

# **THE EFFECTIVENESS OF USING PAPER PUPPET PERFORMANCE ON STUDENTS SPEAKING SKILLS**

(An Experimental Research at Second Grade of SMP As-sa'adah  
Islamic Boarding School Serang-Banten)

## **A PAPER**

Submitted the Departement of English Education, The Faculty of  
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Requirement For The Sarjana Degree



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## **STATEMENT OF ORIGINALITY**

I here with declare that the research paper I wrote as a partial fulfilment of the requirements for the Sarjana degree and submitted to the English Education Departement, the faculty of Education And Teaching Training wholly constitutes my own original scientific writing.

As for the other person' works whose ideas ere quoted in this paper have been reffered to appropriately in accordance to the prevailing legal and intellectual ethnic in the world of scientific wriitng tradition.

However, if the originality of this paper either partially or wholly is, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in indonesia.

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## **DEDICATION**

This research paper is dedicated to:

The Writer's beloved parents as his first respected: H. Arifudin and Hj. Rojanah, My beloved brothers Rahmat Hidayatulloh and My beloved young Sister Ervi Nur Melisa and My nephew Bilal Adzka Arsyavin, and for all my greatest and closest friends who has been giving me any pray, support, advice for finishing this paper. And all my beloved friends of PBI-E, thank you very much for everything

Last, I hope that this research paper can be useful for the researcher and for the reader.

## MOTTO

HIGH EXPECTATION PRODUCE HIGH STANDARD  
(Shakespeare)

## **A BRIEF BIOGRAPHY**

The Writer's name is Rendi Feriyadi. He was born in Serang, 16<sup>th</sup> July 1991. He is the second childern of H.Arifudin and Hj. Rojanah.

He finished elementary education at SDN Margasari Serang-Banten on 2003, where as he junior high school education finished a MTS and SMA plus Assa'adah Islamic boarding school in 2006 and 2009.

In 2010 he continued his education by joining undergraduate program of English education and teacher training. The State Institute For Islamic Studies Sultan Maulana Hasanuddin Banten



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In the Name of Allah the most Gracious and most Merciful His blessing that the writer can finish his paper as one of requirement for achieving graduate degree of Education Faculty

This work can hardly ever be separated from other people help and guidance. Before, in this opportunity, the writer would like to say thank to:

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Finally, this paper is presented to the English Education Department Education and Teacher Training Faculty The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten. And the author ask that all the good all of those who helped the completion of this thesis, I hope to be rewarded by Allah SWT. Great author hopes this paper would be useful for particular authors to readers in general.

Serang, April 13, 2014

**RENDI FERİYADI**

**SRN. 102301037**

Rendi Feriyadi, 2015, “ The Effectiveness of Using Paper Puppet Performance on Students Speaking Skill “ (An Experimental Research At The Second Grade of SMP Plus As-sa’adah Serang Banten) Undergraduated research paper, english education departement, faculty of education and teacher training. The State Institue Islamic Studies, Sultan Maulana Hasanuddin Banten.

Adviser : Moh. Nur Arifin, S.Ag, M.Pd and Ila Amalia, M.Pd

### **ABSTRACT**

This research entitled: “The Effectiveness of Using Paper Puppet Performance on Students Speaking Skill “ (An Experimental Research At The Second Grade of SMP Plus As-sa’adah Serang Banten) The research conducted based on the main problem: How is student achievement in speaking skill using paper puppet performance? How is the effectiveness of using paper puppet performance to improve students speaking skill.

The research aimed at knowing students achievement in speaking skill using paper puppet performance. Knowing the effectiveness of using paper puppet performance to improve students speaking skill, and the writer took as many as 72 students as the sample. The experimental class is 36 and control class is 36. The writer conducted this research for November 20<sup>th</sup>, 2014 in class VIII A of SMP Plus As-sa’adah and VIII B of SMP Plus As-sa’adah by using techniques of collecting data are pre-test and post-test.

The result of the research the writer compared both t-table and t-observation with degree of significance level of 5% = 2.00 and 1% = 2.66. It indicate that t-observation > t-table or 4.85 > 2.00 and 4.85 > 2.66. and then, the null hypothesis is rejected and the alternative hypothesis is accepted

So, teaching speaking using paper puppet performance more effective than without using paper puppet performance. And that, using paper puppet performance can be applied by teacher to teaching speaking.

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# CHAPTER I

## INTRODUCTION

### A. Background of the study

Assa'adah Islamic boarding school is one of favorite boarding school in Serang, this boarding school built in 1985 led by Drs. KH Mutawali Waladi as the first leader of Assa'adah Islamic boarding school, he led Assa'adah Islamic Boarding Schools from phase of pioneering, phase development until the phase of operation. He was charismatic, visionary and energetic in his leaderships, he has been able to build the Islamic values stand firm as a foundation that will continue to increasing and struggling, at the end of 2003 he was died.

After the late, at this time Assa'adah Islamic Boarding Schools led by KH. Mujiburrahman, S.Ag, he was young people who inherited the values struggle and the father's spirit. Together with his young brothers he was determined to continue the parents struggle and his ancestry to educate built cadres who have the capacity for religious, academic, economic, social and personal Islamic global. the school located on Jl. Raya serang pamarayan Km 25 Pasirmanggu, if we want to visit this school we need one hours from Serang,

Based on focus the research the writer take conclusion that some of the student still can't improve their speaking skill, there are reasons that make the student can't improve their



speaking skill one of them from the teacher and especially English teacher, the writer saw some of the English teacher seldom to use media of learning that make student to interest speak up more in learning process and less facility in that boarding school. Main factor that make student less to improve their skill are from less awareness and lazy to practice of speaking in front of the class or in daily conversation.

Based on reason the writer take that boarding school as of research besides the location, that boarding school is favorite school in this area, as we know speaking is one of four skill and this matter to be problem for some teacher to improve the student speaking skill and to give them interest that English is fun with use interesting media. The writer chooses the paper puppet performance as solution for the student. The writer take paper puppet performance as media in this research cause the writer think this media is easy to apply in the class, and the writer hope with this media the student can increase their speaking skill and make them more confident to speak up in front of the class or when they use that as daily conversation. Because many students have many difficulties in speaking English they are very hard to speak up using English. The most difficulties aspect of spoken is the interaction with at least one of other speaker.

According to Jack C. Richards and Willy A. Renandya Speaking a language is especially difficult for foreign language

learners because effective oral communication require the ability to use the language appropriately in social interaction.<sup>1</sup>

Language is considered as the most vital instrument in human's life. By using language anyone can communicate to each other and obtain many kind of information well and it is good at facing the development of science and technology. English is important to be mastered and increased by those who study and schools in Indonesia. In language teaching activities. The teacher teach English more in the form of memorization with emphasizing on structure and grammar. The learner probably will master it, but they have little chance to speak or practice in teaching learning process, basically is a practice in which teacher and student interest with other, through two type of activity performed by teacher.

The ability to speak is not always paralleled with the other three skill of the language. The writer need a paper puppet performance of how to speak the dialogue in order to gain a better performance when it is being involved in speaking ability proves to process a high self confidence when he or she is engaged in conversation. Based on statement above, the writer takes principle of the problem in this researches, it is about the

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<sup>1</sup>Jack C. Richard And Willy A. Renandya, *Methodology In Language Teaching An Anthology Of Current Practice* United States Of America: Cambridge University Press, 2002. P.204

effectiveness of using paper puppet performance on student speaking skill An experimental research at second grade of Smp Plus Assa'adah Islamic Boarding School Serang-Banten.

## **B. The Statements of Problems**

To limit the study researcher classified the problem into two questions they are:

1. How is student achievement in speaking skill using paper puppet performance?
2. How is the effectiveness of using paper puppet performance to improve students speaking skill?

