

IMPROVING THE SEVENTH GRADE STUDENTS' ENGLISH SPEAKING ABILITY OF SMP HARAPAN I MEDAN BY USING THE PUPPET SHOW MEDIA

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ABSTRACT - The purpose of this study was to improve students' speaking skill before and after the use of puppet show media in the form of paper puppets in the implementation of English learning. This research is also expected to provide benefits to remind students about local cultural wisdom, especially puppetry. This research was conducted on VII grade students of SMP Harapan I Medan. The results showed that from the results of the action as much as 2 (two) cycles in grade VII students of SMP Harapan 1 Medan, it was concluded that the use of puppet show media can improve students' English speaking skills. Student learning outcomes in each cycle of learning have increased. This can be seen from the percentage of students who have reached the KKM increasing every cycle. The percentage of completeness of student learning outcomes in cycle I was 63% and in cycle II increased to 80%. Thus, this study was declared successful and it can be said that the use of puppet show media can improve students' English speaking skill. With a combination of local culture and English, of course there are two things that can be achieved at once, namely improving students' English speaking skill and maintaining local wisdom so that it does not become extinct because the younger generation is also introduced and taught about the local culture, namely in the form of wayang.

Keywords: Speaking Skills, English, Puppet show

INTRODUCTION

In general, skills in language learning are divided into four domains, namely listening skills, speaking skills, reading skills, and writing skills. The four language skills are related to one another. However, compared to the other three language skills, speaking skills are more difficult to master even for native speakers of the language concerned.

This is because speaking skills require vocabulary and phrases as well as correct pronunciation from students in expressing their ideas, thoughts, and experiences as a whole and communicatively.

Speaking skill is essentially a skill to reproduce the flow of the articulated sound system to convey the will, feelings, and desires to others. This skill is also based on self-confidence to speak naturally, honestly, correctly, and responsibly

by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, etc. (Iskandarwassid and Dadang, 2011: 241).

One of the functions of English subjects in schools in general is as a means of increasing knowledge and skills in English to gain and develop science, technology and arts. Increased knowledge of English is related to students' skills in mastering the rules in English. Increasing English language skills relates to the ability of students to use English for various purposes according to the situation both orally and in writing

English subjects have different characteristics from other subjects. This difference lies in the function of language as a means of communication. Besides being required to master vocabulary and grammar, skills are also needed in applying them in communication activities, both oral and written.

From various studies conducted, it shows that the English speaking skills of students in Indonesia are generally lacking due to various backgrounds. Important causes of this problem include students lacking standard mastery of basic knowledge aspects, in the form of vocabulary and grammar and mastery of academic literacy, especially reading and writing which are also lacking. The limited mastery of vocabulary results in students having difficulty expressing ideas and intentions of expressions towards certain goals. The limitations of grammar cause students to have difficulty composing sentences to be uttered so that students are afraid to make mistakes.

From the conditions above, it is necessary to find a solution so that students' speaking skills can improve, so that students can also be active in learning. In general, learning English can be said to be very difficult, even among higher education institutions, they still experience difficulties in English, especially with the habits of students who in their daily life use Indonesian and their respective regional languages.

But on the other hand, it will be different from students who like English subjects who will think that English lessons are very easy and fun. On the other hand, educators play an important role in the process of learning English. One solution that can be implemented to overcome this problem is to use learning media that are preferred by elementary students and can generate motivation to

learn, so that they learn English in a pleasant atmosphere and situation. Currently, many learning media are available and can be used and applied in the learning process, one of which is the Puppet show media.

Puppet shows are a well-known medium, but are rarely used, especially in learning English at schools. This puppet show is like a puppet with a box-shaped theater decorated in such a way that it is able to attract students' interest and attention. The puppets are made colorful with various characters such as animals or you can use a puppet made of cardboard or cardboard and moved by the teacher in the theater.

By using this media, it is hoped that students' skills in speaking English can improve and be able to speak English with confidence even though the sentences used are still in sentences that are usually used everyday and look still simple.

On the basis of these considerations, this study focuses on improving the students' English speaking skill of SMP Harapan I Medan by using puppet show media.

REVIEW OF LITERATURE

Speaking in general can be interpreted as conveying one's intentions (ideas, thoughts, and heart's content) to another by using spoken language so that the meaning can be understood by others. Talking is essentially a communication process, because it involves transferring messages from one source to another.

