A THESIS

STUDENTS' PERCEPTION ON PUPPET SHOW IN LEARNING SPEAKING AT THIRD GRADE OF SMPN 1 PADANG MAWALLE KAB. POLMAN

BY
ASTUTI MASRUR
REG. NUM. 16.1300.095

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
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2022

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic

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A THESIS

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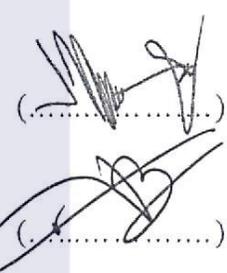
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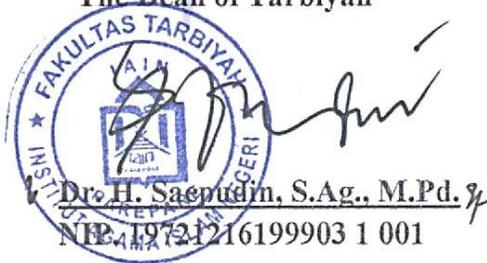
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Parepare, 30 August 2021
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DECLARATION OF THE RESEACH AUTHENTICITY

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Stated that herself conducted their skripsi, if it can be proved that is copied, duplicated or complied by other people, the degree thet has been gotten would be postponed.

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ABSTRACT

Astuti Masrur. *Students' Perception on Puppet Show in Learning Speaking at Third Grade of SMPN 1 Padang Mawalle Kab. Polman* .(Supervised by Amzah Selle and Mujahidah).

Perception is also defined as the process organizing and interpreting some stimulus toward some phenomena in the environment while puppet show is a kind of learning media in teaching speaking. The objective of this research was to find out find out the students perception on Puppet Show in learning speaking at the third year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar.

The data was analysed by using descriptive quantitative. The samples of this study were 20 students by purposive sampling. The researcher conducted the research by Quantitative design. The data collecting technique by using questioner.

The result of the study that students good perception toward the using of Pupet show as media in teaching speaking class at third grade of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar. It valid for the result which identified from the students respondents. Three aspect identified by questioner which divided as: 1) The using of puppet show, where puppet showed let the students be more active in learning speaking, 2) Understanding Materials by puppet show, where students get more understand in Greeting materials, 3) Teacher method, where the students felt happy and motivated, 4) Students' Communicative, where the students agree for their communicative performance during the using of puppet media.

Keyword: Students' Perception, Puppet Show, Speaking

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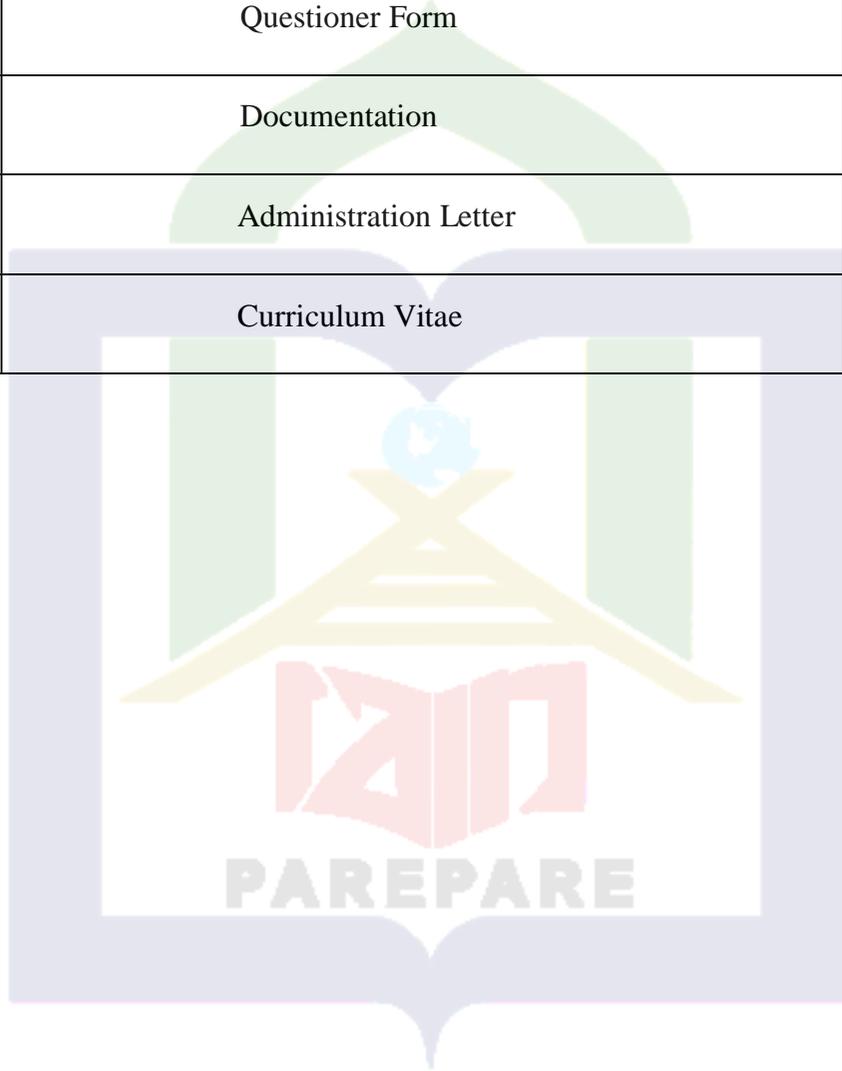
CHAPTER I

INTRODUCTION

A. Background

The people thought that English is very difficult to learn. Some of them did not understand if someone is talking with other people. Sometimes misunderstanding happened, but the other people considered that English was an interesting language that we have to learn about it. Now days almost every country used English as a tool of communication. As we know that language is one of the most important aspects of human being life. People can express their feeling, ideas, willingness, and anything they have in mind with language.

As an interactional language it must be learned by all students' at formal education institutes such as at junior high school, senior high school moreover, and university. The English language is learned in two broad contexts in Indonesia, foreign language and second language acquisition. A foreign language is one where the target language is not the language of communication in society. A second language context is one where the target language is the language of communication in society.

There are four skills required in English learning. They are reading, speaking, listening, and writing. These abilities are tightly connected since speaking needs listening, writing needs reading, and vice versa. They are inseparable. Among those four English skills, speaking is mostly the main goal of many English learners.[1] Speaking is an action in expressing ideas or thoughts to other people so interaction is occurred in communicating orally for further. People live in the world of communication. According to the oxford dictionary of current English,

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[1]Kaharuddin*,"Introduction to English One"* (Unpublished Article STAIN Parepare, 2010)

communication is defined as the activity or process of expressing ideas and feelings or of giving people information.

Speaking is one of the fundamental language skills. It is considered the most important aspect of learning a foreign language.[2] The success of people in learning a language is measured in terms of the ability to carry the conversation in the language. One of the aims of the teaching of English as a second or foreign language is to make the learners able to communicate the information effectively in spoken English.[3]

Teaching speaking for young students' should have varied methods that make students interest and easy to understand, so that the teacher should make learning effective and efficient. They need a good situation to keep their learning as we know that English is a difficult thing to learn so a friendly environment able to make them get motivation in studying English. Moreover, the teacher should be creative to make the students active and fun in the learning process. So that's the way they will be interested in the lesson. If the students' not interested in the lesson it will be very difficult to make them understand the lesson because one of the factors able to make the students understand the lesson easily is interested in studying or interested in the lesson.

As teaching professionals we need some methods, there are many kinds of methods namely; TPR, Suggestopedia, Silent way, CLL, and so on. Based on the method above I choose a new method. My method is "Puppet Show". The meaning of Puppet Show is the student will explain what they see on the card and the students' explain to their friends in front of the class.

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[2]David Nunan,. *Language Teaching Methodology,* (Sydney:Prentice Hall International. 1991), p. 14.

[3]Brown,G and G. Yule. *Teaching the Spoken Language,* (Cambridge University Press. 1983), p. 6.

After doing observation, most of the student especially junior high school students that are still young, they like a media that is fun and colorful that can motivate them to study acting in class. Then, puppets as colorful and funny things can help them to understand the material of study in class easily. The benefits of us of puppets in the classroom are many and varied. The use of puppets provides an opportunity for student expression through the social aspects of communication. 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.

About the importance of language skills, the writer focuses her attention on the students' perception on puppet show in learning speaking at the third year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar.

B. Research Question

Based on the statement in the background, there is the research question that will be investigated through this study. The research question of this research is what are the students' perception on Puppet Show in learning speaking at the third grade of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar?

C. The Objective of the Research

Based on the problem statement above, the writer intended to find out the students perception on Puppet Show in learning speaking at the third year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar.

D. Significance of Research

This research was expected to provide useful information and give some contributions based on:

1. Theoretical significance, the result of this research can be useful to give information for the students perception on Puppet Show in learning speaking.

2. Practical significance, the result of this research is expected by the teacher as a consideration in teaching media in the class and in students' perception about using Puppet Show in learning Speaking English, then next researcher, expected to be useful information.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Many research findings relate to the study, here are some of the previous research findings which have something to do which this research.

Hayatun Fauzan had carried out his research in 2018 about the use of hand puppet show media to enhance students' speaking skills and motivation (experimental research to the second-year students of SMPN 1 Krueng Mane, Aceh Utara). The research design used was quasi-experimental. The population of the study was the eighth graders of SMPN 1 Krueng Mane. The total number of the sample was 48 students, class VIII 1 as the experimental group and class VIII 2 as the control group. The data of this research were collected by giving tests, pretest, posttest, and questionnaire. The data were analyzed by using SPSS 17 to search for t-test scores to find out the differences in achievement between the students at experimental and control groups in terms of speaking skills.[4]

Zulfikar Nurhanani, Bambang Budi Wiyono, Nurchasanah state in their research about "Analisis Penggunaan Media *Puppet Show* untuk peningkatan Kemampuan Menyimak dan Bercerita Siswa". Supporting students can develop well by supporting the selection of appropriate media specifically in developing listening and storytelling abilities. Researchers looking for the influence of the shadow play media show the ability to listen and tell stories in grade II elementary school. This study uses quantitative research with the design of Quasi-Experiment Pretest and posttest Control Group Design. Displaying performance shows using the Puppet

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[4]Hayatun Fauzan, "*Educational Media Teaching Methods Speaking – Applied Linguistics*" (Skripsi, Fakultas Graduate Program In English Language Education, Syiah Kuala University, Aceh Utara, 2018).