## **C. The Objectives of Research**

The Aim of study was to investigate the effect of discourse signals and markers on the comprehension of lectures by second language learners.<sup>2</sup>

Based the statements of problems above, the aim of the study are such as follow;

1. To know the students achievement in speaking skill using paper puppet performance.
2. To know the effectiveness of using paper puppet performance to improve students speaking skill.

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<sup>2</sup> David Nunan, *Research Methods In Language Learning* Cambridge : Cambridge University Press, 1992. P.47

## **E. The Hypothesis**

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.<sup>3</sup>

The researcher searches The Influence of Using Paper Puppet Performance on Students Speaking Skill and has two hypothesis to submit, those are:

1. The Null Hypothesis ( $H_0$ ) = There is no significant effect using paper puppet performance on students speaking skill.
2. The Alternative Hypothesis ( $H_a$ ) = There is significant effect using paper puppet performance on students speaking skill.

## **F. The Previous Study**

The researcher finds some previous studies of researches in Academic research as follows:

1. The first previous study of research is arranged by Melina Tri Utami , her student register number is 07420832, her title of research is “The Teaching of Speaking Ability by Using Dolls (Puppet) at The Seventh Grade Students of SMP N 26 Semarang”. This data shows that teaching learning speaking using dolls (puppet) is successful. It can

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<sup>3</sup> IbidP.203

be seen that the mean score of speaking test using dolls (puppet) is 8.27. It categorized in fair criteria. In addition, the mean score of speaking test without dolls (puppet) is 2.5. It categorized in very poor criteria. She calculates the result of teaching speaking ability using dolls (puppet) and without dolls (puppet) with Phi Coefficient Correlation formula to know the effectiveness of dolls (puppet) to improve student's speaking ability. From this formula  $df = 100$ , and get  $table\ r\ 5\% = 0.232$ , and  $1\% = 0.302$ . It is concluded that  $f(0.97) > table\ r(0.232\ and\ 0.302)$ , and it can be concluded that  $a\ H$  is received. It means that it has any correlation between teaching speaking ability using dolls (puppet) to improve student's speaking ability. The writer concludes that dolls (puppet) are effective to improve students speaking ability.

There are some problems faced by the students such as nervous to perform their speaking ability, the students could not retell the conversation about, the students lack vocabulary and they cannot arrange a good sentence in English. The students should practice speaking English more and more and the teacher should give a chance to them to perform their speaking ability. In this study the teacher might not judge them if they made many mistakes, The students should be often open dictionary and try to use the word to arrange a good sentence ; The teacher

should ask to the students to make a note about a new word, ask them to repeat, memorize the new vocabularies, and give more exercise.

2. The second previous study of research is arranged by Sofika Chandra Nilawati, her student register number is 2201403685, her title of research is “The Effectiveness Of Teaching Vocabulary By Using Puppet At Elementary School Students (The Case Study Of The Fourth Graders Of SDN Leteh Ii Rembang In The Academic Year Of 2007/2008)” .The students’ mastery of vocabularies of fruits, animals, road sign, parts of body, and things in the classroom have improved after the puppets was given. It was supported by the significant different result of the pretest that was lower (56.64%) than post-test (96.19%). Based on the questionnaire, most of the students said that use of a puppet could help them in mastering vocabulary. Moreover, the puppet could increase the students’ motivation in learning English. Therefore, it answered the problem of the study whether the puppet motivate children to learn English vocabulary. The students understood that kind of activity was necessary for them and they expected that teaching by using a puppet would be given regularly and continuously. After the treatment in the action research done, the students got closer to the writer. This relationship gave a positive effect to them.

They enjoyed more in English subject, because they were given a new method to learn English that had never been given by their classroom teacher.

3. The third previous study of research is arranged by Diah Nurhayati, her student register number is 2201407020, her title of research is “The Effectiveness Of Using Hand Puppet To Improve Students’ Speaking Skills In Performing Adjacency Pairs (An Experimental Study Of Seventh Graders Of SMP 11 Semarang In The Academic Year Of 2011/2012)”. After conducting the research, I conclude that hand puppet is effective to improve students’ speaking skill, especially in performing adjacency pair dialogue to the seventh graders of SMP 11 Semarang. It can be drawn from the result of means improvement between the pre-test and the post-test in the experimental group and the control group. The pre-test’s mean of the experimental group was 61.4 and the mean of the post-test was 73.4, the difference was 12. Meanwhile, the pre-test’s mean of the control group was 61.6 and the mean of the post-test was 69.4, the difference was 7.8. Because the mean improvement of experimental group is higher, so the treatment for the experimental group especially hand puppet is better than the treatment for the control group. Then, because of  $t$ -value (2.62177) is

higher than critical value (2.02) so there is a significant difference between the students who have been taught using hand puppet and the ones using conventional technique. Since  $t$  value  $> t$  table, it means that hand puppet is effective to improve students' speaking achievement for the seventh graders of junior high school students. So, the null hypothesis ( $H_0$ ) that stated Teaching speaking by using hand puppet is not effective to improve students speaking skills in performing adjacency pairs is rejected and ( $H_1$ ) that stated Teaching speaking by using hand puppet is effective to improve students speaking skills in performing adjacency pairs is accepted. In addition, hand puppet is effective in teaching speaking to improve the seven graders of junior high school in performing adjacency pairs. The students were interest in it. They became more active to speak up in the classroom. They also loved to learn and to practice speaking using hand puppet. Their enthusiasm in learning also increase, it can be shown by their attitude and their motivation in learning English.



## CHAPTER II

### THEORITICAL REVIEW

#### A. The Definition of Speaking

According to Jack C. Richards and Willy A. Renandya Speaking a language is especially difficult for foreign language learners because effective oral communication require the ability to use the language appropriately in social interaction.<sup>4</sup>

According to Charles W. Kreidler Language is a symbol through which people communicate. The symbols may be spoken and written, or signed with the hand.<sup>5</sup>

Based on the definitions above I know that speaking is a production of oral language by human which aimed to deliver message, expressing idea, opinion or feeling to get some purposes. Every people who meet each other will speak a language to prove that they are exists in their community. That's why we need to speak up and we need to improve our speaking skill by learning a new language.

#### B. Basic type of speaking

Speaking is a communication skills that enable a person to verbalize thoughts and ideas, writer established the importance of

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<sup>4</sup> Richard And Renandya, *op.cit.*, p.20

<sup>5</sup> Charles W. Kreidler, *Introducing English Semantics* New York: The Taylor And Francis E-Library, 2002, p.19

communication can only be considered effective if both of basic type of speaking aspect are achieved successfully.

According to H. Douglas Brown there are five basic types of speaking are: (1) Imitative is performs the ability to imitate a word, phrase, and sentence, (2) Intensive is performs the ability to produce short stretches of oral language. (3) Responsive is included the ability to perform short conversation, small talk and simple request comment. (4) Interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple participant. (5) Extensive is oral production task including speeches, oral presentation and storytelling.<sup>6</sup>

Based on the statement above that the imitative is testing the skill imitate a word, phrase and sentence. It is refer to ability of the students in speaking performance of simply parrot back or imitates a word, phrase, or possibly a sentences, the appropriate assessment test for this level is word repetition task. And also intensive is the aim producing short stretches of oral language, it refer to the use of picture or sequence of picture. This method is effective to stimulate speaking respond of the test taker. Administrator provides some picture with some clues, and then the test taker point to the picture to give the answer or teacher point to the picture and then the test taker mention the answer orally. It is designed to demonstrate competence in grammatical, phrasal, lexical and phonological. And also responsive is included

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<sup>6</sup>H. Daougles Brown, *Language Assessment Principles And Classroom Practices* United States Of Amirica: San Fracisco State University, 2003. P.151

the skill perform short conversation, small talk, and simple requests comment. It is refer to short interview example question and answer. It is giving instruction and direction. In this case, the administrator poses the problem and then the test takers respond it. The scoring primarily based on the comprehensibility, and secondary on another grammatically category. Interactive this technique is very popular in communicative language teaching classes. It is like drama in which the test taker act out to perform some character in particular story. And the last extensive is oral production example oral presentation in this case, the test taker are ordered to arrange a particular paper or assignment and then present the material in front of the class.

