$  table, it means that there was a significant divergence among the two means. On the contrary, if  $t$  value was lower than  $t$  table, it means that there is no significant difference between two means. The analysis of descriptive statistic such as mean, median, average, maximum and minimum scores not only present by using table or diagram but also will analyze descriptively. In this research was  $df = 27 + 28 - 2$  and level was 5% or 0,05. the researcher resumed the hypothesis below:

- a. If the  $t$ -test  $>$   $t$ -table, the Void Hypothesis (Ho) has eliminated and Selection Hypothesis (Ha) was received. Therefore, it deduced that there is a significant divergence in

the speaking attainment between the seventh grade pupils that trained by handling hand puppet and the seventh grade pupils who are taught by handling stick figure at SMP Negeri 24 Banjarmasin.

b. If the  $t\text{-test} > t\text{-table}$ , the Selection Hypothesis ( $H_a$ ) was declined and Void Hypothesis ( $H_o$ ) was approved. Indeed, it was not any significant divergence in the speaking attainment among the seventh grade pupils that trained by handling hand puppet and the seventh grade pupils that trained by handling stick figure at SMP Negeri 24 Banjarmasin.

## RESEARCH FINDINGS AND DISCUSSION

### The Description of the Subject

The subject consists of 288 pupils from nine classes, and two classes are selected as the sample of the research which consists of 31 pupils from VII B class and 31 students from VII C class. Both classes were selected based on the consideration. First, classes are given the same English material by the same English teacher. Second, the pupils of those classes are equal in level of English. The pupils of VII B class was chosen as experiential class which is given treatment by handling a hand puppet and VII C is chosen as a command class that was given treatment by handling a stick figure. The treatment was given after the research conducts the pre-test and before the post test. The experiential class was taught by the teacher by handling hand puppet. The first treatment was on October 22th 2019, the second treatment was on October 25th, 2019 and the third treatment was on November 1st, 2019.

Table 4 The Schedule for Experiential Class

No	Activities for Experiential	Meeting I Oct 18th	Meeting II Oct 22th	Meeting III Oct 25	Meeting IV Nov 1st	Meeting V Nov 8th
1	Pre-test					
2	Teaching handling hand puppet					
3	Teaching handling hand puppet					
4	Teaching handling hand puppet					
5	Post-test					

The command class was taught by a stick figure. The first treatment was on October 22th 2019, the second treatment was on October 29th, 2019 and the last treatment was on November 5th, 2019. Both classes were taught for the same material with stick figure as media. After the treatment was done, the researcher conducted the post-test for both class (experiential and command class) on November 8th, 2019. After that, the researcher determines the result of the test by implementing T-formula to investigate there is a significant difference or not in the pupil's speaking attainment among the seventh grade pupils who are taught by handling hand puppet and the seventh grade pupils who are taught by handling stick figure at SMP Negeri 24 Banjarmasin.

Table 5 The Schedule for Command Class

No	Activities for Command	Meeting I Oct 18th	Meeting II Oct 22th	Meeting III Oct 29th	Meeting IV Nov 5th	Meeting V Nov 8th
1	Pre-test					
2	Teaching handling stick figure					
3	Teaching handling Stick figure					
4	Teaching handling Stick figure					
5	Post-test					

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### **The Description of Teaching and Learning Process**

The teaching and learning process in both experiential and command classes was conducted by the researcher as the researcher got permission from Nurliani, S.Pd as the seventh-grade teacher of SMPN 24 Banjarmasin. The lesson plan, media, materials, observation sheets and the speaking test were provided by the researcher after made discuss with the English teacher.

#### ***Teaching and Learning Process in Experiential Class***

After the pre-test, the teacher taught in experiential class by handling hand puppet as the treatment and there were three phases were pre-action, while-action, and post-action. In pre-action, the teacher greeted the pupils, then the teacher-led the prayer and checked the present list to know who was absent. After that, she said to students that she would train the pupils about describing the animal. Then, the teacher also told them the goal of the lesson. In a while-action, the teacher train the pupils how to handle the hand puppet and how to describe the animal of an elephant and a cat orally by handling the hand puppet, then the teacher asked the pupils to do an exercise. In post-action, the teacher gave them an evaluation and some of the pupils had to describe animal too in front of the class, their pronunciation got better than pre-test and exercise.

#### ***Teaching and Learning Process in Control Class***

After the pre-test, the teacher trained in command class by handling stick figure as the treatment and there were three phases those were pre-action, while-action and post-action.