Show media has been by the steps of the activities that are developed, and there is a development with the use of the Puppet Performance media to the ability to listen and tell the second-grade students with sig. The experimental class of 0.144 is smaller than 0.05 in the control class.[5]

Nur Guntur Darusman had carried out his research in 2019 about The Effect Of Using a Hand Puppet On Students' Speaking Ability At An-Namiroh Junior High School Pekanbaru. The main focus of this research is to investigate whether there was a significant Effect of Hand Puppet Media on Students' Speaking Ability at AnNamiroh Junior High School Pekanbaru. The writer formulated the problems into four research questions that would be answered by using quantitative research. This research had two variables, Hand Puppet as an independent variable and Students' Speaking Ability as a dependent variable. This research was Quasy – Experimental research. The writer concluded that there is a significant effect of using Hand Puppet on students' speaking ability at An-Namiroh Junior High School Pekanbaru. Then, using Hand Puppet contributed 69.905% for students' speaking ability at An-Namiroh Junior High School Pekanbaru.[6]

Susiana state in their research about '' Efektivitas Media Puppet Show Untuk Meningkatkan Kemampuan Bercerita Pada Anak Tunagrahita Ringan Kelas V di SDLB-C Setya Darma Surakarta Tahun 2015/2016.This research aims to acknowledge the effectiveness of puppet show media towards the improvement of

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[5]Zulfikar Nurhanani, ''Analisis Penggunaan Media Puppet Show untuk Peningkatan Kemampuan Menyimak dan Bercerita Siswa''. Jurnal Pendidikan, vol. 5 no.7 (Juli 2020), h.1020-1031.

[6]Nur Guntur Darusman, *The Efeect of Using Hand Puppet on Students' Speaking Ability* (A Thesis; Department of English Education; Pekanbaru, 2019).

telling storry skill of the V grade students with mild mental retardation at Setya Darma C-Special School in Surakarta year 2015/2016.

This research used a quantitative approach with a pre-experimental design and one group pretest-posttest design model. The subject of the research was five V-grade students with mild mental retardation at Setya Darma C-Special School in Surakarta. The data collection technique used was the testing technique in the verbal test using a scale. The data collected were quantitatively analyzed with nonparametric statistical analysis named Wilcoxon Sign Rank Test. It is concluded that puppet show media is effective to improve the telling story skill of V grade students with mild mental retardation at Setya Darma C-Special in Scholl Surakarta year 2015/2016.[7]

Based on the previous research findings above, the researcher assumes that some researchers can be used as references. All of their researchers have differences from my research. The are, Hayatun Fauzan had carried out about the use of hand puppet show media to enhance students' motivation. Zulfikar Nurhanani at all-state in the research about analysis of the use Puppet Show media to improve students' listening ability. Nur Guntur Darusman had carried out his research about the effect of using a Hand Puppet on students' speaking ability. Susiana states in their research about the effectiveness of Puppet Show media to improve storytelling ability in children with mild disabilities. The researchers conclude that all research above have similarity on the aim level namely how to analysis of the using Puppet Show enhances student speaking skill.

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[7]Susiana, *Efektivitas Media Puppet Show untuk Meningkatkan Kemampuan Bercerita pada Anak Tunagrahita Ringan* (Skripsi Sarjana; Fakultas Keguruan dan Ilmu Pendidikan; Surakarta 2016).

B. Some Pertinent Ideas

1. Theory of Perception

a. Definition of Perception

Perception may be defined from phisycal, psychological and physiological perspectives.[8] But for the purpose of this study, it shall be limited to its scope. in their academic journal elaborate the theories of perception by taking some experts' explanation. First, they take the theories as postulated by all port who defines perception as the way people judge or evaluate others. See perception from the cognitive dimension as the process by which people attach meaning to expriences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory.

This theory is strengthened about perception. They state that background knowledge in the form of schemas affects perception and subsequent learning. Even, research finding have verified that background knowledge resulting from experience strongly influence perception. Finally, Baron and Byrne explain it as the process through which people attempt to understand other persons and attempt to obtain information about the temporary causes of others' behavior, for example, the emotion or feelings. [9]

Further, Adediwura and Tayo show the process of having perception as as follows:

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[8]Adediwura, and Tayo. "Perception of Teacher Knowledge, Attitude, and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools". (Educational Research and Review Vol.2 (7), July,2007) p: 165-171.

[9]Durotun Nasikah. "Teachers' Attitude and Students' Perceptions Towards Communicative Language Teaching" (Thesis; Education Faculty State Institute for Islamic Studies:Salatiga, 2016.)P.9

That every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness.[10]

From this point of view, it could be inferred that perception cannot be done in vacum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention. Perception is the cognitive impression that is formed of reality which in turn influences the individuals actions and behavior towards that object.[11]

Perception can be basically defined as a belief or opinion that held by people base on how thing seems. It means that there is a possibility of having different perception about the same thing among people, based on how they look that particular thing. According to Chaplin,[12] perception is a process to know something through human sense, which involves awareness of people's belief about something. Similarly, Gibson ,[13] proporses the term perception as the cognitive process that

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[10]Adediwura, and Tayo. "Perception of Teacher Knowledge, Attitude, and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools. Educational Research and Review Vol.2 (7), 2007.p: 165-171.

[11]Akande, Samson Onyeniyi. "Knowledge, Perception, and Attitudes of Library Personel Towards Preservation of Information Resources in Nigerian Federal University Libraries. (Library Philosophy and Practice (e- journal). 2009.

[12]Chaplin, J.P. *Dictionary of Psychology*. (New York: Dell Publishing Co.Inc.1968)

[13]Gibson, J.L. *Psychology*. (Texas: Business Publication Inc. 1985.)

individuals use to interpretation and understand the world around them. He adds that perception is a conscious mental process of observing, comprehending and responding a particular thing, in which person tries to translate the signals that he or she receives.

Perception is also defined as the process organizing and interpreting some stimulus toward some phenomena in the environment, it involves memory as a part of a cognitive process, and it more than an activity of simply seeing something. From these theories, it can be said that perception is an understanding of some stimuli that appear around us.

Perception involves experience which does not only refer to sets of past events but also refers to what human beings are constantly at work trying to make meaning of what is going on around and within them.

Boore also argues that after getting events (or what is previously said stimuli) from the world, people, in turn give those events meaning by interpreting and acting upon them. Refreshing to the study which will be conducted , instructional media are regarded as something that stay among the English teachers and become what they are working with everyday. Thus, the perception here (indeed what each teachers has) plays a role as a standard of measuring the efficiency of the implementation of instructional media in language learning. In other words, we can say that English teachers' perceptions are needed to judge whether the instructional media is worth or worse in English language teaching process.

As mentioned before, perception involves experience in it, and according to Vernon,[14] There are three dimension of perception based on one's experience. They are understanding about the object, the view nd the action toward the object. It means

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[14] Vernon, M.D. *The Psychology of Perception*. (Middlesex: Penguin Books.1987.)

that when we want to explore someone's perception, those three dimension are the basic components to deal with.

b. Indicators of Perception

The decision makers in your audience use three senses to evaluate you and your credibility: sight, hearing, and touch. That is, their perception of you is formed by how they see you, hear you, and feel about you. According to Stephen P. Robin there are three types of perception the Visual, Vocal/ Verbal, and Relational Factors of perception.

First, the Visual Factor considers how the audience sees you. The goal is to hone your body language, dress, appearance, grooming, executive presence, the room setup, and environment. You need to be intentional and conscientious about everything the decision makers see in order to craft a positive perception through their eyes.

Next is the Auditory Factor how your audience hears you. The objective in this area is in teaching your voice tone, vocal variety, and use of persuasive words and phrases while applying persuasive logic to your presentation structure. The goal: Every word and phrase you say reinforces the audience's perception of you as authoritative, intelligent, and well prepared.

The third sense, touch, is the basis of the Relational Factor. It refers to how the audience feels about you. Do you and your message "touch" them in a meaningful and positive way? This factor includes physical touch (giving a confident handshake, for example as well as emotional touch (such as developing rapport and creating a positive connection with the audience). Your audience focus, customized

message, friendly demeanor, humor, and attention to detail create trust and emotional appeal.[15]

c.   Aspect of Perception

1) Understanding

Understanding involves a process of selecting and organizing information. This particular information is integrated with prior knowledge. In addition, Gardner in Wiggins,[16] formulates understanding as a sufficient grasp of concepts, principles or skills so that one can bring them to bear on new problems and situations, deciding in which ways one's present competence can suffice and which ways on my require new skills or knowledge. Wiggins himself states that understanding is not a sudden "Aha!"where by we go from ignorance to deep understanding.

Based on those definitions, it can be assumed that understanding is the awareness of the connection between the individual pieces of information.

2) View

According to Ramsey, The word view refers to the way of thinking about something. Defines view as a judgement based on fact. It is an honest attempt to draw a reasonable conclusion from the factual evidence. Ramsey argues that view is potentially changeable depending on how the evidence is interpreted. A view also can be regarded as a opinion.[17]

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[15]Stephen P. Robin, *Perception and Individual Decision Making (Chapter 6)* . Second Edition, (Cengange Learning products, represented in Canada by Nelson Education, Ltd. 2017) ,p, 67

[16] Gardner in Wigginss*, Educative Assessment*. (San Fransisco: Jossey-Bass Publisher.1998.)

[17] Ramsey, F.H. *The Little Brown Handbook*.(Boston:Little Brown.1986.)

3) Action

Action can be simply defined as something that we do. It involves the use of five senses and bodily movement, like the acts of seeing, hearing, touching, tasting, and smelling. According to Dretske, action is causal process that begins with intentions that actualized in a form of bodily motions that eventually influence the environment. Action involves the subject of motion, the target of action, and the causality that connects them.[18]

2. The concept of Speaking

a. Definition of speaking

In psycholinguistic, speaking is a productive language skill. It is a mental process. The mental process is also called "a process of thinking". We use the word, phrases, and sentences to convey a message to a listener. A word is the smallest free form (an item that may be uttered in isolation with semantic or pragmatic content) in a language, while a phrase is a syntactic structure that consists of more than one word but lacks the subject-predicate organization of a clause. When we combine these words into one group, then it becomes a sentence.[19]

To understand speaking as a concept, it is important to understand the definition of speaking first. Below are some definitions of linguists about speaking:

Speaking seems to be an important component of a language that enables people to communicate and get along with each other. Besides, it is considered as the primary mode of communication because all humans learn to speak as a need to

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[18] Dretske, F. *Explaining Behavior*. (Cambridge, MA: MIT Press.1988.)

[19] O' Grady, William and Dobrovosky, *Contemporary Linguistic Analysis: An Introduction, (London*: Copp Clark LTD, 2000), p. 310

interact and to interact and to communicate their ideas, feeling, thoughts, as well as their wishes to others. [20]

Another definition of speaking is stated by Chaney that speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of contexts.[21] From the writer's point of view, speaking is an activity in which somebody conveys his idea to the other ones using a certain strategy to make other people can understand his point.

Speaking as one of the skills in learning a language is very important to possess since speaking enables language learners to communicate with each other. Besides Speaking in terms of usage is oral communication in expressing ideas to their people as the partner of conversation. It's mean the speaker can express his ideas through language. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. Speaking is one of the most difficult aspects for students to master.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Speaking is not only a matter of saying something correctly according to grammar, vocabulary, and pronunciation but is also a matter of producing language appropriately according to the functional and the social convention in the foreign language.[22]

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[20]KaharuddinBahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skill in English*, p. 1.

[21]Chaney, *Teaching Oral Communication in Grade K-8* (Boston: Allyn and Bacon, 1998)

[22]A. KaharuddinBahar,. *The Communicative Competence-Based English Language Teaching*. (Yogyakarta. 2013), p.15.