### **C. The Components of speaking**

Students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English well the writer have to know some important component. The component is what aspect influencing how well people speak English.

According to H. Douglas Brown several speaking components scoring representing are: (1) Pronunciation is the act or manner of pronouncing syllables, word, and phrases with regard to the production of sound and the placing of stress, and intonation. (2) Grammar is a system of rule governing the conventional arrangement and relationship of word in a sentence. (3) Vocabulary is defined as the

“word” in foreign language word is perceived as the building blocks upon which knowledge of a second language can be built. (4) Fluency is smooth flow of speech with the use of rhetorical devices to mark discourse patterns. (5) Comprehension is defines as the subject or as the knowledge of what a situation is really like.<sup>7</sup>

Based on statements above, that the pronunciation is the way for student to produce clearer language when they speak, it deals with phonological process that refers to the components of speaking skill. And also, the students needed a grammatical to arrange the correct sentence in conversation the utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. And also, vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language of student And Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. And the last component is comprehension is understanding of material what the teacher given to produce good knowledge. Writer used all of the components of speaking skill to improve students speaking practice in daily activities.

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<sup>7</sup> Brown, *op.cit.*, p.157

#### **D. Classroom speaking activities**

For getting a good students speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed to make students more interested and they will not be bored during the class. By having a fun activity and being enjoyable, students are assumed to talk a great deal in class and they can express it freely.

According to Jeremy Harmer, there are some activities to promote speaking skill in the classroom: (1) Simulation and role-play, simulation and role play are example of a set events that teacher is used to teach students how to perform something in a sequence. (2) Communication games, that games are to provoke communication, so that the student has to talk to a partner in order to solve a puzzle, draw a picture. (3) Prepared talk, a popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. (4) Discussion, discussion happens when one person face the another person to talk each about his feeling, opinion or idea.<sup>8</sup>

Based on statement above, that the situation and role-play is the way for students to be fun and enjoy while learning process and can be able to stimulus the thinking, one of the media of teaching is games example puzzle and draw picture or make some presentation with the good topic and presenting in front of the audience, and discussion for increasing the way of thinking by

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<sup>8</sup> Jeremy Harmer, *The Practice Of English Language Teaching Third Edition*, Longman: Person Limited, 2001. P. 271

material with the feeling, opinion, and ideas, from the explanation, there are so many activities that can promote speaking and it help the teacher to present the material easily. However, the level of its success depends on the teacher's way in managing the classrooms' activities. He or she should be able to organize the activity well, make the students feel secure and enjoy the activities.

#### **E. The Definition of puppet**

According to Josowidagyo that the definition of puppet by Java's literature is *ayang-ayang* (Shadow). Because, the puppet just shadow behind white cloths. ( *kelir* ). And then, The puppet is shadow from the object what we need.<sup>9</sup>

According to John Bell Puppet is central to some of the oldest forms of performance, and "performing object" is a term used by Frank Proschan to refer to material images of humans, animals, or spirits that are created, displayed, or manipulated in narrative or dramatic performance.<sup>10</sup>

From the definition above, it can be concluded that puppets are parts of visual aid for teaching strategies especially in teaching speaking. It is believed that puppet can give an element

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<sup>9</sup> Sunarto, *Wayang Kulit Pura Gaya Yogyakarta* Jakarta: Balai Pustaka, 1989. P.15

<sup>10</sup> John Bell, *Puppets, Masks, And Performing Objects* Cambridge, Massachusetts, London, England: The MIT Press, 2001. P.05

of fun to learners. By inserting humorous elements, puppets are intended to attract the student's attention.

#### **F. The kinds of puppets**

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets. In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as the alternatives technique in teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some kinds and methods of approach.

According to Simanta Sarma and Binita Devi the commonly used puppets are: (1) Glove Puppet, puppeteers wear them on the hand and manipulate their heads and arms with fingers. (2) Rod puppet, are an extension of glove puppets but often much larger, these are three-dimensional moving figures that manipulated with the help of rods. (3) Shadow puppet, are use in black and white or in color, lightly on a transparent screen with a strong source of light behind. (4) Paper puppet, are figure cut out of paper or thin card, with separate clothes, also made of paper.<sup>11</sup>

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<sup>11</sup> SarmaSimanta and Devi Binita, " Using Puppets Making To Promote Engagement and Motivating In Educational Study," *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, Volume 13, Issue 6 (Jul. - Aug. 2013), PP 24-26

Based on statements above, that the glove puppeteer narrates his story in verse or prose, while the puppets provide, the visual thread. With a little effort and imagination, so that rod puppetry prospered in the states of Orissa and Bengal. and also Shadow puppet the screen thus form the barrier between the audience and the puppet, creating the projection of image. And the last Paper puppet may a figure of a person, animal or inanimate object. Paper dolls have been inexpensive children's toys for almost two hundred years. Now Paper dolls have been used for advertising, appeared in magazines and newspapers, and covered a variety of subjects and time periods.

In this research one kinds of puppet chosen by writer is paper puppet, because the students might be motivated to be active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, paper puppet is easy to speaking English could avoid misunderstanding because the students see the object directly.

### **G. Puppet as Media for Teaching**

There are many media that can the teacher uses on the teaching learning process, that the media can help the student learning process to make learning more easy, enjoyable and fun. Many teachers have difficulties in developing students' speaking, because students are not confident and nervous speaking in front of the class, with the learning media teachers are required to be



creative in the process of teaching and learning is one of the media is to use puppets.

“.....Many teacher have successfully challenged the depressing claim that the language is far beyond the speaking level of these younger student. Those teachers have shown that the freshness of approach and eagerness of engagement of their young student result in quite starling level of achievement, motivation and expression. High expectations produce high standard. Younger students respond positively to working in a wide veriety of way puppet plays. As the teacher of younger student know, the opportunity to speak through a puppet can produce surprisingly fluent and confident language and ready learning of verse lines from student who in other circumstances appear less accomplished ...”<sup>12</sup>

Puppet is a positive learning medium for students, it is tremendous appeal to dig imagination in thinking, with the puppet students more easily know and have the opportunity to speak well, and can be helped with a lot of character puppet.