In pre-action, the teacher greeted the pupils, then the teacher leaded the prayer and checked present list to know who was absence or not. After that she said to the pupils that she would teach the pupils about describing animal, the topics were an elephant and a cat. Then, the teacher also told them about the objective of the learning. In while-action, the teacher train the pupils how to handling stick figure and how to describe animal of an elephant and a cat orally by handling stick figure, then teacher asked the pupils to do an exercise. In post-action, the teacher gave them an evaluation and some of pupils had to describe animal too in front of the class.

### **The Result of Documentation**

Accordingly, the syllabus has been applied as a lesson-by-lesson reference in making lesson of plans. The lesson plans were made in four forms: three forms were experiential class and three form for the command class. This research had three meetings in which each meeting was held for 2x45 minutes. However, there is a divergence among the lesson plans for both classes since the experiential class handled by using hand puppet, whilst in command class was handled by stick figure.

### **The Result of Observation**

Observation sheets for the teacher's activities were worn by the researcher in both the experiential and command classes. In making an optical discernment sheet, the edification plan was applied as the guidance. The observation sheet of the teacher's activities was checked by controlling whether the activity was carried out by the teacher or not.

### **Experimental Class**

#### ***First Meeting***

The first meeting was conducted on October 22<sup>th</sup> 2019. The material was about describing animal by handling hand puppet. Teaching and leaning process in this first meeting run well. For pre-activities, the teacher greeted the pupils, leaded the prayer and checked the pupil's present list in other to know who was pupil that absence, prepared the pupil's physically and psychologically such as building their motivation by showing hand puppet. Then the teacher adviced the pupils that they would learn about describing animal, the topics were an elephant and a cat and told the steps how to handling hand puppet. Futhermore, the teacher also told them about the objective of the learning, divided the pupils in pairs. The pupils paid attention to the teacher very well. In while activities, the teacher taught the



pupils how to handling hand puppet more clearly, and trained them material how to describe animal of an elephant and a cat in spoken by handling hand puppet, then the teacher asked the pupils to do an exercise in pairs such as make a dialogue about describing animal the perform it in front of the class. In post-activities, the teacher gave them review about the lesson then gave them an evaluation test such as making dialogue in pairs the the pupils had to describe animal in front of the class. Their performance was good enough because the pronunciation got better than pre test

### ***Second Meeting***

The second meeting in the experiential class was conducted on October 25<sup>th</sup> 2019, the topic of the lesson was to describe monkey and dog. In this second meeting the teacher taught the pupils by handling hand puppet too as the first meeting. When the teacher attend to the class, she greeted the pupils, lead the prayer then checked their present list before start the lesson. In the building motivation phase, the pupils were more interested. Many of them responded to the teacher's questions. After the teacher told the learning objective, she explained the material of describing animal of monkey and dog. pupils paid more attention in this meeting because the teacher explained the material by using two hand puppets of the animals, therefore the classroom condition was also very good, they enjoyed the lesson than in the first meeting, they looked more enjoy and did not afraid and shyfor speaking up in English. The teacher gave the example of a dialogue about asking the characteristic of animal, the topic was about their favorite animal and some pupils were asked to read the dialogue, they did not afraid or shy and were excited to come forward and spoke up by handling the hand puppets of monkey and dog, also the teacher did not forget to explain the example and how to tell their favorite through a description. After giving the material how to describe animal orally by handling hand puppets, the teacher asked the pupils to do an exercise. The teacher gave them some feedback and corrections about how to pronounce some words correctly. The pupils also did evaluation the collect it.

### ***Third Meeting***

The third meeting was conducted on November 1<sup>nd</sup> 2019, in this meeting the students didn't have any difficulties in describing animal. Firstly,the teacher greeted the pupils, checked the present list and leaded the prayer. All of the pupils responded the teacher's questions in building motivation phase and they did not afraid and shy to produce the words when the teacher asked some of them. After the teacher told them the objective of the learning, she gave them the material about how to describe rabbit and bird. During the lesson the pupils were excited and enjoyed. All of them didn't afraid to speak in front of the class. Then, the teacher gave exercise and evaluation test to make a dialogue about describing animal in pairs, they were fast to make it although some of them still took a long time when they perform their dialogue but they tried their best. The teacher even previewed the material of describing animal before such as elephant, cat, dog and monkey. Based on statement above, it can conclude that the pupils were really excited to use and hold the hand puppet and they got better score than before .

