IMPROVING SPEAKING SKILL USING SHADOW PUPPET

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Abstract
Speaking is one of productive skills in which it is used to communicate with others. The purpose of speaking is to share knowledge, information and ideas. However, the eight grade of SMP N 1 Kedawung still found it difficult. The aims of this research were to know whether Shadow Puppet could improve students speaking skill and to describe the class condition when Shadow Puppet was implemented in teaching learning process at the eight grade students of SMP N 1 Kedawung in 2017/2018 Academic Year. This research was conducted at the eight grade of SMP N 1 Kedawung. The method of the study was classroom action research which was conducted from January up to February 2018. The data were collected through test (oral test) and non-test (observation, interview, and documentation). While, to analyze the data t-test was used. The result of this study showed that the implementation of Shadow Puppet was succsessful to improve the students' speaking skill. The mean score increased from 54.3 in pre-test became 63.1 in post-test 1 and became 75.48 in post-test 2. The analyzing score using t table was 2,645 <115,324> 2,756 meanwhile, cycle 2 was 2,045 <12,236> 2,756. It can be concluded that Shadow Puppet was appropriate to improve the students' speaking skill in teaching and learning process. Moreover, the class condition were more attractive and more fun during teaching and learning process.

Keywords: *Speaking Skill, Shadow Puppet, Classroom Action Research.*

ABSTRAK
Berbicara adalah salah satu keterampilan produktif yang digunakan untuk berkomunikasi dengan orang lain. Tujuan berbicara adalah untuk berbagi pengetahuan, informasi, dan ide. Namun, kelas delapan SMP N 1 Kedawung masih merasa kesulitan. Tujuan dari penelitian ini adalah untuk mengetahui apakah Shadow Puppet dapat meningkatkan keterampilan berbicara siswa dan untuk menggambarkan kondisi kelas ketika Shadow Puppet diterapkan dalam proses belajar mengajar di delapan siswa kelas SMP N 1 Kedawung pada Tahun Akademik 2017/2018. Penelitian ini dilakukan di kelas delapan SMP N 1 Kedawung. Metode penelitian ini adalah penelitian tindakan kelas yang dilakukan dari Januari hingga Februari 2018. Data dikumpulkan melalui tes (tes lisan) dan non-tes (observasi, wawancara, dan dokumentasi). Sedangkan untuk menganalisis data digunakan uji-t. Hasil penelitian ini menunjukkan bahwa penerapan Shadow Puppet berhasil meningkatkan keterampilan berbicara siswa. Skor rata-rata meningkat dari 54,3 pada pre-test menjadi 63,1 pada post-test 1 dan menjadi 75,48 pada post-test 2. Skor analisis menggunakan t tabel adalah 2,645 <115,324> 2,756 sementara itu, siklus 2 adalah 2,045 <12,236> 2,756. Dapat disimpulkan bahwa Shadow Puppet tepat untuk meningkatkan keterampilan berbicara siswa dalam proses belajar mengajar. Selain itu, kondisi kelas lebih menarik dan lebih menyenangkan selama proses belajar mengajar.

Kata kunci: Keterampilan Berbicara, Wayang Kulit, Penelitian Tindakan Kelas.

INTRODUCTION

Language is a means to communicate each person in the world. People have used language to express their feeling and ideas to the other people. Therefore, language is important aspect in life, because if there is no language, the world will be in confusion. There are many languages in the world, one of language is English.

English is an international language. English is language that the most used by all of people in the world. People can relate to each other people from different country using English. English has been dominated all aspects more than in globalization era.

English is used in many aspect such as education, politics, economy, socio culture, etc. English is learnt by all of students in the world.

In Indonesia, English is as a foreign language. Nowadays English is learnt started from Kindergarten, Elementary School, Junior High School until University. In Learning English there are four language skills. They are listening, writing, speaking and reading. Speaking is one of language skill in English that is very important to be learnt. Bailey and Savage (1994:7) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skill yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and real time, drives us to attempt to speak fluently and correctly. Then, Brown (2001:270) says that sometimes students make any mistake to speak English well and fluently or they find it difficult to do it. Many factors might influence that case.