Speaking skill is essentially a skill to reproduce the flow of the articulated sound system to convey the will, feelings, and desires to others. This skill is also based on self-confidence to speak naturally, honestly, truthfully, and responsibly by eliminating psychological problems such as shame, inferiority complex, tension, heavy tongue, and others (Iskandarwassid and Dadang, 2011: 241).

Speaking skills are integrated productive skills. Productive means that when speaking people use spoken language to convey something in the conversation, in the form of thoughts, ideas, and feelings. Integrated means that at the time of the conversation, a number of abilities are combined into a speaking component, mastery of the content of the conversation, mastery of techniques, and appearance of speaking.

From some of the above meanings, it can be concluded that speaking skills are a process of expressing, expressing, and conveying ideas, thoughts, ideas, or the contents of the heart to others using spoken language that can be understood by others.

Speaking skills have a very important role in everyday life. With speaking skills, students will be able to convey their ideas, thoughts, ideas, and feelings to others. According to Iskandarwassid (2011) the goals of speaking skills will include the achievement of the following:

1. Ease of Speaking

Students should have a great opportunity to practice speaking until they develop these skills in a natural, fluent, calm manner.

2. Clarity

Students speak correctly and clearly, both articulation and diction of the sentences.

3. Responsible

Good speaking practice emphasizes the speaker's responsibility to speak appropriately, and to be thoughtful.

4. Establish Critical Hearing

Speaking practice to develop listening skills quickly and critically is also the main goal of speaking.

5. Forming Habits

The habit of speaking cannot be achieved without the habit of interacting in the learned language or even in the mother tongue.

By using puppet show media, students are expected to have skills in English. Puppet shows are a medium that is well known but rarely used, especially in learning English. Puppet shows are presented like wayang presentations with a box-shaped theater decorated in such a way as to attract students' interest and attention.

As a learning medium, the use of puppet show media certainly has advantages and disadvantages. As for the advantages of using puppet show media in the learning process, namely:

1. Able to improve students' listening skills

2. Able to develop students' imagination and activities in a happy atmosphere.
3. Attract interest and increase student motivation.
4. Easy to use
5. Hone teacher creativity

Meanwhile, the weaknesses of using puppet show media in the learning process are:

1. Class and learning atmosphere becomes hectic
2. Demanding teachers to be able to play puppets in totality.
3. Require teachers to be more creative in making wayang characters.
4. Demanding teachers to be able to tell stories.

RESEARCH METHOD

Types of research

This research is a type of classroom action research (PTK). Classroom Action Research is a reflective research based on real conditions which then searches for the problem and is followed up by taking real actions that are planned and measured (Suwandi, 2009: 10).

According to Arikunto (2010: 4) suggests that Classroom Action Research (PTK) is a reflection of learning activities in the form of an action, which is deliberately raised and occurs in a class simultaneously. So Classroom Action Research is action research conducted in the classroom with the intention of improving the learning process. In this study, Classroom Action Research was conducted to improve students' English speaking skills through puppet show media for Class VII students of SMP Harapan 1 Medan.

Research subject

The subjects in this study were Grade VII students of SMP Harapan 1 Medan in the even semester of the 2019/2020 academic year.

Data source

The data used are qualitative data, in the form of primary data and secondary data. Primary data obtained directly from observations and interviews. Secondary data is obtained from documentation, namely from the institution or organization concerned as additional data.

Research Stages

This study used an action research model from Kemmis and Taggart, which is a spiral from one cycle to the next. According to Kemmis and Taggart (Arikunto, 2010: 66) there are several stages in this research, namely:

1. Planning
2. Action
3. Observation
4. Reflection

This research was conducted in two cycles. The cycle is stopped when the data displayed in the field is saturated; meaning that if there has been an increase in students' English speaking skills through puppet show media.

Data collection technique

The data collection techniques used are:

1. Observation

Observations were made by researchers by observing and recording the implementation of learning in class and the participation shown by students during the teaching and learning process without disturbing learning activities.

2. Tests

In this Classroom Action Research, researchers used a test that can measure students' English speaking skills by using puppet show media.

3. Interview

Interviews were conducted by asking students about the use of puppet show media in class in order to improve students' English skills.

4. Documentation

Documentation is obtained from the results of observation sheets, interview sheets, field notes, student lists and photographs during the program.