According to Webster speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language, to utter words or articulate sounds, as human beings, to express thoughts and express opinions by words.[23]

Speaking also produces a skill that consists of producing systematic verbal utterances to convey meaning.[24]

Based on of definition above the research was conclude that speaking is expressing ideas, opinions, of feeling to others by using the word or sound articulation to inform, to persuade to certain that speaking is the more important in studying and learning about language especially in English. And speaking is the communication of two persons or more people to get information or message by expression.

Kaharuddin Bahar states in his research that if someone speaking, they need good grammar and pronunciation, enough vocabulary, and fluency as rule in forming the speaking. Therefore, speaking makes less misunderstanding.[25]

b. Functions of Speaking

According to Richards, in humans' daily lives, people use speaking to employ three major functions i.e. speaking as interaction, speaking as a transaction, as well speaking as performance.

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[23]Webster. *Third New Interaction Dictionary*. (1982). p58

[24]A. KaharuddinBahar, S.IP,M.Hum. "Interactional Speaking a Guide to Enhance Natural Communication Skills in English" (Yogyakarta: Trust Media,2014),p.1.

[25]A. KaharuddinBahar. *Let's speak English actively (A comprehensive guiding book for speaking)* (Parepare: Stain Parepare. 2007)

1) Speaking as Interaction

Speaking as interaction is commonly found in our real social life in terms of interpersonal dialogues or conversations. Since speaking displays interactional function that this kind of speaking is also recognized as interactional speaking. It is called interactional for some reasons i.e. it primarily established social interactional, focuses on satisfying the participants' social needs, and is Interactive and requires two-way participation. Interactional speaking can be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experiences, and so forth. The participants involve in the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them. Interaction occurs when two people are engaged in a dialogue or actively participating in the process. For example, think of the last time you went out to eat. When you ordered was the waiter friendly, knowledgeable, and quick? did he or she show authentic interest, assistance, and interaction in helping you with your order and paying the check? That is interaction.

2) Speaking as Transaction

A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. As regard speaking types, besides recognizing interactional speaking as a medium for maintaining social relationships between the participants, we also need to recognize transactional speaking as a medium for transacting the message being spoken. The message meaning and making oneself understood clearly and accurately are the central focus. Moreover, transactional activities can be thought of as consisting of a sequence of individual moves or functions which, together, constitute a 'script'. For example, when people order

food in the restaurant, they usually look at the menu, ask any necessary questions and then tell the waitperson what they want. The wait person may ask additional questions and then repeat their order to check. When people check into the hotel, the transaction usually starts with a greeting, the clerk enquires if the person has a reservation, the client confirms and provides his or her name, and so on.

3) Speaking as Performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentations, public announcements, lectures as well as speeches. Performance speaking is commonly delivered in the form of monolog rather than dialog.[26] Examples of speaking as performance are giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation, giving a lecture.

The main features of talk as performance are a focus on both message and audience, predictable organization and sequencing, the importance of both form and accuracy, language are more like written language, often monologist. Some of the skills involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing.

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[26]A. KaharuddinBahar, *Interaksional Speaking a Guide to Enhance Natural Communication Skills in English* (2017.) p..2-9.

c. The Element of Speaking

According to Shakur there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.[27]

1) Comprehension

Comprehension is the process of understanding speech or writing. It results from an interaction between different kinds of knowledge. For example, a knowledge of words (including the way to spell and pronounce), and a knowledge of grammar. Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to language learning and without comprehension, there is no learning.[28]

It shows that in speaking ability there are some important elements that we have to consider to be a good speaker. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Each of the elements has an important role in speaking. If one of the elements is not included in the speaking process, a speaker might fail to convey the idea of the conversation. Comprehension, for oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

2) Grammar

Grammar is the rules that say how words are recombined, arranged, and changed to show different meanings. The grammar lessons are studied through formulas and sample sentences. Sometimes, grammar is also defined as the way or

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[27]Syakur, *Language Testing and Evaluation*. (Surakarta: SebelasMaret University Press, 1987), p.3

[28]Scott Thornburry, An A-Z of ELT: *A Dictionary of Term and Concepts Used In English Language Teaching* (Oxford: McMillan, 2006), p. 43.

words are put together to make a correct sentence.[29] Grammar is like a basic component of language that organizes a sentence in a language. In popular use, the term grammar describes what people usually native speakers-ought or ought not to say or write. This is called perspective grammar because it prescribes correct usage. Then do a practice exercise

(Oral and written) at the end of each section. The lessons presented here aimed at giving fundamental knowledge of making sentences for communication purposes.[30] A specific instance of grammar is usually called a 'structure'. Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. So that why grammar is one important aspect of speaking because if an utterance can have a different meaning if the speaker uses incorrect grammar.

3) Pronunciation

Pronunciation is the way words are produced by someone which is made up of sounds, stress, and intonation. When someone produces several words out of their mouth it is called speech. In an introduction to linguistics, it is stated that speech is an incredibly complex activity that involves coordinated efforts of all participating parts of the vocal tracts. The outer manifestation of speech is sound. According to Oxford Learners Dictionaries, pronunciation is how a language or a particular word or sound is pronounced. Pronunciation has traditionally been taught with a goal of "speaking like a native speaker" but this is not practical. It is

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[29] Penny Ur, *A Course In Language Teaching: Practice and Theory* (London: Cambridge University Press, 1996), p. 75.

[30]A. KaharuddinBahar, *The Communicative Grammar Translation Method; An Integrated Method of CLT and GT for Teaching English Communicatively and Accurately*. (Yogyakarta; 2013),p.94.

a recipe for discouragement both for teachers and for students.[31] This has been referred to as "the perfection trap". A more practical approach is to aim for "listener-friendly pronunciation." This aim makes sense to a student who hopes to achieve something through conversations with native speakers, whether in the social or business sense. If the listener finds that it takes too much effort to understand, the speaker loses out. So mastering the basics of English communication is sensible. Refinements can come later if the student wants to put more effort and time into learning nuances of spoken English.

The write concludes that pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in verb tense, the listener still has an idea of what is being said. [32] So, it can be seen that good pronunciation is vital if a student is to be understood.

4) Vocabulary

Vocabulary is defined as the words we teach in a foreign language. Moreover, vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master them. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of

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[31]Judy B. Gilbert, *Teaching Pronunciation*, (Cambridge, new York, 2008),p.42

[32]Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), p.65

meanings, communication in a foreign language just cannot happen in any meaningful way.[33]

Webster has three definitions of vocabulary as follows:

b. A list or collection of words and phrases usually alphabetically arranged and explained or defined.

c. A list or collection of terms or codes available for use.

d. A sum or stock of words employed by a language group, individual, or work or in a field knowledge.[34]

However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of component words.[35]

Vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. One cannot communicate effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

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[33]Norbert Schmitt, *Vocabulary in Language Teaching* (USA: Cambridge University Press,1997) p. 40

[34]MerriamWebster, *Collegiate Dictionary* (America: Merriam Web Inc.2003) p.1400

[35]Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge university Press, 1996), p.60

5) Fluency

Fluency can be defined as the ability to speak fluently and accurately. According to Longman Dictionary, fluency in speaking, writing, or playing a musical instrument easily or smoothly.[36]Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and "us" or "ers". These signs indicate that the speaker does not have to spend a lot of time researching the language items needed to express the message.[37]

d. Problem With Speaking Activities

Many experts suggest the problem. One of them says that problem will appear if it is inappropriate between exception and reality. Another defines that a problem will happen if someone's necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is a perceived gap between the existing state and the desired state, or a deviation from a norm, standard, or status quo, although most problems turn out to have several solutions. Problem is a question proposed for the solution, anything which is required to be solved or done, or a source of the difficulty.

The learners have difficulties in learning the language. Particularly in improving speaking skills is not easy for the students. The following are the problems of speaking skills:

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[36] Paul Pocter, *Longman Dictionary of Contemporary English* (England: Longman Group Ltd, 1981), p. 242.

[37]Dauglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (Addison Wesley Longman: New York, 2001), p.279.

1) Inhibition, unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2) Nothing to say, even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3) Low or uneven participation, only one participant can talk at a time if he or she is to be heard; and in a large group, this means that each one will have only very little talking time. These problems are compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) Mother-tongue use, in classes where all, or some, the learners share the same mother tongue, they may tend to use it: because it is easier because it feels unnatural to speak to one another in a foreign language.

In minimizing the problems of speaking, the teacher must be creative to find a way to solve the problem of speaking. So that, the students can easily learn speaking and speak well. There are many methods in teaching speaking ability. But, the most important method is how to take learning in a real-life situation. So that the students can learn more enjoyable and practice English much.

e. Speaking in Classroom Context

Students socially learn and practice using a foreign language in a classroom context which tends to be natural. Besides that, using a foreign language pedagogically tends to be artificial so that it makes the student's oral production is

the teacher intentionally must provide some classroom activities. According to Brown, there are six speaking categories in the classroom.[38]

1) Imitative Speaking

Imitative speaking tends on producing speech by imitating forms either phonological or grammatical. This category is not for meaningful interactions, but for focusing on orally repeating certain strings of language that may pose some linguistic difficulty. Imitative speaking tasks are based on repetition. You just need to repeat a sentence you hear.

2) Intensive Speaking

Intensive speaking runs a step further than imitative. From this category, the learners can be self-initiated or intensive speaking can even form part of some pair work activity where they are going over to practice some phonological or grammatical aspect of language. Example one is a read-aloud task, a picture-cued task.

3) Responsive Speaking

Responsive speaking indicates the students' speech production in the form of short replies or student-initiated questions or comments. These replies usually sufficient and do not take into dialogue which can meaningful e.g.

T: How are you today?

I: Fine, thanks, and you?

4) Transactional Speaking

Transactional speaking refers to the purpose of addressing and exchanging specific information. It is noticed an extended form of responsive speaking. This

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[38]Brown Dauglas H, *Teaching by Principles An Interactive to Language Pedagogy*. (Addison Wesley Longman,New York USA: 2001),p.271.

category of speaking is a more responsive nature than negotiate such in conversation. In transactional speaking, you and the listeners are trying to share information in an as efficient way as possible.

5) Interpersonal Speaking

Interpersonal speaking refers to an interactive activity that is carried out more to maintain a social relationship than for the transmission of facts and information greeting, engage in small talk, recount. By interactional speaking, we are looking at casual and formal conversation. Two are more people sitting around chatting about many things. The rules are completely different in this style of conversation.

6) Extensive Speaking

Extensive speaking requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the procedure is more formal and deliberative. This can only be carried out by students at intermediate to advanced levels. The example is oral presentations, picture cued-story telling, retelling a story, news event.6

2. Puppet Show Media

a. Definition of Hand Puppet

In the world of education and learning, media is defined as tools and materials that give information or learning materials that aim to make it easier to achieve learning goals. Learning media also has the benefit of being able to clarify the learning process, increase the interest and interaction of students, increase efficiency in time and energy, enable the teaching and learning process to be carried

out anywhere and anytime, concrete abstract material and increase the students' interest in learning materials.[39]

Heinichin Azhar Arsyad's book, suggesting the term medium as an intermediary that delivers information between the source and the recipient. Thus, television, film, photographs, radio, audio recordings, pictures, printed materials, and the like are examples of some media. To get good educational results, the media plays an important role in teaching and learning activities.[40] Therefore, a school without adequate facilities cannot function as a good educational institution, because teaching and learning activities in kindergarten are involved through the principle of playing while learning or learning while playing.