From the previous research conducted by Made Novi (2017) , it was found that there were some problems in students speaking ability before she conducted the research using shadow puppet. The result of her research showed that there is positif in influnce of students speaking ability through shadow puppet. Then, Sofia (2009) The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students." A Case Study in SDN Leteh II Rembang. This research used pre- test, post-test, field notes, and questionnaire collect the data, which pre-test divided four activity which every activity always increase.

From the researches above, generally, puppetry has the same concepts which similarly gives the visual depiction and give some advantages as the teaching and learning media. One of the advantages is Shadow puppetry could motivate the students to performance in front of class to speak English confidently. Shadow Puppetry is interesting media made of something such as , box, wood, paper, stick cloth, lamp etc. The previous researches implemented upon the same skill, speaking In this present study, the researcher intended to used different puppet. The researcher had chosen Shadow Puppet to taught English especially on speaking skill in her research. Shadow Puppetry has strength more than others puppet. Furthermore, based on the researcher's pre observstion and interview with an English teacher in SMP N 1 Kedawung Srage, it could be reported that the teacher still found problems in teaching speaking. First, the students still got the difficulties to speak fluently in front of the class. They are sometimes shy to produce words. Beside that, they also afraid to speak English in front of the class. They worry to make mistakes in grammar, and then they suddenly stop speaking due to lack of vocabulary. It is because they seldom used English to communicate with their friends. Secondly teacher still used limited number of technique to teach student's speaking in teaching narrative text and the media was not interesting. Therefore, the teacher needs some information about new media for teaching speaking, especially on narrative. To solve the problems Shadow Puppet could make class condition getting fun. Because it has many benefits in teaching learning English. Based on Fontichiaro (2007: 169) state that Shadow puppetry is a dramatic art form in which two-dimensional puppet silhouettes are illuminated from behind and appear on screen. Items placed between the light source and the screen create shadows. According to Currel (1999: 18) The puppet is both an essence and an emphasis of the character it is intended to reflect. The puppet artist has to create and interpret character, not imitate it, so the puppeteer's art involves simplification and selection, and offers freedom not only to design the costumes of the actors, but also to create their heads, faces, body shapes, and so on. Based on explanation above it can be concluded that Shadow Puppetry is a dramatic art form in which two- dimensional puppet silhouettes are illuminated an emphasis of the character it is intended to reflect, the puppet artist has to create and interpret character. In line with the problems, this research was interested to use story with Shadow Puppet to conduct the research. This

research was conducted to (1) find out wheter there was an increase of the students speaking achievement after being taught through story with Shadow Puppet, and (2) to find out which aspect of speaking increases the most after being taught through story using Shadow Puppet.

RESEARCH METHOD

This research was conducted at SMP N 1 Kedawung Sragen in 2017/2018 Academic Year. This school is located at Celep, Kedawung, Sragen. This research was held in VIII G which consisted of 27 students, and from January until February 2018. The method of this study was Classroom Action Research. According to Car and Kemmis (1986:162), action research is simply form of self- reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices are carried out. There were six phases of Classroom Action Research: Identifying, Planning, Implementing, Observing, Reflecting, and Revising. The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used oral test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, were used observation, interview, and documentation. While, the results of the tests analyzed using non- independent t-test. It answers the problem whether there was a significant difference between the students' achievement before and after the action.