Research Instruments

In this study the instruments used were:

1. Speaking Test

The speaking skill test is a test that is conducted to measure and determine students' English speaking skills. The indicators used to measure students' English speaking skills are using the scale Likert, as follows:

Table 1. Scale Likert

Criteria	Scale	Predicate
Very good	5	Completed
Good	4	Completed
Enough	3	Enough and complete / Enough but not complete
Less	2	Not complete
Very less	1	Not complete

The scoring instrument grid can be seen below:

Table 2. Assessment Instrument Grid

Assessment Variables	Indicator	Scale				
		5	4	3	2	1
Linguistic Factor	1. Clarity of pronunciation and articulation					
	2. Accuracy of intonation, pressure, and volume					
	3. The appropriateness of using structures, vocabulary and expressions					
	4. Fairness of discourse order					
Non-Linguistic Factors	1. The accuracy of the information					
	2. The relationship between information					
	3. Smoothness					
	4. Pronounce style, attitude, appearance, facial expression					

From the calculation of the score for each statement, a presentation of the overall respondents' answers is sought with the formula:

$$P = \frac{\sum x}{n} \times 100\%$$

Information :

P = Score percentage

$\sum x$ = Number of answers given by students

n = Maximum number of scores

While the assessment guidelines used to determine student success in speaking English can be seen in the following table:

Table 3. Guidelines for Scoring Students' English Speaking Skills

No	Categori	Interval
1	Very good	85 – 100
2	Good	75 – 84
3	Enough	60 – 74
4	Less	50 – 59
5	Very Less	0 – 49

2. Observation Sheet

The observation sheet is used to observe student participation. The following is the grid for the observation sheet:

Table 4 Grid of Student Participation Observation Sheet

No	Categori	Indicator
1	Reception	1. Take learning seriously 2. Ask questions when having difficulty 3. Pay attention to the teacher's explanation 4. Take notes on the teacher's explanation
2	Response	1. Read student worksheets well 2. Carry out activities based on orders 3. Answering teacher questions 4. Submit an opinion

3. Documentation

The documentation instrument is used to provide a concrete picture of student participation during the learning process and to strengthen the data obtained. The document is in the form of a photo which will provide a concrete picture of student activities, as well as the results of the tests that are held at the end of the

meeting. Photos serve to record various important activities in the classroom and illustrate student participation during the teaching and learning process.

Data analysis technique

The data analysis technique used was data reduction, namely data selection, data simplification and transformation of the results of field notes. The presentation of data is in the form of a collection of information in the form of a narrative test that is compiled, arranged and summarized so that it is easy to understand. This was done in stages and then concluded by way of discussion with colleagues. Triangulation was used to ensure the stability and correctness of the data collected and recorded in the study.

Success Indicators

In accordance with the characteristics of action research, the success of this action research is marked by a change in the direction of improvement, both related to the learning and learning atmosphere. In this regard, to give meaning to success after implementation, absolute evaluation criteria are used, namely an action compared to the predetermined minimum standard. If the results of the action comply with the predetermined minimum standards, then the action is declared successful.

The minimum standard specified is 70% of the total number of students who can follow the learning process well and have reached an average grade grade of 70.

RESEARCH RESULTS AND DISCUSSION

Description of Preliminary Condition

To find out the preliminary condition of students before the implementation of puppet show media in learning English speaking skills, the researchers conducted pre-activities. In this activity students are asked to speak in English with a free theme determined by the students themselves.

This step was taken to obtain preliminary information about the English speaking skills of grade VII students of SMP Harapan 1 Medan. The results of this activity can be seen in the table below:

Table 5 Results of Students' English Speaking Skill at the Pre-Cycle Stage

No	Code	Score	Predicate	Information
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	Students			Completed	Not Completed
1	001	63	Enough		√
2	002	71	Enough	√	
3	003	87	Very Good	√	
4	004	41	Very Less		√
5	005	53	Less		√
6	006	81	Good	√	
7	007	58	Less		√
8	008	77	Good	√	
9	009	70	Enough	√	
10	010	52	Less		√
11	011	77	Good	√	
12	012	80	Good	√	
13	013	52	Less		√
14	014	68	Enough		√
15	015	44	Very Less		√
16	016	80	Good	√	
17	017	66	Enough		√
18	018	45	Very Less		√
19	019	69	Enough		√
20	020	71	Enough	√	
21	021	57	Less		√
22	022	79	Good	√	
23	023	54	Less		√
24	024	44	Very Less		√
25	025	47	Very Less		√
26	026	79	Good	√	
27	027	70	Enough	√	
28	028	53	Less		√
29	029	63	Enough		√
30	030	68	Enough		√
Amount		1919		12	18
Average		64			

Source: Pre-cycle research results

Based on the table above, it shows that the average score of students' English speaking skills in the pre-activity stage only reached 64. Of the 30 students, only 1 student received the very good predicate, and 7 students received the good predicate. A total of 10 students received sufficient predicate.