Nana Sudjana and Ahmad Rivai said that the meaning of a doll is an imitation that can take the form of a human or an animal. Its use, puppets are used as learning media by being played in a puppet play. The function of a doll is apart from being a learning medium, a doll is also an intermediary means of communication, capturing children's thinking, developing their visual power and children can imagine.[41]

Gunarti, a hand puppet is a doll that is bigger than a finger puppet and can be put into the hand. The fingers can be used as a support for the hand movements and the head of the puppet.[42] So, the hand puppet media is a medium that is used as a tool used by the teacher in learning activities that are larger than finger puppets, and the way to play it is to put the doll in the hand so that the doll can move.

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[39]Jamil Suprihatiningrum, *Strategi Pembelajaran (TeoridanAplikasi),* (Jogjakarta: Ar- Ruzz Media, 2017), p 319.

[40]AzharArsyad, *Media Pengajaran*, (Jakarta: PT Raja GrafindoPersada, 1997), p. 3-4.

[41] Nana Sudjana, Ahmad Rivai, *Media, 2019.*

[42]Gunarti, *Metode Pengembangan Perilakudan Kemampuan Dasar AUD*, (Jakarta: UT, 2010), p. 26.

Meanwhile, Nurbiana Dhieni hand puppets or hand puppets are widely used in the form of puppet plays which can be used to tell a story or story in life and make children imaginative. Children use hand puppets or hand puppets to express what is on their mind and hand puppets can also encourage children to use their language more.[43]

Furthermore, Takdiroatun Musfiroh states that a doll can be one of the props or aids in the learning process which is considered close to the naturalness of speaking and one of the dolls that can help children's speech abilities is a hand puppet or hand puppet.[44]

It is said to be a hand puppet (hand puppet) because this doll only consists of a head and two hands, while the body and legs are only clothes that will cover the arms of the person playing it, besides that it is also played using the hands without using any other tools. The way to play the media is the index finger to play or move the head, thumb, and fingers to move the hand.

From all statements above, the writer can conclude that the hand puppet media is a media or aids used by teachers in learning activities which can be in the form of imitations of the human form, animal form, or animal form with various characters, larger than a finger puppet and can be put in the hand which aims to attract attention and motivate students to learn.

Hand puppets can be used as an attractive learning medium for children because this medium is very effective in helping children learn the language. According to Salsabila in Lilis Madyawati's book, learning by seeing (visual) and listening (audio) using hand puppets will greatly help children's development.

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[43]NurbianaDhieni, dkk, *Metode Pengembangan Bahasa*, (Jakarta: UT, 2005), p. 38.

[44]Takdiroatun Musfiroh, *Bercerita untuk AUD*, (Jakarta: UT, 2005), p.128.

Parents can make this media themselves from materials that are easily available and at low prices. Learning media using hand puppets is expected that children will be more interested in trying to play without forgetting aspects of language development, especially children's ability to speak. Hand puppet media is also a learning media with the help of stories according to the characteristics of early childhood who are still at the introduction stage.[45] Therefore, learning media in the form of hand puppets are needed as a tool to convey learning material.

3. Purpose of Hand Puppet Media Development in Learning

Sneaky in the book Putri Kumala Dewi and Nia Budiana, states that in general, the purpose of developing media in learning can deliver learning material from teachers to learners easily and efficiently and to increase the effectiveness and quality of learning.[46] The existence of learning media is expected to provide a more concrete learning experience for children and can increase children's activity in learning.

There are several purposes for developing hand puppet media in learning, namely:

a. Improve students listening skills.

b. Increase interest and attractiveness of students. So that they are enthusiastic about undergoing the learning process.

c. Develop students imagination.

d. Students are more directly involved in the teaching and learning process using instructional media.

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[45]Lilis Madyawati, *Strategi Pengembangan Bahasa pada Anak*, (Jakarta: Kencana, 2016), p. 186.

[46]Putri Kumala Dewi, *Aplikasi Teori Belajar dan Strategi Pengoptimalan Pembelajaran*, (Malang: UB Press, 2018), p. 5.

e. Promote the development of student speech or language skills. Make the learning atmosphere more enjoyable.[47]

4. Advantage of Puppet Show Media Development

Hand puppet media has the advantage as a learning tool is to help teachers develop the ability to provide learning material to make it more interesting, not monotonous and students not only fantasize and imagine but students can also see the reality directly even though only through the pictures or videos that are presented. The benefits of media apart from being a tool are also useful as a channel for messages. The presence of learning media as a medium between the teacher as the sender of information and the recipient of the information must be communicative and the selection of media that is by the characteristics of the students will affect the success of the teacher in learning.[48]Some of the benefits of puppet show media in learning for students:

a. Train students communication.

When playing puppets show, students can channel their ideas and thoughts freely so that they can practice students skills in using language to communicate.

b. Helping students to socialize.

The hand puppet media played together, they will discuss with each other to discuss a role they play so that it will hone students social skills. Through this media, students learn to express ideas to others, interact and chat with their friends.

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[47] Nana Sudjana, Ahmad Rivai, *Media Pengajaran*,.(2019) .p. 67-69.

[48]NizwardiJalinus, Ambiyar, *Media dan Sumber Pembelajaran*, (Jakarta: Kencana, 2016), p. 4.

c. Sharpening the students imagination.

Through the media, hand puppets can help students have a strong imagination to think which is useful for their intelligence.

d. Grow up student language intelligence.

When students are playing a story or drama with their dolls, the students will immediately learn to imagine and talk. One of the games that students can play in puppet show media is playing a role with the doll because playing a role is one of the most appropriate steps to improve student language skills.

e. Train student concentration.

When students hear the story from the teacher through the puppet show media, the students sit quietly and spends more time listening to the story being told, so they will easily understand the message the teacher will convey.[49]

5. Pros and Cons of Media Hand Puppet

When viewed from the point of view of efficiency and effectiveness, the advantages of puppet show media are:

a. It doesn't take much time and space.

b. The dolls are made by the character of the story.

c. Does not require complicated skills for those who play it.

d. Can develop student imagination and enhance student activity and can add to a happy atmosphere in learning.

e. Can simplify and accelerate students' understanding of the message conveyed.

f. Easy manufacture and low price can be equipped with a variety of colors so that it attracts student attention.

g. The shape is simple without the need for special equipment and easy to place.[50]

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[49] Nana Sudjana, Ahmad Rivai, *Media Pengajaran*, (2019) p 73.

While the shortcomings of puppet show media, namely:

a) The teacher should memorize the story that will be heard by the students.

b) The diversity of students is another obstacle because the teacher must understand them individually (one by one).

c) The teacher must spend a lot of time preparing the puppet show media such as the various creations of his movements, expressions, sounds, and activities that will be carried out in class using the puppet show media.

d) The teacher must be able to distinguish between the sounds of one puppet and another.

e) Demand that teachers must be more creative, both in terms of stories, voice, and expression in the story.

6. Learning Steps with Puppet Show Media

Learning using puppet show media is one of the effective media in educating students because naturally, hand puppets can attract children's attention ranging from those in the form of animals, fruits, vegetables, people, and so on. Even playing puppets show can fill student activities for fun. There are 7 puppet media, namely:

a. Make a story script that will be told in detail for students.

b. Learning using puppet show media emphasizes movement, especially hand movements, words, and sounds that are by the characters in the story.

c. The content of the story should be appropriate for the age and abilities and imagination of the students and should use a story that is not too long.

d. Use a doll that is attractive and appropriate to the student world and is easy for the teacher and students to play with.

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[50]Musfiqon, *Pengembangan Media dan Sumber Pembelajaran,* (Jakarta: PT. Prestasi Pustaka, 2012), p. 54.

e. The puppets used can be more than one with different shapes so that students have no trouble remembering the characters in the story

f. Allow students to play it.

g. After learning to use puppet show media, further activities should be held such as questions and answers, discussion, the retelling of the story that has been presented.[51]

7. The Concept of Media

Media is one of the teaching components which should be involved in the teaching-learning process. It is strongly suggested that the teacher makes teaching media to help the delivering material in the classroom. By using media during the teaching-learning process, hopefully, the teacher will be able to motivate the students to learn and understand the material.

Harmer stated that media or teaching aid is used by language teachers to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity.[52] From what Harmer stated, the researcher concluded that the use of media is significant as it would help the students in understanding and learning the lesson.

In addition, media have a purpose that is to capture and sustain the student's interest and attention and they can give more impression conveying and explaining information, messages, ideas, and other things. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be

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[51] Nana Sudjana, Ahmad Rivai, *Media Pengajaran,*. (2019) p. 75.

[52] Jeremy Harmer. *The Practice of English Language Teaching* .(Cambridge: Longman, 2001), p. 134.

appropriate with the material that will be taught, media should be appropriate with the learner's characteristics, and media should be interest the student's attention.

a. Puppet as Teaching Media

A creative teacher usually uses a tool or media to help in delivering a message while teaching. The teacher believes that it is better to use appropriate media to attract student's attention and to make them understand the material easier. Media refers to various means of communication, for example like TV, radio, newspaper, picture, the real thing, puppets, and other media. Puppet is related to things that enrich our imagination which immediately can attract someone, especially children. Almost all of us have seen puppets around us. It is fun, interesting, and colorful.

As we know, we used to play with puppets when we were a child. Puppet is interesting, funny, and colorful. It also enriched our imagination when we played with it. According to Wikipedia, there are some definitions about puppet: (1) puppet is a small figure of a person operated from above with strings by a puppeteer creature, a person who is controlled by others and is used to perform unpleasant or dishonest tasks for someone else; (2) it is an inanimate object or representational figure animated or manipulated by a puppeteer. It is usually a depiction of a human character and is used in puppetry, a play or presentation that is a very ancient form of theatre.[53]

A puppet is a doll ahead of a person or animal and a cloth body, it can be manipulated with the fingers. The definition of puppet is based on Oxford Dictionary, the puppet is a small figure of a person or animal that can be made to move.

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[53]Wikipedia.*Kinds of Puppet.*en.wikipedia.org/wiki/puppet.(Accessed on 18th April 2016).

Based on the definitions of puppets above, the researcher concluded that a puppet is a small figure of an object such as an animal, person, or fantasy creature that is interesting, colorful, and can be operated by someone. Children usually love to play it. They usually use their imagination to play with it. They also feel good, appear fun and appealing in the eye of the beholder when they see a puppet.

Because the puppet can develop imagination and creativity, it has an important role in education. Moreover, the puppet has a role to increase the student's attendance at the lesson. Its shape, color, the form can attract the students to study more.

b. Using Hand Puppet in Teaching Speaking

The use of hand puppets in the learning activities to improve the speaking ability of students can be done in the following steps:

1) Grouping of students and they are sitting arrangement and teacher categorize them into groups. Students sitting in a circle with the teacher in the form of a large circle. Then students pay attention to the explanation given by the teacher about what the next step will be done.