### **Control Class**

#### ***First Meeting***

The first meeting that the teacher taught the pupils in VII C class as command group was conducted on October 22<sup>nd</sup> 2019, firstly the teacher greeted the pupils and introduced herself. She said the pupils that they will have three meeting with teacher for learning English. Then the teacher checked the present list and leaded the prayer before the lesson started. At the first when the teacher tried to build pupils motivation they did not look excited. After the teacher showed media of stick figure of an elephant and cat, the pupils paid attention but they kept silent when the teacher asked them there is only one pupil that active to respond the teacher. Then the teacher told them about the objective of the learning in this meeting. During the lesson, the teacher explained the pupils about the use of stick figure for helping their speaking but many pupils preferred to silent and they didn't speak any word when the teacher asked them or tried to encourage them for speaking up and also only two and three pupils gave the teacher a respond.

The pupils faced same difficulties as the pupils in experiential class, they didn't get how to pronounce the words correctly, their pronounces were not good, they also had a lack of vocabularies and grammar, when they make a dialogue they were need a long time. The teacher also gave an example about a dialogue of describing monkey and cat, they even were afraid and kept silent when they repeated the teacher for saying a dialogue. In the exercise part, the teacher divided the pupils into a pair of group and gave them one situation for practicing their speaking. They also were not understand how to write down the dialogue, and during the exercise part many of pupils kept silent. They did not speak loudly and clearly, they really took a long time for saying a word and forgot some words they had to say. After the exercise, the teacher gave feedbacks to the pupils related to the material and their performing during the exercise then gave them an evaluation.

### ***Second Meeting***

Second meeting was held on October 29<sup>th</sup> 2019 and in this meeting the teacher trained them about a monkey and dog. The teacher greeted the pupils, then checked the present list and led the prayer. Since the building motivation phase when the teacher showed them two stick figure of a monkey and dog, some pupils gave her a respond. They brave to answer teacher's question even though their voice were not too loud. During the lesson, the pupils were more excited than the first meeting, they more enjoyed the lesson, although some pupils still preferred to keep silent, the teacher kept to encourage them for speaking up in Indonesia language or English when the teacher explained the material and gave them the example of a dialogue. In the exercise and evaluation part, they tried their best to describe animal by handling stick figure. They still had some struggles such as making dialogue in pairs, and produce the words but beside that they gave many efforts for speaking up. The teacher gave them feedbacks about their speaking skill.

### ***Third Meeting***

The last meeting was conducted on November 5<sup>th</sup> 2019, in this meeting the teacher taught them about animal of rabbit and lady bird. The teacher greeted the pupils and checked the present list, also she led the students to pray before the lesson started. Then, the teacher determined what might they learn and the goal of the learning as the teacher did on the two past meetings. The pupils in this meeting enjoyed the lesson by handling the stick figure they were more excited in the teaching and learning process and only few of them were still afraid when the teacher asked about the material and asked the questions, but the condition of the command class at last meeting was very good.

They learned the material fast than before. Moreover, they did not kept silent and they asked the teacher if they did not understand the material. From the teaching and learning process in the control group during three meetings, the stick figure helped the teacher to explain the material. By seeing the media of stick figure that brought by the teacher the pupils was knew what would they learn. Many of the pupils were impressed to the stick figure and answered the teacher's questions during the lesson especially in the last meeting in the class.

## **The Result of Test**

### ***Pre-Test***

This pre-test in the experiential class (31 pupils) and class of command (31 pupils) were conducted at the same date on Friday, October 18<sup>th</sup>, 2019. The pupils were asked to make a dialogue in pair based on the situation about describing animal then perform it in front of the class. This purpose of pre-test has to find out the pupils' knowledge in speaking before getting the aid. As maintained by the calculation of pre test score in experiential class, the mean of pre test was 60,56. Its outcome can be seen in the table 6. In contrast, the calculation of the outcome of pre-test (command class) showed the mean of the pre-test was 59,19.

Table 6 The Percentage of Pre-Test Result in Experiential Class

Score	Category	Number of Pupils	Percentage
90 – 100	Very Good	-	-
80 – 89	Good	-	-
70 – 79	Moderate	3	9,68 %
60 – 69	Enough	11	35,48 %
>60	Bad	17	54,84 %
<b>Total</b>		<b>31</b>	<b>100%</b>
<b>Average</b>			<b>60,56</b>

Table 7 The Percentage of Pre-Test Result in Command Class

Score	Category	Number of Pupils	Percentage
90 – 100	Very Good	-	-
80 – 89	Good	-	-
70 – 79	Moderate	4	12,90 %
60 – 69	Enough	11	35,48 %
>60	Bad	16	51,62 %
<b>Total</b>		<b>31</b>	<b>100 %</b>
<b>Average</b>			<b>59,19</b>

### Post-Test

This post-test in the experiential and command class were conducted at the same date on Friday, November 8th, 2019. The pupils were asked to make a dialogue in pair based on the situation about describing animal then perform it in front of the class. This post test outcome of experiential class and command class can be shown in table 8 and table 9.