#### **H. The advantage of using puppet performance**

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

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<sup>12</sup> Gibson Rex, *Cambridge School Shakespeare Teaching Shakespeare* United Kingdom: Cambridge University Press, 2011. P.12

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. According to Louise Park says:

“...Puppet building gives children an opportunity for creative expression. It allows a child to express creativity even when all the children are making turtle puppet. Don't squelch creativity by dictating or modeling the final product. Later when children are using puppets, encourage the same creative expression. There is no right way to use a puppet, it is all about creatively...”<sup>13</sup>

Furthermore, speaking is the term that writer use for verbal communication between people. When two people are engaged in talking to each other, writer sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that can make about the majority of communicative events and these have particular relevance for the learning and teaching process

## **I. The technique of using puppet in teaching speaking**

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<sup>13</sup> Louise park, *Puppets: Make them and use them fall* 2011 vol 35, Austin Texas: Texas Child Care Quarterly, 2011. P.02

The Puppet is central to some of the oldest forms of performance, and “performing object” is a term used by Frank Proschan to refer to “material images of humans, animals, or spirits that are created, displayed, or manipulated in narrative or dramatic performance”. Use the puppet can increase students speaking skills and enjoying hearing the relevant conversation of puppets. According to Jeffrey Peyton and Barbara Koenig they says:

“...Conversation with puppet in English can be a novel and enjoyable classroom activity for student, puppet can help student who find it difficult to express themselves. In conversation with puppet become the object of attention in the conversation while the student become less self-conscious and more involves in the language lesson ...”<sup>14</sup>

There are steps that can be applied when the Teacher use the puppets performance in the following way:<sup>15</sup>

1. Assign the three puppet to three children.
2. Everyone, except the children holding the witness and the whodunit puppet, hides his eyes.
3. The child holding whodunit hides an object in the classroom. Only the witness sees the “crime.” Whodunit then say, “whodunit has done it,” which signal the completion of the “crime”

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<sup>14</sup> Jeffrey Peyton and Barbara Koenig, “puppetry. A tool for teaching a guide for teacher on the use of puppetry in education”, The New Haven Foundation, (11-8-2007), P 64

<sup>15</sup> Ibid. p 64

4. Everyone open his eyes and the teacher say to “detective Floyd” you are now on the case.”
5. Now “Detective Floyd” Say, “something is wrong here. Something is missing. I know whodunit but I don’t know what he did. I must find out.
6. Witness puppet say, “I saw it Detective”.
7. Dialog begins in which witness tells detective what is missing. Detective repeats information as though he is recording it.

To make this puppet a valuable language lesson, the teacher should encourage the children to move the puppet when they talk, to address the puppets directly, and to give detailed descriptions of they have seen.

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

#### **A. Research Method**

According to David Nunan there are three kinds of an experimental of research (1) pre-experimental design, (2) quasi experimental design, and (3) true experimental design.” Pre experimental research design is an experimental design that has no control group as a comparison. Quasi experimental research design is an experimental design that the subject of the research is not randomly chosen and there are two groups included. True experimental research design is an experimental design that is taken randomly and there are also two groups compared.<sup>16</sup>

Refer to stated above researcher used Quasi experimental research design is an experimental design that the subject of the research is not randomly chosen and there are two groups included.

#### **B. Place and Time of the Research**

To collect the data for this paper, the researcher will take a place at second grade of junior high school of Assa’adah Islamic boarding school Serang Banten, the researcher chooses this school because many Students from this class do not

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<sup>16</sup> Nunan, *op.cit.*, p.41

confidence to practice the material of English in front of audience and do not understand about English language. The researcher will be starting the experiment at 20<sup>th</sup> of November 2014 – 4<sup>th</sup> of December 2014.

### **C. Population and Sample**

#### 1. Population

The population of this research is all of the student of second grade junior high school of Assa'adah Islamic boarding school Serang, Banten in academic year of 2014-2015 there are 135 students and divided into four classes. They are VIII A : 36, VIII B: 36, VIII C : 32, VIII D : 31 Students.

#### 2. Sample

The sample of this research is VIII A class as an experiment class and VIII B class as a control class. The Researcher does no random sampling for getting the samples.

### **D. Variable of the Research**

The variable as the term itself suggests, is anything which does not remain constant. It includes language proficiency, aptitude, motivations and so on. There are two kinds of variable.<sup>17</sup>

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<sup>17</sup> Nunan, *op.cit.*, p.25

1. Dependent variable

The variable upon which the independent variable is acting is called the *dependent variable*. In this researches as the dependent variable are students speaking skill.

2. Independent variable

The label given to the variable that the experimenter expects to influence the order is called the *independent variable*. In this researches as the independent variable are using paper puppet performance.

#### **E. Instrument of the Research**

This study used as instrument to collect the data as follow:

1. Pre-test
2. Post-test

The traditional experimental design, known as the pre-test and post-test are placed into two groups, the experimental and the control groups. The experimental will receive the treatment, the control group will not, both groups will receive on whatever instrument is used to assess the effect of the experimental.<sup>18</sup>

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<sup>18</sup> Brown, *Language Assessment Principles And Classroom*, *op.cit.*, p.03

Table 3.1  
The Sequence of Experimental Research

|                    | 1. Pre-test | 2. treatment | 3. post-test |
|--------------------|-------------|--------------|--------------|
| Experimental group | X           | X            | X            |
| Control group      | X           |              | X            |

#### F. The Technique of Collecting Data

In this process, in collecting data the researcher uses the technique is Observation In other to get a valid data and to make the study successful, the researcher used field research in collection data. The observation would be indicated by the classroom activities such as: students' response, teacher activity, the students' achievement of the speaking skill and the classroom situation. Here are the indicators used as the measurement:

1. Students Response
  - a. Students listen to the teacher's explanation.
2. Students Participation
  - a. Students ask some questions related to the learning material.
3. Students Skill
  - a. Students give good response to the media used by the teacher.
  - b. Students practice paper puppet performance.
4. Teacher Activity
  - a. Opening activities



- b. Main activities
- c. Closing activities

## **G. The Technique of Analyzing Data**

The technique of data analysis that used by the researcher here is quantitative analysis. The researcher used a statistical calculation of the t-test to determine the final calculation of two  $t_0$ (observation) that is done to measure the last score of the research test.

The researcher got two data. The first data is the result of pre-test and the second data is the result of post-test. The technique of analyzing data, the writer used step as follow:

1. Preparing the material in conducting the test (pre-test) and (post-test) that included experiment and control classes.
2. The assessing of spoken language has evolved dramatically over the last several decades from test of oral grammar and pronunciation to interview and, more recently, to multiple task, often collected over time, we will star by considering standard interview, proceed to modified interviews task, consider semi-direct task, and finally refer to other multiple measure, with our focus on

role play aimed at assessing the ability to perform speech and other language functions.<sup>19</sup>

Table 3.2  
Scale Criteria

| NO    | SEGMENT       | SCORING SCALE |    |    |   | HIGH SCORE |
|-------|---------------|---------------|----|----|---|------------|
| 1.    | Grammar       | 20            | 15 | 10 | 5 | 30%        |
| 2.    | Vocabulary    | 20            | 15 | 10 | 5 | 30%        |
| 3.    | Comprehension | 20            | 15 | 10 | 5 | 20%        |
| 4.    | Fluency       | 20            | 15 | 10 | 5 | 10%        |
| 5.    | Pronunciation | 20            | 15 | 10 | 5 | 10%        |
| TOTAL |               |               |    |    |   | 100%       |

### 3. Description of criteria

The technique of speaking analysis that used by the researcher here are grammar, vocabulary, comprehension, fluency and pronunciation. The description of criteria :

#### a. Grammar

20 All of sentence written is grammatically correct

15 All three fourth of the sentence written are grammatically correct

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<sup>19</sup> Andrew D. Cohen, *Assessing Language Ability In Classroom, Second Edition*, Boston, Massachusetts: Heinle & Heinle publisher, 1994, Page 293.

- 10 A half of sentence written are grammatically correct
- 5 A quarter of the sentence written are grammatically correct.

b. Vocabulary

- 20 All the sentence are using correct vocabulary
- 15 There fourth of all sentence are using correct vocabulary
- 10 A half of the sentence are using correct vocabulary
- 5 A quarter of the all sentence are using correct vocabulary

c. Comprehension

- 20 If the student's comprehension is better
- 15 If the student's comprehension is good
- 10 If the student's comprehension is enough
- 5 If the student's comprehension is less

d. Fluency

- 20 If the student's fluency is better
- 15 If the student's fluency is good
- 10 If the student's fluency is enough
- 5 If the student's fluency is less

e. Pronunciation

- 20 If student's pronunciation is better
- 15 If the student's pronunciation is good
- 10 If the student's pronunciation is less
- 5 If student's pronunciation is less

4. The data analyze Writer use Comparative research is often used to find similarities and differences, about people, work procedures, ideas, criticism of people and groups.