RESULT AND DISCUSSION

In this research, the researcher presented the result of the research on using shadow puppet to improve students' speaking skill on narrative at the eight grade of SMP N 1 Kedawung Sragen 2017/2018 Academic Year. The students did pre-test before the implementing *Shadow Puppet* to measure the students speaking skill. The meanscorewas 54,3 far under the KKM (*Kriteria Ketuntasan Minimal*). The research was conducted through two cycles. Each cycle consisted of a series of steps consisting of identifying the problem,

planning, implementing, observing, reflecting and revising the overall plan. The researcher held pre-test to verify the students problem in English lesson, particularly speaking activites. The researcher did not use lesson plan and material during pre- test. The mean of pre- test was 54,3, the score wa too low. Because the minimum scoree or KKM (*Kriteria Ketuntasan Minimum*) was 72.00. It was caoused by the insufficient students abilities to support their speaking skill, which covering compprehension, pronunciation, voacbulary, grammar, and fluency.

The researcher used Shadow Puppet to improve students' speaking skill at the eighth grade students of SMP N 1 Kedawung Sragen. The researcher took two cycles and the english teacher as the collaborator. Cycle one was held January 19th 2018 up to January 22th 2018. Cycle

two was held on Januay 26th 2018 up to February 9th 2018. Eachcycle consisted of four steps, namely: 1) Planning the action, 2) Implementing the action, 3) Observing the action,

4) Reflecting the action.

After implementation of Shadow Puppet, there were improvements of speaking skill both in the process and the score. It was seen that the improvements in the process were: l) The students' grammar improved. ln the result of the pre-test, it showed that students had difficulties to express their ideas in correct grammar. Then after implementation of the treatment the skill of student was improved. It seen from the score of grammar in the post-test 1 and post-test 2. 2) The students' pronunciation and fluency improved too. It could be seen on the result of pre-test that the students' pronunciations were low. The students' mother tongue was very influence to the students' pronunciation and they had errors in pronounce the words. After implementation of Shadow Puppet, score of post-test of the students had lower errors and were good enough in pronuncing the word than pre-test.

Meanwhile there was improvement in the score ofthe students' speaking skill in

Cycle l. The mean score of pre-test was 54.3. While in the post-test 1, the mean score was 63.1. After comparing the mean score, the means score of post- test l was higher than the mean score of pre-test. The researcher also used t-test formula to know the significant differences in every test. By used t- test of non independent. The mean score of post test 2 (75,48) and post test 1 (63,1). Based on the table, it also showed t- test calculation. The result of test among pre test and post test 1 was 115,324 and the result of test among post test 1 and post test 2 was 12,236. So, the result in cycle 1 was 2,645 <115,324> 2,756 meanwhile, cycle 2 was 2,045 <12,236> 2,756. It could be concluded that there was a significant improvement of the students speaking skill on narative text using Shadow Puppet. lt could be seen on the table:

Mean of Pre- test	Mean of Post-test 1	Mean of Post-test 2	t-value of Cycle I	t-value of Cycle II
54,3	63,1	75,48	115,324	12,236

The researcher also found the strengths of Shadow Puppet. Shadow Puppet was a media that could improve the students speaking score, motivation, also the students' class condition. This media had some strategies that could be combined became a powerful way that made the students to speak well and confident.

CONCLUSION

Then there was improvement in the students' speaking score in each cycle. The mean score of pre- test was 54.3. While in the post-test l, the mean score was 63.1. After comparing the mean score, the mean score of post-test 1 was higher than the meanscore of pre-test. It shows that there was significant difference between the score in pre-test and post-test l. Then, the mean score of post-test 1 was 63.1. While in the post-test 2, the mean score was 75.48. It means that there was a significance improvement between the score of post-test 1 and post-test

2 because mean score of post-test 2 was higher than post-test l.

It could be concluded that, Shadow Puppet improved speaking skill at the eight grade students of SMP N 1 Kedawung Sragen in 2017/2018 academic year. It could be seen from the result of the research. There was improvements in the students motivation and class conditionin learning speaking.Also improvements in the grammar, pronunciation, and fluency of the students. Moreover, there were also improvements during teaching and learning process using Shadow Puppet. The students were more active and enthusiastic in teaching and learning process.

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