2) The teacher explains in more detail the activities to be implemented by giving instructions and demonstrate how to use a hand puppet and provide opportunities for children to try. Teachers were told to use puppets while asking students to pay attention.

3) Teachers introduce the names of the existing hand puppets and mention the title of the story to be told to students. The teacher tells a story with simple language, while occasionally involve the student to respond to the story told by the teacher.

4) Providing the opportunity for students to talk. Teachers invite students in the group had a turn told him to tell about his experience/events using hand puppets. Students who are ready to welcome first appear, or ask them to retell the story that has been delivered by the teacher before.[54]

c. Advantages of Using Puppet

Most of the student especially junior high school students that are still young, they like a media that is fun and colorful that can motivate them to study acting in class. Then, puppets as colorful and funny things can help them to understand the material of study in class easily.

The benefits of the use of puppets in the classroom are many and varied. The use of puppets provides an opportunity for student's expression through the social aspects of communication. 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's interest in the reading selection or topic. According to Peyton, students typically resistant to lecturing and representing diverse learning styles and personalities are freed to process and articulate concepts and explore the who-what-when-where-and why of the curriculum physically, interactively, and experientially.[55]

For many students, the group works the use of a puppet can provide help with public speaking, especially for the shy or apprehensive students. The use of puppets

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[54]Fatimatuz Zahroh, Nurhenti Simatupang, *http://documents*. Tips/documents/meningkatkan-kemampuan-berbicara-anak-melalui-penggunaan-media-boneka-tangan.html. accesed on August, 2nd 2016.

[55]Peyton.*The Use of Puppet*.(. www.puppetools.com.(Accessed 19th April 2016).

is beneficial to the student who prefers to learn kinaesthetically. Puppet activities keep students actively engaged with hands-on activities.

d. Procedures of Teaching Speaking by Puppet Show

He should be well prepared before applying hand puppets to students. To conduct the appropriate ways in delivering the materials by using hand puppets, the writer presents some procedures of using hand puppets as basic guidelines for the teacher. According to Reyhner, there are some procedures in creating an effective class and original storylines and dialogues using puppets. They are:

1) Inviting the students to create characters for puppets in the classroom collection or from home.

2) Asking each student to present a brief description of a puppet, focusing on puppets' likes and dislike.

3) Brainstorming and displaying a list of settings where their puppets might meet individually four or group activities.

4) Selecting two or three puppets from the group and setting from the list.

5) Creating collaboratively a story map of the events that these puppets could part ray using the setting chosen.

6) Determining appropriate dialogue and actors for each character.

7) Expecting that students may volunteer and perform this play for the class.

8) Providing adequate preparation and practice time.

9) Sharing plays with the class or with other students to create original storylines and dialogues during their playtime.

From the explanation above it is clear that each procedure has its characteristics. The writer used the last procedures because it was easier to be one more enjoyable than the other one.

Having taught the students, there must be evaluated to measure how far the students master the lesson. There are some ways of evaluating teaching. According to Harmer, those are like comments, marks & grades, and reports. Competing on students' performance happens at various stages both inside the class. The teacher can say, very well, well, and that is not quite right; marks and grades: when students gain good grades, their motivation is often positively affected. However, bad grades can be extremely unheard and report: at the end of the year, some teacher writes reports on their students' performances. Such reports should give a clear indication of how well the students accomplish their achievements in the past and a reasonable assessment of their prospects.[56]

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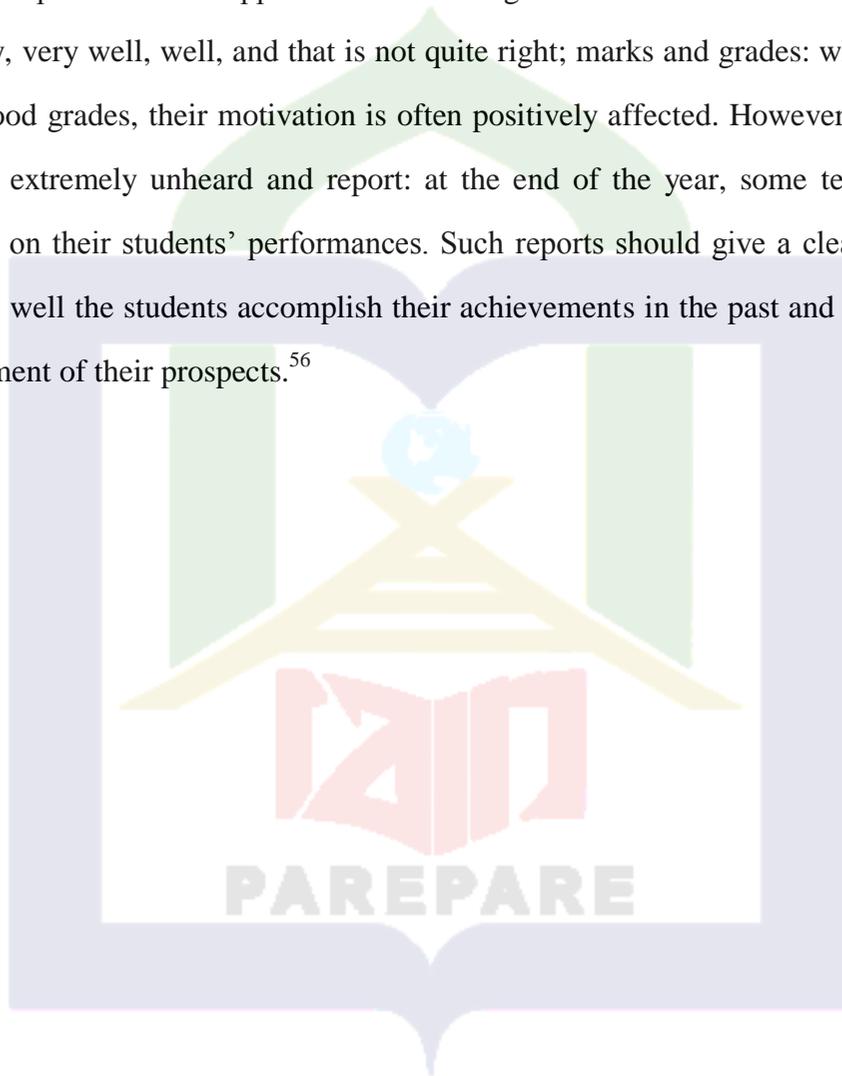
[56]Nur Guntur Darusman, " The Effect of Using Hnad Puppet On Students' Speaking Ability at An Namiroh Junior High School Pekanbaru" (A Thesis; Department Of English Education: Pekanbaru 2019), h. 22-23

C. Conceptual Framework

The conceptual framework in this research can be drawn in the following diagram:

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┌─────────────────────────────────────────────────────────┐
│        Perception of Implementing Puppet Show            │
└─────────────────────────────────────────────────────────┘
        │                    │                    │
        ▼                    ▼                    ▼
┌──────────────┐   ┌──────────────────┐   ┌──────────────┐
│   Visual     │   │    Auditory      │   │ Alaptik(touch)│
│  Perception  │   │   Perception     │   │  Perception  │
└──────────────┘   └──────────────────┘   └──────────────┘
        │                                          │
        └──────────────────┬───────────────────────┘
                           ▼
              ┌────────────────────────────┐
              │  Implementing Puppet Show  │
              └────────────────────────────┘
          │           │            │            │
          ▼           ▼            ▼            ▼
┌──────────┐ ┌──────────────┐ ┌──────────┐ ┌──────────────┐
│Perception│ │Understanding │ │ Teacher  │ │  Students'   │
│of Puppet │ │Material   by │ │Method    │ │Communication │
│Show      │ │Puppet Show   │ │Using     │ │n Interaktion │
│          │ │              │ │Puppet    │ │              │
│          │ │              │ │Show      │ │              │
└──────────┘ └──────────────┘ └──────────┘ └──────────────┘
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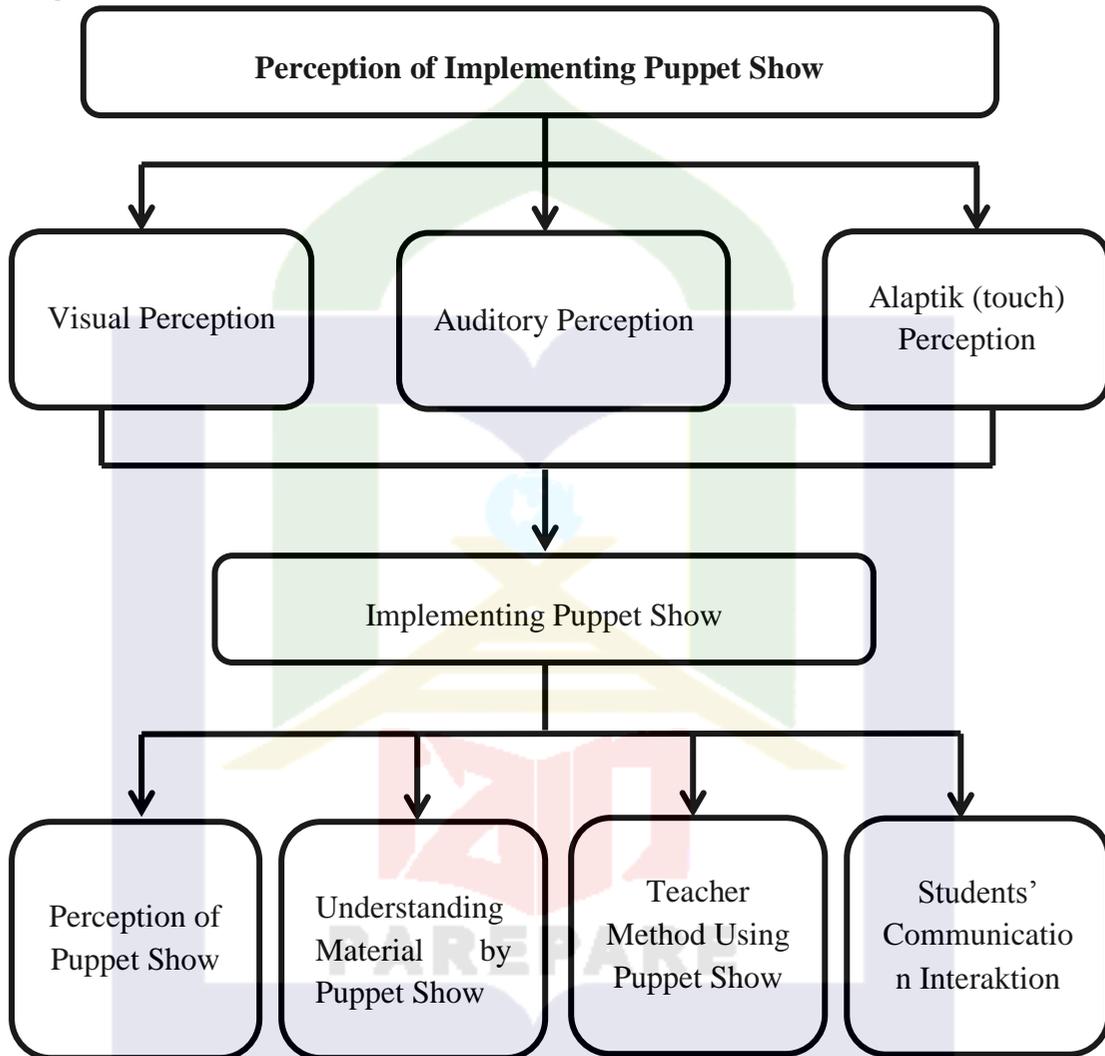
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive quantitative, where the researcher presents data in numerical and descriptive form. Descriptive quantitative is used in this research because the data obtained by the researcher based on quantitative data, then the researcher explained the results of the data into the descriptive form.