Comparative analysis techniques can be divided into two parts: a Bivariate comparative analysis techniques and multivariate comparative analysis techniques. Bivariate Comparative analysis technique analysis is a technique that simply comparing between two variables. Meanwhile, a multivariate comparative analysis of technique is a technique that compares more than two variables.

According to Anas Sudjiono "Comparative analysis of different test or test held on average by  $t$  – test. T- test is one test statistic used to test the truth or falsity of the hypothesis that the mean between the two samples taken at random from the same population no significant difference."<sup>20</sup>

To find out how is significance the effectiveness of using paper puppet performance on the teaching speaking skill.

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<sup>20</sup> Darwansyah syah, supardi, abd. Aziz: Pengantar Statistik Pendidikan, Jakarta: HAJA Mandiri, 2006. P.104

Use the two- sample t - test small interconnected the formula used are:

- a. Hypotheses formulation
- b. Select the sample as a data source
- c. held a t test with fisher formula as follows

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum x_{12} + \sum x_{12}}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}}$$

- d. interpretation and conclusions by comparing the results of  $t_0$ (observation) with t-table

- e. Determine mean ( $\bar{x}$ ) by formula:

$$\bar{x} = \frac{\sum f \cdot x}{\sum f} =$$

- f. Account of standard deviation (SD) by using formula

$$SD = \sqrt{\frac{\sum f \cdot x^2}{\sum f}} =$$

- g.  $Df = N_1 + N_2 - 2$

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Description of the Data Test

The Writer has stated that the purpose of this research is to find out what kind of testing will be more effective to use in students speaking ability, using paper puppet performance. In order to know this, Writer conducted field research.

The research held in SMP Plus Assa'adah for second grade. In those class VIII A the total number students are 36, and the total number of class VIII B are 36 students, the writer took the sample from all student between class VIII A as Experiment class and class VIII B as control class.

#### B. Analyzing of Data Research

To know the result of the test, the writer make the table of the students score of pre-test and post-test that would be described in following table.

Table 4.1

The Students' Score Testing Using Paper Puppet Performance As  
Experiment Class

| NO | NAMES | PRE-TEST | POST-TEST |
|----|-------|----------|-----------|
| 1  | AFS   | 60       | 70        |
| 2  | AA    | 40       | 60        |

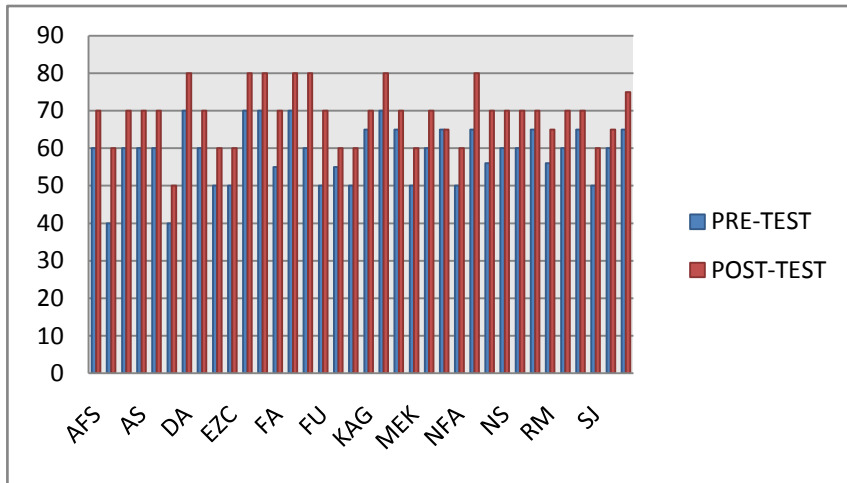
|    |      |    |    |
|----|------|----|----|
| 3  | AAF  | 60 | 70 |
| 4  | AS   | 60 | 70 |
| 5  | AW   | 60 | 70 |
| 6  | AS   | 40 | 50 |
| 7  | DA   | 70 | 80 |
| 8  | DU   | 60 | 70 |
| 9  | DZ   | 50 | 60 |
| 10 | EZC  | 50 | 60 |
| 11 | EE   | 70 | 80 |
| 12 | ELN  | 70 | 80 |
| 13 | FA   | 55 | 70 |
| 14 | FYMA | 70 | 80 |
| 15 | FNA  | 60 | 80 |
| 16 | FU   | 50 | 70 |
| 17 | IA   | 55 | 60 |
| 18 | JF   | 50 | 60 |
| 19 | KAG  | 65 | 70 |
| 20 | MF   | 70 | 80 |

|       |      |                            |                            |
|-------|------|----------------------------|----------------------------|
| 21    | MAS  | 65                         | 70                         |
| 22    | MEK  | 50                         | 60                         |
| 23    | MAA  | 60                         | 70                         |
| 24    | M    | 65                         | 65                         |
| 25    | NFA  | 50                         | 60                         |
| 26    | NRAL | 65                         | 80                         |
| 27    | NRF  | 56                         | 70                         |
| 28    | NS   | 60                         | 70                         |
| 29    | PDR  | 60                         | 70                         |
| 30    | QA   | 65                         | 70                         |
| 31    | RM   | 56                         | 65                         |
| 32    | RAF  | 60                         | 70                         |
| 33    | RAR  | 65                         | 70                         |
| 34    | SJ   | 50                         | 60                         |
| 35    | SAN  | 60                         | 65                         |
| 36    | SA   | 65                         | 75                         |
| TOTAL |      | $\Sigma 2117$<br>M = 58,80 | $\Sigma 2480$<br>M = 68,88 |



Graphic 4.1

Graphic result of pre-test and post-test experiment class



The table and graphic above show us about the student's post-test score of experiment class. The data shows that the lowest score of post-test at the experiment class is 50, the highest score of post-test is 80, and the average score is 68,88

Test of normality from the data Students answer of post-test in experiment class from lower score to higher score as follow:

The result of post-test in experiment class

|    |    |    |    |    |
|----|----|----|----|----|
| 50 | 60 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 65 |
| 65 | 65 | 70 | 70 | 70 |
| 70 | 70 | 70 | 70 | 70 |

|    |    |    |    |    |
|----|----|----|----|----|
| 70 | 70 | 70 | 70 | 70 |
| 70 | 70 | 70 | 75 | 80 |
| 80 | 80 | 80 | 80 | 80 |
| 80 |    |    |    |    |

Based on the data above, it is can be made the assessment table to find out mean standard of deviation.