Meanwhile, with a predicate of less, 7 students and 5 students received very poor predicate. Meanwhile, in terms of completeness, only 12 students (40%) experienced completeness, while the remaining 18 students (60%) did not complete.

Seeing the results of these preliminary observations, it is deemed necessary to follow up in Cycle I, making an effort to improve students' English speaking skills, one of which is through puppet show media.

Description of Cycle 1

In this Cycle I activity the teacher began learning by conveying students' mistakes in speaking English at the previous meeting. Then the teacher explains some vocabulary as vocabulary to students. The teacher asks students to memorize the vocabulary. The teacher also explains to students about the accuracy of intonation, pressure and volume, pronunciation style, attitude, appearance, facial expression.

Then the teacher explains the puppet show media that will be used in learning. The teacher explains what is meant by a puppet show. The teacher also explains the learning steps using puppet show media. After the teacher explains the material and learning media, the teacher divides students into groups. Each group was asked to take a puppet show media in the form of a paper puppet that had been prepared by the teacher. The teacher also demonstrates learning using puppet media and provides students with an understanding of the purpose of the learning. Then the teacher asks students to demonstrate again like the teacher does with the puppets they have. The results of this activity can be seen in the table below:

Table 6 Results of Students' English Speaking Skills in Cycle I Stage

No	Code Students	Score	Predicate	Information	
				Completed	Completed
1	001	72	Enough	√	
2	002	73	Enough	√	
3	003	90	Very Good	√	
4	004	57	Less		√
5	005	51	Less		√
6	006	83	Good	√	
7	007	56	Less		√

No	Code Students	Score	Predicate	Information	
				Completed	Completed
8	008	80	Good	√	
9	009	76	Good	√	
10	010	51	Less		√
11	011	78	Good	√	
12	012	83	Good	√	
13	013	57	Less		√
14	014	71	Enough	√	
15	015	46	Very Less		√
16	016	83	Good	√	
17	017	71	Enough	√	
18	018	42	Very Less		√
19	019	72	Enough	√	
20	020	74	Enough	√	
21	021	59	Less		√
22	022	82	Good	√	
23	023	53	Less		√
24	024	70	Enough	√	
25	025	43	Very Less		√
26	026	80	Good	√	
27	027	71	Enough	√	
28	028	53	Less		√
29	029	73	Enough	√	
30	030	80	Good	√	
Amount		2030		19	11
Average		68			

Source: Cycle I research results

Based on the table above, it shows that the average score of students' English speaking skills at the first cycle stage reached 68. Of the 30 total students, only 1 student received the very good predicate, 9 students received the good predicate. A total of 9 students received sufficient predicate. Whereas with the title of less, there were 8 students and 3 students received the predicate very poor. Meanwhile, in terms of completeness, there was an increase, there were 19 students (63%) who experienced completeness, while the remaining 11 students (37%) did not complete.

In Cycle I, it was seen that there was a little progress of students in speaking English. Students, in taking the lesson it has been seen seriously, students have also had the courage to ask various questions related to the material

given even though there are still some students who do not focus on learning. Some students have also started to be responsive in accepting the English vocabulary given.

From the results of Cycle I activities, it can also be seen that some of the problems experienced by students related to the learning that are taking place, including:

- a. There are still some students who do not have clarity in pronunciation and articulation.
- b. There are still some students who are unable to speak English due to the lack of vocabulary that they know.
- c. The grammar structure of students is still confused.
- d. The language style is also unclear.
- e. Pronounce style, attitude, appearance, facial expression are still flat
- f. There are still some students who do not focus when learning takes place.

Seeing the results of these preliminary observations, it is deemed necessary to follow up in Cycle II, making an effort to improve students' English language skills, one of which is through puppet show media.

Description of Cycle 2

Cycle II activities carried out in the second week. In Cycle II, the teacher began learning by conveying students' mistakes in speaking English at the previous meeting. Then the teacher explains some vocabulary as vocabulary to students. The teacher asks students to memorize the vocabulary. The teacher also explains back to the students about the accuracy of intonation, pressure and volume, pronunciation style, attitude, appearance, facial expression.

After the teacher explains the material and learning media, the teacher again divides the students into groups. Each group was asked to take a puppet show media in the form of a paper puppet that had been prepared by the teacher. Then each group was asked to compile a short story or a conversation with a free theme related to the puppet character it has. After that the teacher asks students to practice it in front of the class. Each student from each group must come to the front of the class, either individually or in groups.