This research aims to identify the students' perception of puppet show in learning speaking. The research used a questionnaire in this research to answer the questions about it at the second-year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar.

B. Location and Duration of the Research

This research held at the second-year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar was the location and this research planed 45 days including analysis data.

C. Population and Sample

1. Population

Population is the entire research object.[2] In this research the population of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar. It consisted of 101 students.

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[2] Arikunto,S,*Prosedur Penelitian,* (Jakarta: Rineka Cipta, 1995), p. 198

Table 3.1 The Total Population

No.	Class	Number of Class
1	IX.1	20
2	IX.2	23
3	IX.3	25
Total of students		68 students

2. Sample

The researcher concluded that the population of this research is the whole students of Third grade at SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar.

As the sample, it was purposive sampling that is chosen by the researcher in order to get perfect data. Purposive sampling means that each member of subject has an equal probability of being sample which chosen directly by the researcher based on criteria and 20 students from class 1X. 2 become the sample of the research.

D. Instrument of the Research

The researcher collect the data by using questionnaire as the instruments of data research.

1. Questionnaire

Spreading questionnaire to the students was a great way to get information about students' perception of puppet show in learning speaking. This questionnaire consisted of 20 questions that need to be answered honest according what their think about it. In this instrument the students answered the alternative questioners that

delivered by researcher and the data from the questionnaire aim to answer the research question about the students' perception.

Table 3.2 Indicator Questioner

No	Indicators Perception of	Number Item
1	The using of Puppet Show	1.2.3.4.5
2	Understanding Materials by Puppet Show	6.7.8.9.10
3	Teacher Method	11.12.13.14.15
4	Communicative Interaction	16,17,18,19,20

Sources by David Nunan

E. Procedure of Data Analysis

Data collection tools are called questioners that contain a number of questions or statements that must be answered by the respondent. Together with interview guidelines, the form of questions can be varying, namely opened questions, structured questions and closed questions. On the opened questions, questionnaires contain key questions or statements that the respondent can answer or respond freely. In addition to the main questions or statements, there are also sub questions in closed questions, the questions or statement and an alternative answer that is left to be chosen by the respondents.[57]

Questionnaire is one of supporting techniques that researcher aims to identify students' interest in learning writing online class during covid-19. In this test, the form of questionnaire closes with the alternative answer that will be chosen by the

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[57]Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2008), p. 216-221.

students. Students choose only the best answers which are suitable to themselves. Questionnaire consists of 20 questions that need to be answered honest by the students.

To analyze the questionnaire, the researcher used the following formula as Sudjono:

$$P\frac{F}{N} \text{ X } 100\%$$

Where,

P= Percentage

F= Frequency

N= The Total Number of The Respondents

Questionnaire of this research used likert scale with Fourth options namely strongly agree, agree, disagree, and strongly disagree. The content of the questionnaire consisted of both positive statement and negative statement as seen in the following table:

Table 3.3 Questionnaire with likert scale:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	score
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

The following table is the interpretation score of each of the questionnaire options in which different scores given to both positive statement and negative statement.

The data obtain from each report item would be generated in a table containing percentages and frequencies. Then, the researcher analyzes and interpret the data according to the scale regulations and decide as follow :

Table 3.4 Certain Percentage Scale

No	Interval	Interpretation
1	84 – 100	Strongly Agree (SA)
2	68 – 83	Agree (A)
3	52 – 67	Neutral (N)
4	36 – 51	Disagree (D)
5	0 – 35	Strongly Disagree (SD)

In addition the classification of the students'response based on the criteria below:

Table 3.4 Classification students' Perception

0 % - 35%	36% - 51%	52% - 67%	68% - 83%	84% - 100%
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

For the last steps, there was concluding the data collected through questionnaire, the researcher will make a valid conclusion from the analysis that consists of the description of the resulting study. The questionnaire should convert into a description of the students' achievement and anxiety in pandemic time.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The research findings is the result of data which conducted from the instrument spreading by the researcher which referred to research question that are formulated in the first chapter. This part also presents the data processing of the students' perception on Puppet Show in learning speaking at the third year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar. Perception involves experience which does not only refer to sets of events but also refers to what human beings are constantly at work trying to make meaning of what is going on around and within the students.

According to the theory, this research used descriptive quantitative research which the process of answering the research question, Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged describe, and analyzed. The research question answered by the questioner which conducted on 20 August 2021 by spreading Google form to the students by link.

The selection of the research, This research aim to known the students' perception on Puppet Show in learning speaking at the third year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar, the researcher used questioner in this research to answer the questions about it at SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar.

The researcher found the data of the students' perception on Puppet Show in learning speaking at the third year students of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar as explained below:

1. **Students' Perception on Puppet Show in teaching speaking class**

    a. Students Perception about the using of Puppet Show

Table 4.1 Indicator of using Puppet Show

Items	Number of Students Respond				
	SA	A	N	D	SD
Saya tertarik dengan media Puppet show yang dugunakan Guru pada materi Speaking.	25% Students	35% Students	25% Students	15% Students	0% Students
Saya merasa bahwa pembelajaran dengan media Pupet yang dugunakan Guru pada materi Speaking sudah efektif.	30% Students	40% Students	25% Students	5% Students	0% Students
Saya merasa media pupet yang diajarkan guru dapat digunakan saat belajar speaking.	50% Students	25% Students	5% Students	15% Students	10% Students
Media Pupet yang digunakan tergolong media yang kreatif.	10% Students	25% Students	45% Students	20% Students	0% Students

Saya lebih memperhatikan materi melalui media Pupet yang dugunakan Guru pada materi Speaking dari pada media lain.	0% Students	75% Students	15% Students	10% Students	0 Students

Based on the table above, it can be seen that, the number of the students in choosing the respond which identified that, Item 1 is dominant chosen for Agree option with 35%, item 2 is dominant chosen for Agree option with 40%, item 3 is dominant for Strongly Agree option with 50%, item 4 is dominant chosen for Neutral option with 45%, item 5 is dominant chosen for Agree option with 75%.

b. Students Perception about Understanding Materials by Puppet Show

Table 4.2 Indicator of Understanding Materials by Puppet Show

Items	Number of Students Respond				
	SA	A	N	D	SD
Saya mampu menjelaskan materi "Greeting" setelah diajar menggunakan Pupet show.	20% Students	30% Students	40% Students	10% Students	0% Students
Saya mampu berkomunikasi dengan teman setelah diajarkan menggunakan media puppet show.	5% Students	15% Students	65% Students	15% Students	0% Students
Guru membuat saya tertarik	0% Students	40% Students	50% Students	10% Students	10% Students

karena gaya bicara yang digunakan sangat baik.					
Materi yang diajarkan dapat saya fahami saat Pupet digerakkan oleh guru.	0% Students	20% Students	75% Students	0% Students	5% Students
Saya merasa sangat tertarik ketika saya memperagakan puppet show kepada teman sebangku	0% Students	60% Students	40% Students	0% Students	0% Students

Based on the table above, it can be seen that, the number of the students in choosing the respond which identified that, Item 6 is dominant chosen for Neutral option with 40%, item 7 is dominant chosen for neutral option with 65%, item 8 is dominant for neutral option with 50%, item 9 is dominant chosen for agree option with 75%, item 10 is dominant chosen for Agree option with 60%.

The second indicator which identified by the researcher is about the students perception bout the teacher method, this indicator also very important to be known for the researcher, the perception of the students based on the teacher method referred specifically for the way of the teacher in teaching at class.

c.   Students Perception about Teacher Method

Table 4.3 Indicator of Teacher Method

Items	Number of Students Respond				
	SA	A	N	D	SD
Guru menjelaskan materi dengan baik dan jelas menggunakan puppet show	0% Students	70% Students	5% Students	25% Students	0% Students
Saya merasa metode guru yang diiajarkan perlu untuk lebih kreatif lagi	0% Students	70% Students	10% Students	20% Students	0% Students
Guru memberikan kesempatan kepada siswa untuk berbicara (speaking)	0% Students	60% Students	20% Students	20% Students	10% Students
Saya merasa senang karena siswa dapat menjelaskan ide dengan menggunakan media puppet show ini	0% Students	60% Students	30% Students	10% Students	0% Students
Saya merasa guru menjelaskan dengan baik dan mudah difahami menggunakan media puppet ini.	35% Students	60% Students	5% Students	0 Students	0 Students

Based on the table above, it can be seen that, the number of the students in choosing the respond which identified that, Item 6 is dominant chosen for Neutral option with 70%, item 7 is dominant chosen for neutral option with 70%, item 8 is

dominant for neutral option with 60%, item 9 is dominant chosen for agree option with 60%, item 10 is dominant chosen for Agree option with 60%.

Another perception also researcher identified, it for completed form of the perception which also become the indicator of the research, this term talking about students' communicative, it indicated for the students perception, either the puppet showed already get the students communicative aspect which also become the assessment of the speaking subject, the students who has great communicative can be stated for the great students specially for the speaking assessment.

d. Students Perception about Students' Communicative Interaction

Table 4.4 Indicator of Students' Communicative Interaction

Items	Number of Students Respond				
	SA	A	N	D	SD
Saya merasa lebih berpartisipasi pada pelajaran Speaking menggunakan puppet show ini.	45% Students	45% Students	10% Students	25% Students	0% Students
Metode puppet shows ini membuat saya lebih termotivasi saat belajar speaking.	0% Students	25% Students	25% Students	20% Students	0% Students
Saya mampu menjelaskan kembali materi speaking yang diajarkan oleh guru menggunakan puppet show	0% Students	25% Students	15% Students	10% Students	5% Students
Media puppet ini tidak membuat saya bosan saat belaajar	0% Students	10% Students	55% Students	10% Students	0% Students

speaking.					
Siswa dan guru dapat berkomunikasi "Greeting" dengan media Pupet show.	0% Students	45% Students	45% Students	10% Students	0% Students

Based on the table above, it can be seen that, the number of the students in choosing the respond which identified that, Item 16 is dominant chosen for Strongly agree option with 45%, item 17 is dominant chosen for agree and neutral option with 25%, item 18 is dominant for Agree option with 25%, item 19 is dominant chosen for neutral option with 55%, item 20 is dominant chosen for Agree and neutral option with 45%.