Table 4.2  
Assistant table experiment class

| RESPONDEN | X  | F          | X.F                | X      | X <sup>2</sup> | F.X <sup>2</sup>     |
|-----------|----|------------|--------------------|--------|----------------|----------------------|
| 1         | 50 | 1          | 50                 | -18,88 | 356,45         | 356,45               |
| 9         | 60 | 8          | 480                | -8,88  | 78,85          | 630,8                |
| 12        | 65 | 3          | 195                | -3,88  | 15,5           | 45,5                 |
| 28        | 70 | 16         | 1120               | 1,12   | 1,25           | 20                   |
| 29        | 75 | 1          | 75                 | 6,12   | 37,45          | 37.45                |
| 36        | 80 | 7          | 560                | 11,12  | 123,65         | 865,55               |
|           |    | $\Sigma f$ | $\Sigma f \cdot x$ |        |                | $\Sigma f \cdot x^2$ |
|           |    | 36         | 2480               |        |                | 1956.75              |

A. Determine mean ( $\bar{x}$ ) by formula:

$$\bar{x} = \frac{\sum f \cdot x}{\sum f} = \frac{2480}{36} = 68,88$$

B. Account of standard deviation (SD) by using formula:

$$SD = \sqrt{\frac{\sum f \cdot x^2}{\sum f}} = \sqrt{\frac{1956,75}{36}} = \sqrt{54,35} = 7,37$$

Table 4.3

The Students' Score Testing Not Using Paper Puppet Performance As Control Class

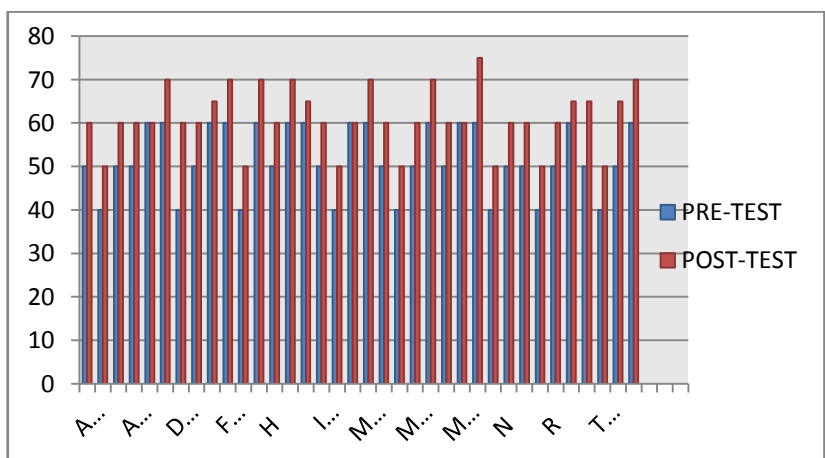
| NO | NAMES | PRE-TEST | POST-TEST |
|----|-------|----------|-----------|
| 1  | AR    | 50       | 60        |
| 2  | AA    | 40       | 50        |
| 3  | AR    | 50       | 60        |
| 4  | AN    | 50       | 60        |
| 5  | AQA   | 60       | 60        |
| 6  | CM    | 60       | 70        |
| 7  | DF    | 40       | 60        |
| 8  | ED    | 50       | 60        |
| 9  | FMYW  | 60       | 65        |
| 10 | FM    | 60       | 70        |

|    |      |    |    |
|----|------|----|----|
| 11 | FLS  | 40 | 50 |
| 12 | FF   | 60 | 70 |
| 13 | H    | 50 | 60 |
| 14 | HF   | 60 | 70 |
| 15 | HSM  | 60 | 65 |
| 16 | IR   | 50 | 60 |
| 17 | KU   | 40 | 50 |
| 18 | MYM  | 60 | 60 |
| 19 | MIK  | 60 | 70 |
| 20 | MTNA | 50 | 60 |
| 21 | MA   | 40 | 50 |
| 22 | MRS  | 50 | 60 |
| 23 | MA   | 60 | 70 |
| 24 | MMM  | 50 | 60 |
| 25 | MA   | 60 | 60 |
| 26 | NU   | 60 | 75 |
| 27 | NDH  | 40 | 50 |
| 28 | N    | 50 | 60 |

|       |     |                            |                            |
|-------|-----|----------------------------|----------------------------|
| 29    | NH  | 50                         | 60                         |
| 30    | RDM | 40                         | 50                         |
| 31    | R   | 50                         | 60                         |
| 32    | SY  | 60                         | 65                         |
| 33    | SF  | 50                         | 65                         |
| 34    | TA  | 40                         | 50                         |
| 35    | UAK | 50                         | 65                         |
| 36    | WS  | 60                         | 70                         |
| TOTAL |     | $\Sigma$ 1860<br>M = 51,66 | $\Sigma$ 2200<br>M = 61,11 |

Graphic 4.2

Graphic result of pre-test and post-test control class



The table and graphic above show us about the student's post-test score of control class. The data shows that the lowest score of post-test at the experiment class is 50, the highest score of post-test is 75, and the average score is 61,38

Test of normality from the data student answer of post-test in control class from lower score to higher score as follow:

The result of post-test in control class

|    |    |    |    |    |
|----|----|----|----|----|
| 50 | 50 | 50 | 50 | 50 |
| 50 | 50 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 60 |
| 60 | 60 | 60 | 60 | 60 |
| 60 | 60 | 60 | 65 | 65 |
| 65 | 65 | 65 | 70 | 70 |
| 70 | 70 | 70 | 70 | 70 |
| 75 |    |    |    |    |

Based on the data above, it can be made the assessment table to find out mean standard of deviation from post-test score of control class.

Table 4.4

Assistant table control class

| RESPONDEN | X  | F          | X.F                | X      | X <sup>2</sup> | F.X <sup>2</sup>     |
|-----------|----|------------|--------------------|--------|----------------|----------------------|
| 1         | 50 | 7          | 350                | -11,11 | 123,43         | 864,1                |
| 8         | 60 | 16         | 960                | -1,11  | 1,23           | 19,68                |
| 24        | 65 | 5          | 325                | 3,89   | 15,13          | 75,65                |
| 29        | 70 | 7          | 490                | 8,89   | 79,3           | 555,1                |
| 36        | 75 | 1          | 75                 | 13,89  | 192,93         | 192,93               |
|           |    | $\Sigma f$ | $\Sigma f \cdot x$ |        |                | $\Sigma f \cdot x^2$ |
|           |    | 36         | 2200               |        |                | 1707,46              |

A. Determine Mean ( $\bar{x}$ ) by formula:

$$\bar{x} = \frac{\Sigma f \cdot x}{\Sigma f} = \frac{2200}{36} = 61,11$$

B. Account of standard deviation (SD) by using formula:

$$SD = \sqrt{\frac{\Sigma f \cdot x^2}{\Sigma f}} = \sqrt{\frac{1707,46}{36}} = \sqrt{47,37} = 6,88$$

Table 4.7

The calculation score Each Students of the experiment and control class

| NO | $\chi_1$ | $\chi_2$ | $\chi_1$ | $\chi_2$ | $\chi_1^2$ | $\chi_2^2$ |
|----|----------|----------|----------|----------|------------|------------|
| 1  | 70       | 60       | 1.12     | -1.11    | 1.25       | 1.23       |
| 2  | 60       | 50       | -8.89    | -11.11   | 79.3       | 123.43     |
| 3  | 70       | 60       | 1.12     | -1.11    | 1.25       | 1.23       |
| 4  | 70       | 60       | 1.12     | -1.11    | 1.25       | 1.23       |
| 5  | 70       | 60       | 1.12     | -1.11    | 1.25       | 1.23       |
| 6  | 50       | 70       | -18.89   | 8.89     | 356.83     | 79.3       |
| 7  | 80       | 60       | 11.12    | -1.11    | 123.65     | 1.23       |
| 8  | 70       | 60       | 1.12     | -1.11    | 1.23       | 1.23       |
| 9  | 60       | 65       | -8.88    | 3.89     | 78.85      | 15.13      |
| 10 | 60       | 70       | -8.88    | 8.89     | 78.85      | 79.3       |
| 11 | 80       | 50       | 11.12    | -11.11   | 123.65     | 123.43     |
| 12 | 80       | 70       | 11.12    | 8.89     | 123.65     | 79.3       |
| 13 | 70       | 60       | 1.12     | -1.11    | 1.25       | 1.23       |
| 14 | 80       | 70       | 11.12    | 8.89     | 123.65     | 79.3       |
| 15 | 80       | 65       | 11.12    | 3.89     | 123.65     | 15.13      |