Table 8 The Percentage of Post-Test Result in Experiential Class

Score	Category	Number of Pupils	Percentage
90 – 100	Very Good	18	58,06 %
80 – 89	Good	13	41,94 %
70 – 79	Moderate	-	-
60 – 69	Enough	-	-
>60	Bad	-	-
<b>Total</b>		<b>31</b>	<b>100%</b>
<b>Average</b>			<b>85,96</b>

Table 9 The Percentage of Post-Test Result in Command Class

Score	Category	Number of Pupils	Percentage
90 – 100	Very Good	5	16,13 %
80 – 89	Good	26	83,87 %
70 – 79	Moderate	-	-
60 – 69	Enough	-	-
>60	Bad	-	-
<b>Total</b>		<b>31</b>	<b>100 %</b>
<b>Average</b>			<b>76,77</b>

As stated by the outcome pre-test and post-test for both classes, those can be shown the pupils' speaking skill by handling hand puppet in experiential class and handling stick figure in command class are improved by after giving the treatments.

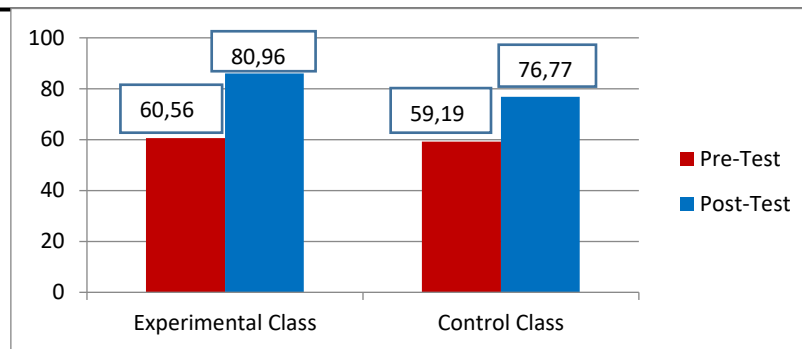


Figure 1 The Data of Pre-test of Experiential class and Command Class

According to Figure 1 is shown the pupils in experiential class by handling hand puppet got average score 60,56. That was contrast with the post-test, the average score was 80,96 which categorized as a very good score. The score increased by 20,4 points. Meanwhile, the pupils in command class who were taught by handling stick figure got average score 59,19 in the pre-test, whilst in the post-test the average score was 76,77. The score increased as 17,51 points. It can be resumed that hand puppet becomes increase pupils' speaking achievement in describing animal than handling stick figure.

### Hypothesis Testing

There are hypothesis of this research :

- a) Null Hypothesis (Ho)

There is no significant divergence in the speaking attainment between the seventh grade pupils those trained by handling hand puppet and ones trained by handling stick figure at SMP Negeri 24 Banjarmasin.

- b) Alternate Hypothesis (Ha)

There is significant divergence in the speaking attainment between the seventh grade pupils those trained by handling hand puppet and ones trained by handling stick figure at SMP Negeri 24 Banjarmasin.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \times \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{25,40 - 17,58}{\sqrt{\left(\frac{938 + 1649,2}{31 + 31 - 2}\right) \times \left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{7,82}{\sqrt{\left(\frac{2587,2}{60}\right) \times 0,03}}$$

$$t = \frac{7,82}{\sqrt{43,12 \times 0,03}}$$

$$t = \frac{7,82}{\sqrt{1,29}}$$

$$t = \frac{7,82}{1,137}$$

$$t = 6,877748$$

$$t_t = 1,67065$$

df = (Nx + Ny - 2) = 31 + 31 - 2 = 62 - 2 = 60  
t value in t table for n = 62, df = 60 is 1,67065 (two tailed, with significant of degree 0,05).

$$t > t_t = 6,877748 > 1,67065$$

The result of t-test (test value) is higher than t value, it means Ha is accepted and Ho is rejected.

### Discussion

Pupils in intermediate school should have the ability of speaking skill because by having this skill, they would be able to express their ideas, feelings, thoughts and hopes meaningfully or to achieve the goals in teaching and learning process. As stated by the English teacher in SMP Negeri 24 Banjarmasin, speaking skill is one of difficult skill to be taught to the pupils at seventh grade at the school. The pupils in a intermediate school is teenagers in learning English and in this phase the pupils can apply effective sentences or complex sentence and also the ability of using words still increasing. Therefore, it is hard enough to them because they need to learn a foreign language in their

intermediate school while they are still use their mother tongue. Based on the characteristics of pupils in intermediate school, the pupils get bored simply if nothing happens in a classroom or the teacher is just teaching the not applying any media. Besides, teachers should apply the strategy in talking to and questioning the students (Ninuk and Hidayat, 2021). Therefore, they like to something exciting, interesting and new. Therefore, teaching speaking is substantial and important in a classroom. On the authority of Burns (2014), teaching and learning of speaking are vital part of any language education classroom; not only does the spoken language offer “affordances” for learning as the main communicative medium of classroom; but it also an important component of syllabus content and learning outcomes. The teacher must find a way to teach speaking appropriately to catch the pupils’ interest in learning speaking skill.