The results of this activity can be seen in the table below:

Table 7 Results of Students' English Speaking Skills in Cycle II Stage

No	Code Students	Score	Predicate	Information	
				Completed	Completed
1	001	77	Good	√	
2	002	74	Enough	√	
3	003	91	Very Good	√	
4	004	84	Enough	√	
5	005	58	Less		√
6	006	88	Very Good	√	
7	007	58	Less		√
8	008	88	Very Good	√	
9	009	82	Good	√	
10	010	59	Less		√
11	011	83	Good	√	
12	012	84	Good	√	
13	013	84	Good	√	
14	014	78	Good	√	
15	015	58	Less		√
16	016	84	Good	√	
17	017	73	Enough	√	
18	018	48	Very Less		√
19	019	80	Good	√	
20	020	77	Good	√	
21	021	73	Enough	√	
22	022	83	Good	√	
23	023	74	Enough	√	
24	024	80	Good	√	
25	025	49	Very Less		√
26	026	83	Good	√	
27	027	73	Enough	√	
28	028	78	Good	√	
29	029	74	Enough	√	
30	030	83	Good	√	
Amount		2258		24	6
Average		75			

Source: Cycle II research results

Based on the table above, it shows that the average score of students' English speaking skills at the stage of Cycle II progressively progressed to reach 75. Of the 30 total students, 3 students received excellent predicate, 14 students received good predicate. A total of 7 students received sufficient predicate.

Meanwhile, with a predicate of less, there were 4 students and 2 students received the predicate very poor. Meanwhile, in terms of completeness, there was a significant increase, namely 24 students (80%) experienced completeness, while the remaining 6 students (20%) did not complete.

In Cycle II, it was seen that most students already had English speaking skills. Students, in participating in the lesson it has been increasingly seen seriously, students have also been increasingly bold in putting forward various statements and also questions related to the material given. Students have also begun to respond.

From the results of Cycle II activities, it can also be seen that some of the problems experienced by students related to the learning that are taking place, including:

1. Some students still do not focus when learning is taking place.
2. Some students are unable to speak English due to the lack of vocabulary they know.

DISCUSSION

From the results of pre-cycle activities to activities in cycle I and cycle II, it can be seen that the comparison of students' mastery of English language skills acquisition is as follows:

Table 8 Results of Student

Completeness Score

No	Code Students	Score Siklus I	Score Siklus II	Average	Information
1	001	72	77	75	Completed
2	002	73	74	74	Completed
3	003	90	91	91	Completed
4	004	57	84	71	Completed
5	005	51	58	55	Not Completed
6	006	83	88	86	Completed
7	007	56	58	57	Not Completed
8	008	80	88	84	Completed

9	009	76	82	79	Completed
10	010	51	59	55	Not Completed
11	011	78	83	81	Completed
12	012	83	84	84	Completed
13	013	57	84	71	Completed
14	014	71	78	75	Completed
15	015	46	58	52	Not Completed
16	016	83	84	84	Completed
17	017	71	73	72	Completed
18	018	42	48	45	Not Completed
19	019	72	80	76	Completed
20	020	74	77	76	Completed
21	021	59	73	66	Not Completed
22	022	82	83	83	Completed
23	023	53	74	64	Not Completed
24	024	70	80	75	Completed
25	025	43	49	46	Not Completed
26	026	80	83	82	Completed
27	027	71	73	72	Completed
28	028	53	78	66	Not Completed
29	029	73	74	74	Completed
30	030	80	83	82	Completed
Amount		2030	2258	2144	
Average		68	75	71	

Source: 2020 research results

Based on the table above, it can be seen that there are 21 students (70%) who experienced completeness, while 9 students (30%) did not complete the students' English speaking skills with puppet show media.

Thus this research is declared successful and it can be said that the use of puppet show media can improve students' English speaking skills. This is in accordance with the specified minimum standard, namely 70% of the total number of students can follow the learning process well in the meaning of the word complete and reach an average score (KKM) of 70.

CONCLUSION

Based on the results of this study, it can be concluded as follows:

1. From the results of 2 (two) cycles of action in Class VII students of SMP Harapan 1 Medan, it is concluded that the use of puppet show media can improve students' English speaking skills.
2. Student learning outcomes in each cycle of learning have increased. This can be seen from the percentage of students who have reached the KKM increasing every cycle. The percentage of completeness of student learning outcomes in cycle I was 63% and in cycle II increased to 80%. Thus, this study was declared successful and it can be said that the use of puppet show media can improve students' English speaking skills.

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