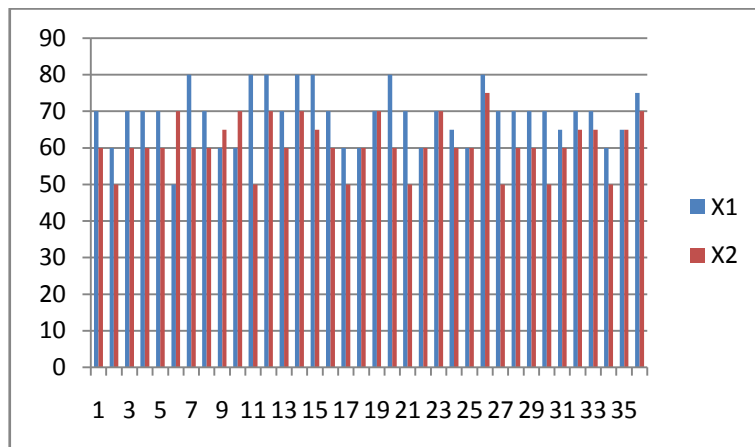


|    |    |    |       |        |        |        |
|----|----|----|-------|--------|--------|--------|
| 16 | 70 | 60 | 1.12  | -1.11  | 1.25   | 1.23   |
| 17 | 60 | 50 | -8.89 | -11.11 | 79.3   | 123.43 |
| 18 | 60 | 60 | -8.89 | -1.11  | 1.25   | 1.23   |
| 19 | 70 | 70 | 1.12  | 8.89   | 1.25   | 79.3   |
| 20 | 80 | 60 | 11.12 | -1.11  | 123.65 | 1.23   |
| 21 | 70 | 50 | 1.12  | -11.11 | 1.25   | 123.43 |
| 22 | 60 | 60 | -8.89 | -1.11  | 79.3   | 1.23   |
| 23 | 70 | 70 | 1.12  | 8.89   | 1.25   | 79.3   |
| 24 | 65 | 60 | -3.89 | -1.11  | 15.13  | 1.23   |
| 25 | 60 | 60 | -8.89 | -1.11  | 79.3   | 1.23   |
| 26 | 80 | 75 | 11.12 | 13.85  | 123.65 | 191.82 |
| 27 | 70 | 50 | 1.12  | -11.11 | 1.25   | 123.43 |
| 28 | 70 | 60 | 1.12  | -1.11  | 1.25   | 1.23   |
| 29 | 70 | 60 | 1.12  | -1.11  | 1.25   | 1.23   |
| 30 | 70 | 50 | 1.12  | -11.11 | 1.25   | 123.43 |
| 31 | 65 | 60 | -3.9  | -1.11  | 15.21  | 1.23   |
| 32 | 70 | 65 | 1.12  | 3.89   | 1.25   | 15.13  |
| 33 | 70 | 65 | 1.12  | 3.89   | 1.25   | 15.13  |
| 34 | 60 | 50 | -8.9  | -11.11 | 79.21  | 123.43 |

|    |                         |                         |                   |                   |                              |                              |
|----|-------------------------|-------------------------|-------------------|-------------------|------------------------------|------------------------------|
| 35 | 65                      | 65                      | -3.9              | 3.89              | 15.21                        | 15.13                        |
| 36 | 75                      | 70                      | 6.13              | 8.89              | 37.57                        | 79.3                         |
|    | $\sum \chi_1 =$<br>2480 | $\sum \chi_2 =$<br>2200 | $\sum \chi_1 = 0$ | $\sum \chi_2 = 0$ | $\sum \chi_1^2 =$<br>1880,84 | $\sum \chi_2^2 =$<br>1706,26 |

Graphic 4.3

Graphic score result of Students experiment and control class



From the table above, the writer got the data  $\sum \chi_1 = 2480$ ,  $\sum \chi_2 = 2200$ ,  $\sum \chi_1 = 0$ ,  $\sum \chi_2 = 0$ ,  $\sum \chi_1^2 = 1880,84$   $\sum \chi_2^2 = 1706,26$  Where as  $N_1$  and  $N_2$  are 36 so the writer calculated based on the t-test formula:

a. Determine mean ( $\mathcal{M}$ ) by formula:

$$\mathcal{M}_1 = \frac{\sum \chi_1}{N_1} = \frac{2480}{36} = 68.88$$

$$\mathcal{M}_2 = \frac{\sum \chi_2}{N_2} = \frac{2200}{36} = 61.11$$

$$\begin{aligned} \text{b. } t_{(\text{observation})} &= \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum x_{1,2} + \sum x_{2,1}}{N_1 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \cdot N_2} \right\}}} \\ &= \frac{68,88 - 61,11}{\sqrt{\left\{ \frac{1880,84 + 1706,26}{36 + 36 - 2} \right\} \left\{ \frac{36 + 36}{36 \cdot 36} \right\}}} \\ &= \frac{7,77}{\sqrt{\left\{ \frac{3587,1}{70} \right\} \left\{ \frac{72}{1296} \right\}}} \\ &= \frac{7,77}{\sqrt{\{51,24\} \{0,05\}}} \\ &= \frac{7,77}{\sqrt{2,56}} \\ &= \frac{7,77}{1,6} \\ &= 4.85 \end{aligned}$$

$$\begin{aligned} \text{c. } Df &= N_1 + N_2 - 2 \\ &= 36 + 36 - 2 \\ &= 70 \end{aligned}$$

### **C. Hypothesis Testing**

To prove the hypothesis, the data obtained from the experiment class and control class are calculated by using t-test formula with assumption as follow :

If  $T_{\text{observation}} > T_{\text{table}}$  the alternative hypothesis is accepted. It mean there is significant difference between testing using paper puppet performance for student speaking skill.

If  $T_{\text{observation}} < T_{\text{table}}$  the alternative hypothesis is rejected, it mean there is no significant between testing using paper puppet performance for student speaking skill.

After got the data, the writer compared both t-table and t-observation with degree of significance level of 5% = 2.00 and 1% = 2.66. it indicate that t-observation  $>$  t-table or  $4.85 > 2.00$  and  $4.85 > 2.66$  so the null hypothesis is rejected and the alternative hypothesis accepted. It means that there is significance effective using paper puppet performance on students speaking skill.

### **D. Interpretation of The Data**

From the result of research that the higher score from post-test as experiment class is 80 and the lower score is 50. And the higher score from pre-test as experiment class is 70 and the lower score is 40. So, the total score obtained by student II A class as experiment class is  $\sum 2117 M = 58,80$ . And the post-test

score obtained by student II A class as experiment class is  $\sum 2480$   
 $M = 68,88$ . And then, from the data of the research the result of  
Standard Deviation as experiment class is 7,37. The result of  
research that the higher score from post-test as control class is 75  
and the lower score is 50. And the higher score from pre-test as  
control class is 60 and the lower score is 40. So, the total score  
obtained by student VIII B class as control class is  $\sum 1860$   $M =$   
51,66 And the post-test score obtained by student VIII B class as  
control class is  $\sum 2200$   $M = 61,11$ . And then, from the data of the  
research the result of Standard Deviation as experiment class is  
6,88

The writer compared both t-table and t-observation with  
degree of significance level of 5% = 2.00 and 1% = 2.66. it  
indicate that t-observation > t-table or 4.85 > 2.00 and 4.85 >  
2.66 so the result of research is t-observation higher from t-table.  
It means that there is significance effective using paper puppet  
performance on students speaking skill

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on the writer's research about using paper puppet performance on students speaking skill. The writer can conclude that:

1. The implication of teaching speaking using paper puppet performance In general, the real condition of students speaking skill at the second grade year of SMP Plus Assa'adah, before Students given treatment is low. It can be seen from the result of pre-test. The highest score of pre-test in experiment class is 70 and lowest is 40. Based on the criteria of students score can be know that the highest score of students is enough and the lowest score is poor.