The researcher showed the accumulation of the result data of questioner as explained below:

No	Item	Result Data (%)				
		SA	A	N	D	SD
1	Item 1	25	35	25	15	0
2	Item 2	30	40	25	5	0
3	Item 3	50	25	15	10	0
4	Item 4	10	25	45	20	0
5	Item 5	0	75	15	10	0
6	Item 6	20	30	40	10	0
7	Item 7	5	15	65	15	0
8	Item 8	0	40	50	10	0
9	Item 9	0	20	75	0	5
10	Item 10	0	60	40	0	0

11	Item 11	0	70	5	25	0
12	Item 12	0	75	0	25	0
13	Item 13	0	60	20	20	0
14	Item 14	0	60	30	10	0
15	Item 15	35	60	5	0	0
16	Item 16	45	45	10	0	0
17	Item 17	0	25	25	50	0
18	Item 18	0	25	15	55	5
19	Item 19	0	10	55	35	0
20	Item 20	0	45	45	10	0

The explanation above was from the respondents which gotten from the instrument, the instruments used in this research was questioner, this instrument purpose to know the students' perception of puppet show in learning speaking. This questioner used by the researcher already fulfils to be valid data for this quantitative research.

B. Discussion

This term present the data discussion which referring from the findings above, this discussion are present based on the findings and the researcher argumentation after analyzing the data in findings.

This section finds out the answer of the research question mentioned in first chapter, which asked about the students' perception on Puppet Show in learning speaking.

a. Students Perception about The using of Puppet Show

Teacher who teach foreign languages need to develop teaching methods in order the activities are not monotonous and one of strategies is by implementing

certain media like puppet media in teaching speaking. Besides that, the basic teaching speaking and learning English concept at SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar is based on the curriculum 2013 revised 2016, it is clearly stated that one of the learning speaking objectives in English subject is to achieve the goal of communication in a variety of contexts,. In the same line, based on lesson plan, the aim of the learning process in every material are students can understand carefully about goals, functions, benefits, text structure, and language elements.

Then students are also expected to be able to respond the meaning in oral and write texts and obtain information after read a text properly and correctly. The basic for mastering those skills is vocabulary which has integrating the speaking. In addition, using puppet show as media learning speaking can create an enjoyable atmosphere and still has meaningful.

Being happy and enjoyable in learning is necessary to achieve positive learning process. The result of the questioner which spreading at SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar indicated that the teacher's instructional media created positive relation and learning situation toward the students in teaching speaking, most of the information answered the questioner form with a word of interested, happy and enjoyable which meant as students acceptance to learn English or the students" feeling when learning Speaking in Puppet media.

The students mostly stated in agree option which identified their interesting in learning speaking by using puppet show at class, this term really helped them in conducting their speaking skill trough the puppet show.

Another findings also stated that, mostly students in agreeing statement for their happiness and enjoyable which accept the method and the media used by the teacher in teaching speaking materials specially for greeting materials.

b.   Students Perception about Understanding Materials by Puppet Show

The researcher found that the teachers' instructional in puppet media can give positive perception to students where they were mostly stated that they were being more active in learning speaking for Greeting materials. It was found from the informant which stated on questioner that the teacher showed a great performing while doing several stimulation to them then asked them to practice where the materials engaged and let them felt that they were also participating in the process of expressing greetings. If the conversation that they heard then made into an interesting experience and fun it can be a joyous learning experience and stimulate students to be more active in learning speaking in the classroom.

Meanwhile, there were also students positive perceptions of the puppet show used by the teacher in teaching speaking which related to the understanding of the students with the materials delivered by the teacher in teaching and learning process. The students were easy to understand the materials because they using the language as a habit. They also thought that English was easy if they felt convert and braved of making mistake when speaking English, and they also confident to understand what the teacher said when the teacher gave practice more faster and the students tried to complete the greeting. It was because the understandings of the students through what the teacher said were already good.

Students' perception about the benefit of the teachers' performing using the puppet media teaching speaking which is they can be easier to understand materials in learning English. In teaching and learning English, according to Robbins that to know how the process of gathering information through human perceptions is through indicator of perception, the indicator that he meant the students" understanding. In line with this theory, in the research findings that the students were

easier to understand materials when the teacher used media in teaching and learning process. Those media was puppet media. According to Arsyad Azhar that teacher plays the visual term which is related to the material, and students focus to the visual. It helps students to understand the material, stimulate them to learn more effectively and make them interesting to learn English.

c. Students Perception about Teacher Method

The students' perception about the teacher method also showed in positive perception, it benefit of the teachers' method in using puppet media in teaching speaking English is they can increase their vocabulary and habit in speak in front. The using of puppet media, the students mostly perceived that the kinds of media used by teacher helping to increase their speaking skill in using gesture and oral speak where the teacher played the conversation between two characters than doing conversation greetings.

The students listen the vocabulary spelled by the teacher after that students write down the vocabulary and memorize it. Meanwhile, some of the students also perceived that they can increase their vocabulary if the teacher practices more slowly. The students also can increase their vocabulary when the students see the teacher performing the puppet on the class. The students also showed very interesting and agreed of the teacher method, it can also improve the students' mentality and habit in speak spontaneity.

The students showed also very nice respond which referred to the indicator of method, this kind of puppet media may stimulate the students to speak even not to active, this puppet also stimulate the felling of the students for developing their motivation in learning speaking at class.

The students may have several problems in conducting the communication between them, when they find difficult word produce by the teacher, they will ask to the teacher and saw in the dictionary for the translation of the words. Not only that, but the teacher also used puppet show as media to make students can easier to memorize vocabularies and the students also can increase their vocabulary through the real object then mention what the object means such as masket, whiteboard, marker, book, pen, etc

On the contrary of this line, sometimes students' cannot pronounce the words correctly if the teacher didn't use certain media. The students' tongue was awkward to pronounce the words and the student also cannot pronounce the words correctly because he seldom tried or practiced to speaking English even though incorrect way. In addition, it was found also that one of students" difficulties when the teacher conversation by showing the movement was too fast, the teacher just performance the hand until repeating many times so that the students can catch the meaning of the conversation and do the task that the teacher gave.

The students when seeing the gesture while movement and listened the teacher in learning process help to repair the pronunciation. It was different with the pronunciation of the teacher, the student listene the fluency and accuracy of the teacher and it repairs the fluency and accuracy pronunciation of the students than the teacher itself. Then the students watched and listened the teacher, it repaired the pronunciation of them because they can be rehearsed teacher with imitating the tongue of movement. The visual as we know that it can provide much impact which can stimulate the hearing of the students. The sound which is produced by a model of the native speaker can help the students to learn and repair their pronunciation by imitating the speaker.

d. Students Perception about Students' Communicative

The teachers' instructional puppet media used in teaching speaking English is they can associate the material with everyday life. Practicing their English every day in daily life is important part of everyday interaction and most often the first impression of person. The teacher made rules of the classroom that the students must speak English if they wanted to get out from the classroom. This rule made students or force students to speak up in order to practice their speaking ability in daily life use English.

The students were mostly can express their opinion when the teacher used gesture in greeting one another. It was because puppet as visual term can remind the students toward their experience or events which related to the materials delivered in classroom, so they were forced or stimulated to express opinion what comes on their mind confidently about the materials which though by the teacher. It meant also that the students have known the materials and the teaching learning process more effective. This support from Suleiman statement that if someone sees something he needs, he will be interested and it will be a motivation to know more. Media enable the students to be active, develop their thinking, and get information on their own.

One of the characteristic of effective teaching and learning process is indicated by the students participate in the classroom such as giving her opinion about the material, etc. It has been stated that using media can make students were active in the classroom means that they took part in teaching and learning process. Using puppet media such as certain gesture may stimulate to explore their idea about the picture and connecting what has known before. Because the puppet show can remind the students toward their experience or events which related to the puppet

show they were forced or stimulated to express opinion what comes on her mind confidently.

The students showed in good perception also from the aspect of their perception on Puppet Show in learning speaking, most students felt active during the class. This result supported by the finding of the previous research which identified the students' perception on the use of the online media for the effectiveness learning achievement. The puppet media that the teacher used in teaching are also said can get students' interest. The use of various media was useful to stimulate students' interest in learning English which also become very essential in learning speaking class.
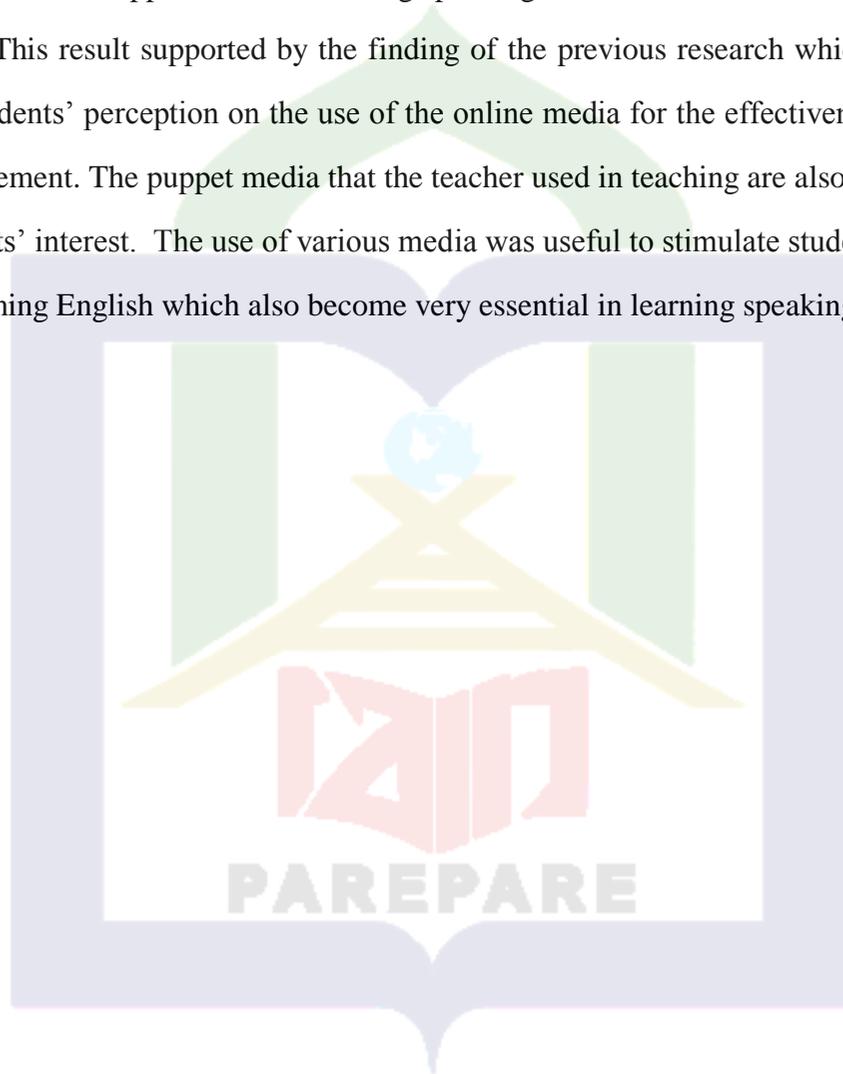
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the conclusion can be drawn as follows: Students showed Good perception toward the using of Puppet show as media in teaching speaking class at third grade of SMP Negeri 1 Padang Mawalle Kab. Polewali Mandar. It valid for the result which identified from the students respondents.