As maintained by interviewed the English teacher in intermediate school in SMP Negeri 24 Banjarmasin. In learning process , the pupils was very excited with media such as picture, puppet, song, or card. The media make the class more fun and enjoyable, enjoyand the pupils feel motivated to learn English. As maintied by Harmer (2001:134) who typed, “Language teachers use media or teaching aid to explain language meaning and construction, engage pupils in topic, or as the basis of a whole activity.” Using a variety of media can overcome pupils’ boredom and help them accept the material for their understanding.

There are many kinds of media in teaching speaking which the teacher can apply. However, this research focused on implementing the hand puppet and stuck figure to determine whether those media can significantly diverge pupils’ speaking achievement. For experiential class, the treatment was handling hand puppet while in command class the treatment was handling stick figure. As maintained by some previous studies in chapter II, there is a divergence on pupils’ speaking attainment where the score of speaking ability more improved than the teaching speaking by handling hand puppet and stick figure. It is proved by the researcher that there is a significant divergence on pupils’ speaking attainment by handling hand puppet in teaching speaking.

For the final outcome of the pre-test of command class and experiential class were 59,19 and 60,56 after the treatment was given to both of class, the researcher got the scores of post test for command and experiential class were 76,77 and 85,96. As maintained by that score, there is a divergence among the score of posttest for experiential class and command class, it happened because the divergence treatments which the researcher have been given to the two classes :command class and experiential class. The pupils in command class was trained by handling stick figure and the pupils in experiential class was taught by handling hand puppets, and based on the result of the score of post-test that hand puppet gave more a divergence because the hand puppet is media who can see, hold and operate by the pupils. The pupils of experiential class became more excited and impressed when they were handling the hand puppet and they braver to speak English in front of the class.

## CONCLUSION AND SUGGESTIONS

### Conclusion

After completing this research, the researcher concludes that media of hand puppet and stick figure successfully enhance pupils’ speaking attainment to the seventh-grade pupils in SMP Negeri 24 Banjarmasin. It can be seen from the mean result of improvement among the pre-test and the post-test in the experiential and command classes. The retest’s mean of the experiential class was 60,56 and the mean of the posttest was 85,96. Meanwhile, the pre-test’s mean of the command class was 59,19 and the mean of the post-test was 76,77.

The mean improvement of experiential class is higher, therefore, the treatment for the experiential class is better than the treatment for the command group. Then,  $t$ -value is higher than critical value, therefore there is a significant divergence between the pupils who have been trained by handling hand puppet and the ones by handling stick figure. Since  $t$  value  $> t$  table, that means hand puppet is effective to improve pupils’ speaking attainment for the seventh graders of intermediate school pupils.

The null hypothesis ( $H_0$ ) stated that there is no significant divergence in pupils’ speaking achievement who are trained by handling hand puppet is rejected and ( $H_a$ ) that stated there is a significant divergence in pupils’ speaking attainment who are trained by handling hand puppet is

accepted. Based on the result, it can be resumed that handling hand puppet is effective in teaching speaking to improve the seventh grade pupils in intermediate school in performing a dialogue.

### Suggestion

Hand puppet and stick figures are one of the alternative media in teaching speaking. There are lots of media beside hand puppet that can be applied. However, the hand puppet assists the teacher to deliver the material and it also helps the pupils to be active in the classroom and sharing their ideas by speaking skills. Therefore, the pupils become more active in the teaching-learning processes especially in the competence of speaking. The researcher would like to give some suggestions as follows:

- a. The hand puppet and stick figure are media that are appropriate media for teaching speaking for the seventh grade pupils of intermediate school specially in performing a dialogue about describing animals.
- b. Pupils are needed to try exercises speaking by handling hand puppets and stick figures. The teacher at school is expected to be able to help pupils learn speaking skills using hand puppets and stick figures. Moreover, the teacher should give boosting applause and praise while performing in the classroom. It will make the pupils become more self-assured and reduce their shame. Finally, the researcher hopes that this research can be functional for the teacher and the reader. Optimistically, the reader will get useful information from this journal.

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