Three aspect identified by questioner which divided as:

1) The using of puppet show, where students agree for their positive respond.

2) Understanding Materials by puppet show, where students agree on this term of questioner

3) Teacher method, where students agree for this questioner

4) Students' Communicative, where the students agree for their communicative performance during the using of puppet media.

B. Suggestion

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students speaking performance, so the teacher should provide a great technique in teaching, students' speaking skill must be better than previous semester by considering the best techniques.

2. The result of this research can be used for the research to identifying the students speaking skill and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.

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APPENDICES

Appendix 1 : Questioner Form

Name   : _____

Reg. Numb   : _____

No	Indicators Perception of	Number Item
1	The using of Puppet Show	1.2.3.4.5
2	Understanding Materials by Puppet Show	6.7.8.9.10
3	Teacher Method	11.12.13.14.15
4	Communicative	16,17,18,19,20

<u>ANGKET PENELITIAN</u>

- Angket ini tidak dimaksudkan untuk menguji atau menilai anda melainkan untuk mendapatkan gambaran yang jelas tentang minat anda belajar writing. Isilah kolom yang disediakan dengan memberi tanda (√)

- Apabila ada hal yang kurang jelas, maka tanyakanlah pada peneliti

II

Keterangan:

SS: Sangat setuju   S: Setuju

TS: Tidak setuju   STS: Sangat tidak setuju

NE: Netral

| No	Pertanyaan	Pilihan				
		SS	S	NE	TS	STS
1	Saya tertarik dengan media Puppet show yang digunakan Guru pada materi Speaking.					
2	Saya merasa bahwa pembelajaran dengan media Puppet yang digunakan Guru pada materi Speaking sudah efektif.					
3	Saya merasa media Puppet yang diajarkan guru dapat digunakan saat belajar speaking.					
4	Media Puppet yang digunakan tergolong media yang kreatif.					
5	Saya lebih memperhatikan materi melalui media Puppet yang digunakan guru pada materi Speaking dari pada media lain.					
6	Saya mampu menjelaskan materi "Greeting" setelah diajar menggunakan Puppet show.					
7	Saya mampu berkomunikasi dengan teman setelah diajarkan menggunakan media Puppet show.					
8	Guru membuat saya tertarik karena gaya bicara yang digunakan sangat baik.					
9	Materi yang diajarkan dapat saya pahami saat Puppet digerakkan oleh guru.					
10	Saya merasa sangat tertarik ketika saya memperagakan Puppet show kepada					

III

	teman sebangku					
11	Guru menjelaskan materi dengan baik dan jelas menggunakan Puppet show					
12	Saya merasa metode guru yang diiajarkan perlu untuk lebih kreatif lagi					
13	Guru memberikan kesempatan kepada siswa untuk berbicara (Speaking)					
14	Saya merasa senang karena siswa dapat menjelaskan ide dengan menggunakan media Puppet show ini					
15	Saya merasa guru menjelaskan dengan baik dan mudah dipahami menggunakan media Puppet ini.					
16	Saya merasa lebih berpartisipasi pada pelajaran Speaking menggunakan Puppet show ini.					
17	Metode Puppet shows ini membuat saya lebih termotivasi saat belajar speaking.					
18	Saya mampu menjelaskan kembali materi Speaking yang diajarkan oleh guru menggunakan Puppet show					
19	Media Puppet ini tidak membuat saya bosan saat belaajar Speaking.					
20	Siswa dan guru dapat berkomunikasi "Greeting" dengan media Puppet show.					

IV

HASIL ANGKET PESERTADIDIK TERKAIT PERSEPSI MEREKA

FREQUENCY

SKALA LIKER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Sangat Setuju	5	6	10	2	0	4	1	0	0	0	0	0	0	0	7	9	0	0	0	0
Setuju	7	8	5	5	15	6	3	8	4	12	14	14	12	12	12	9	5	5	2	9
Netral	5	5	3	9	3	8	13	10	15	8	1	2	4	6	1	2	5	3	11	9
Tidak Setuju	3	1	2	4	2	2	3	2	0	0	5	4	4	2	0	0	10	11	7	2
Sangat Tidak Setuju	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0

persentasi %

SKALA LIKER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Sangat Setuju	25	30	50	10	0	20	5	0	0	0	0	0	0	0	35	45	0	0	0	0
Setuju	35	40	25	25	75	30	15	40	20	60	70	70	60	60	60	45	25	25	10	45
Netral	25	25	15	45	15	40	65	50	75	40	5	10	20	30	5	10	25	15	55	45
Tidak Setuju	15	5	10	20	10	10	15	10	0	0	25	20	20	10	0	0	50	55	35	10
Sangat Tidak Setuju	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	5	0	0

Appendix 2 : Documentation Form
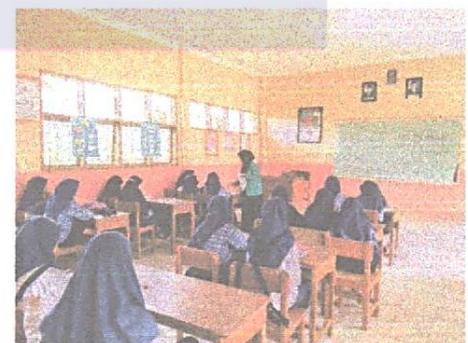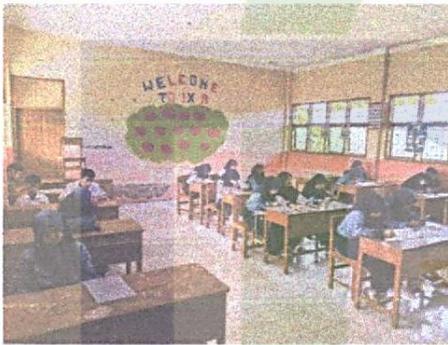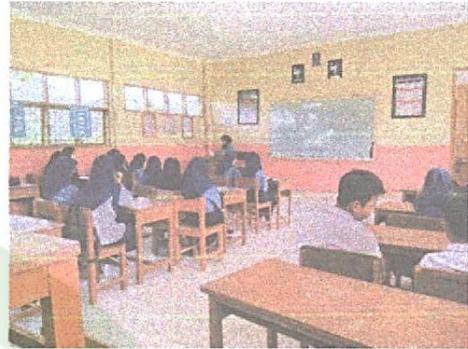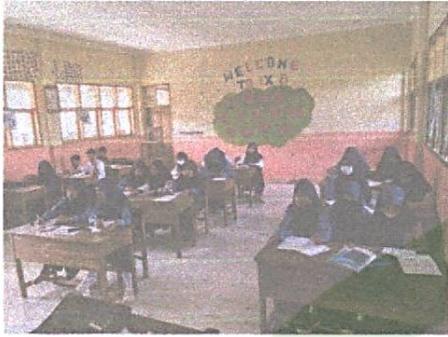
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2872/In.39.5.1/PP.00.9/09/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar
C.q. Kepala Kesatuan Bangsa dan Politik
di,-

    Kab. Polman

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Astuti Masrur
Tempat/Tgl. Lahir	: Sawang, 07 Agustus 1996
NIM	: 16.1300.095
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XI (Sebelas)
Alamat	: Pambusuang, Kec. Balanipa, Kab. Polewali Mandar

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul :

"Students Perception On Puppet Show In Learning Speaking The Third Year Students Of SMP Negeri 1 Padang Mawalle Kabupaten Polewali Mandar"

Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 10 September 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

VIII

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN
NOMOR : 503/692/IPL/DPMPTSP/IX/2021

Dasar : 1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr ASTUTI MASRUR
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik
      Nomor : B-0690/Kesbangpol/B.1/410.7/IX/2021,Tgl.14-09-2021

MEMBERIKAN IZIN

Kepada :

Nama	:	ASTUTI MASRUR
NIM/NIDN/NIP/NPn	:	16.1300.095
Asal Perguruan Tinggi	:	IAIN PAREPARE
Fakultas	:	TARBIYAH
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Alamat	:	GALUNG TULU KEC. BALANIPA KAB. POLMAN

Untuk melakukan Penelitian di SMP Negeri 1 Padang Mawalle Kabupaten Polewali Mandar, yang dilaksanakan pada Bulan September s/d Oktober 2021 dengan Proposal berjudul **"STUDENTS PERCEPTION ON PUPPET SHOW IN LEARNING SPEAKING AT THE THIRD YEAR STUDENTS OF SMP NEGERI 1 PADANG MAWALLE KABUPATEN POLEWALI MANDAR"**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :
1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 15 September 2021
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Drs. MUJAHIDIN, M.Si
Pangkat * Pembina Utama Muda
NIP 19660606 199803 1 014

Tembusan:
Unsur Forkopinda di tempat;

IX

SURAT KETERANGAN
Nomor : 421 /041 / SMP.PDW / 2017

Yang bertanda tangan dibawah ini :

Nama	:	Amiruddin Karim, S.Pd. M.Pd
NIP	:	19690511199412 1 002
Jabatan	:	Kepala Sekolah SMPN Padang Mawalle

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama	:	Astuti Masrur
Nim	:	16.1300.095
Fakultas	:	Tarbiyah
Prodi	:	pendidikan Bahasa Inggris
Alamat	:	Gaiung Tulu, Kec. Balanipa Kab. Polman

Benar telah melakukan penelitian di SMPN Padang Mawalle, berdasarkan surat rekomendasi penelitian dari dinas penanaman modal dan pelayanan terpadu satu pintu kota polewali mandar nomor: 503/692/IPL/DPMPTSP/IX/2021 tanggal 14 september 2021 untuk memperoleh data dalam rangka penyusunan skripsi yang bersanfgkutan dengan judul penelitian **"students perception on puppet show in learning speaking at the third year students of SMPN Padang Mawalle Kabupaten Polewali Mandar".**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Padang Mawalle, 20 September 2021

Kepala SMP Negeri Padang Mawalle

Amiruddin Karim, S.Pd. M.Pd
Nip. 19690511 199412 1 002

X

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1793 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Stupdi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

Menetapkan	:	a.	Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
		b.	Menunjuk saudara; 1. Drs. Amzah Selle, M.Pd.

2. Mujahidah, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Astuti Masrur
NIM	:	16.1300.095
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Students Perceptionon Puppet Show in Learning Speaking at The Third grade of SMP Negeri 1 Padang Mawalle Kabupaten Polewali Mandar

	c.	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
	d.	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
	e.	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 Oktober 2020
Dekan,

H. Saepudin

CURRICULUM VITAE

Astuti Masrur, the writer was born on Sawang, 07 August 1996 in Polman and South Sulawesi. She is the third child from three children in her family, her father's name is Masrur and her mother's name is St. Aysha. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Here education background, she began her study on 2004-2005 at TK Aisyah, and graduated on 2005, while at the same year she study in SD 007 Sabang Subik 2006-2008 and then continued her study in SMPN 3 Tinambung 2009-2011 and SMKN 1 Tinambung graduated on 2015. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah and Adab Faculty as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab 2022. With the title of her skripsi "Students' Perception on Puppet Show in Learning Speaking at Third Grade of SMPN 1 Padang Mawalle Kab. Polman"