After students given treatment, the students taught speaking by using paper puppet performance. It can help and motivate students to speak English as much as possible, because by using paper puppet performance the students can illustrate the dialogue from a paper to the characters of paper puppet and grow them confidence and enjoy to speaking English. The result after given treatment, The highest score of post-test in experiment class is 80 and the lowest is 50. Based on the criteria of

students score in post-test we know that the highest score is good and the lowest is enough.

They have enjoy follow the activities. They more active in practice speaking with their classmate by using paper puppet performance. Students can speak as much as possible and they got the good confidence also help their mind and imagination to speak as much as possible by using paper puppet performance.

2. According to the t-table and t-observation with degree of significance level of 5% = 2.00 and 1% = 2.66. it indicate that t-observation > t-table or  $4.85 > 2.00$  and  $4.85 > 2.66$  so the null hypothesis is rejected and the alternative hypothesis accepted. It means that there is significance effective using paper puppet performance on students speaking skill.

The Writer can be seen from calculation of the data above. So, there is effect of using paper performance on student speaking skill at the second grade of SMP Plus Assa'adah. This activity can be used by the teacher in teaching speaking. Students can be used this activity in speaking exercise.

## **B. Suggestions**

After conducting this research with the finding present above, the writer intends to over some suggestions which may be able useful not only for learners but also for the teacher.

For the student:

1. The students should make paper puppet performance as the tool of communication in daily activities.
2. The students should practice more in order to get good students speaking skill.
3. The students try to form the study club in order to improve their English learning.

For the teacher:

1. The teacher should increase continually in giving motivation to students. The teacher should use effective methods that can help students be able to do the activity or technique.
2. The teacher should explain the English lesson that is connected with the topic or material in speaking. For example using paper puppet performance in front of the class to explore the dialogue or sort story.



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# APPENDICES

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SMP Plus As-sa'adah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII B / 1  
Materi Pokok : Some expression talking about  
plans, expressing sympathy, asking  
for giving permission  
Alokasi Waktu : 90 Menit

### **A. Kompetensi Inti (KI)**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang

dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:

1. Menganalisis fungsi sosial, struktur ungkapan, dan unsur kebahasaan pada ungkapan sederhana tentang seseorang, tempat atau suatu hal sesuai dengan konteks penggunaannya.
2. Menangkap makna dalam ungkapan
3. Menyusun ungkapan lisan tentang seseorang, tempat atau suatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi (IPK):

Pertemuan 1

1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari ungkapan perencanaan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran umum dan informasi tertentu dari ungkapan perencanaan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.

Pertemuan 2

1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari ungkapan simpati sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.

2. Mengurai gambaran umum dan informasi tertentu dari ungkapan simpati sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.

### Pertemuan 3

1. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari ungkapan perizinan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.
2. Mengurai gambaran umum dan informasi tertentu dari ungkapan perizinan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.

### D. Tujuan pembelajaran:

#### Pertemuan 1

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna dialog ungkapan perencanaan sederhana lisan tentang seseorang, tempat atau suatu hal dengan percaya diri, jujur dan bertanggung-jawab.

#### Pertemuan 2

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dialog ungkapan simpati sederhana dengan lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

#### Pertemuan 3

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dialog ungkapan perizinan sederhana dengan lisan dan tulisan sederhana tentang informasi seseorang, sesuatu atau tempat tertentu dengan percaya diri, jujur dan bertanggung-jawab.

#### E. Materi Pembelajaran

##### Pertemuan pertama

##### **Communication : Talking about plans**

- Rudy : Hi, Anto.  
Anto : Hi. Rudi.  
Rudy : What's new, Anto?  
Anto : I'm going to go to Bali with my parents next week.  
Rudy : That's Great.  
Anto : Yes My Father is going to speech at a conference  
Rudy : where are you going to stay in bali?  
Anto : at the bali jaya on nusa dua beach.

##### Answer the questions.

Make some dialogue talking about plans on your paper, and practice in front of the class.

##### Pertemuan kedua

##### **Communication: Talking About Sympathy**

- Evi : my grandmother died yesterday.  
Maya : oh, I'm very sorry to hear that. What did she die from?

Evi : she died from pneumonia.  
Maya : you have my deepest sympathy  
Evi : thank you

Answer the questions.

Make your own conversation of expression of sympathy.

Pertemuan ketiga

**Communication: asking for giving permission**

Maya : mom, can I go to cinema tonight, please?  
Mom : no, you can't, we are going to visit aunt saodah in Cilgon.  
Maya : okay. Can I go to the cinema tomorrow night?  
Mom : of course you can.

Formal asking for giving permission

- May I borrow your book
- Can I take that mango brother
- Could you to read that information on the board.

Answer the questions.

Make some dialog from asking for giving permission

F. Metode Pembelajaran

Discussion

G. Media, Alat, dan Sumber Pembelajaran:



1. Media : conventional method
2. Alat : whiteboard
3. Sumber Belajar : English For Communication for SLTP, Brendan

## H. Langkah-langkah pembelajaran

### Pertemuan 1

#### 1. Kegiatan Pendahuluan

- a) menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- b) memberi motivasi belajar.
- c) mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
- d) menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### 2. Kegiatan Inti

- a) Guru menjelaskan ungkapan perencanaan sederhana.
- b) Guru mempersiapkan contoh dialog ungkapan perencanaan sederhana.
- c) Guru menanyakan isi dialog ungkapan perencanaan
- d) Guru meminta siswa membuat dialog sederhana sesuai dengan materi yang dijarkan.
- e) Guru meminta siswa mempraktekan hasil kerja di depan kelas.

### 3. Penutup

- a) memberikan umpan balik terhadap proses dan hasil pembelajaran;

Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- b) menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## Pertemuan 2

### 1. Kegiatan Pendahuluan

- a) menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- b) memberi motivasi belajar.
- c) mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
- d) menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### 2. Kegiatan Inti

- a) Guru menjelaskan ungkapan sympathy sederhana
- b) Guru mempersiapkan contoh dialog ungkapan sympathy sederhana.
- c) Guru menanyakan isi dialog ungkapan sympathy

- d) Guru meminta siswa membuat dialog sederhana sesuai dengan materi yang dijarkan.
- e) Guru meminta siswa mempraktekan hasil kerja di depan kelas.

c. Penutup

- 3. memberikan umpan balik terhadap proses dan hasil pembelajaran;

Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- 4. menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Pertemuan 3

a. Kegiatan Pendahuluan

- a) menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- b) memberi motivasi belajar
- c) mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- d) menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

1. Kegiatan Inti

- a. Guru menjelaskan ungkapan perizinan sederhana
- b. Guru mempersiapkan contoh dialog ungkapan perizinan sederhana.

- c. Guru menanyakan isi dialog ungkapa perizinan sederhana.
- d. Guru meminta siswa membuat dialog sederhana sesuai dengan materi yang diarkan.
- e. Guru meminta siswa mempraktekan hasil kerja di depan kelas.

c. Penutup

- a) Memberikan umpan balik terhadap proses dan hasil pembelajaran

Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- b) menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

I. Penilaian hasil pembelajaran

Kriteria penilaian Kinerja dan Tugas

- 1) Pencapaian fungsi social
- 2) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan.
- 3) Kesesuaian penyampaian

Kinerja (Praktik)

- 1) Melakukan monolog tentang dialog some expression didepan kelas
- 2) Speaking Rubric

1. Scale Criteria

| NO    | SEGMENT       | SCORING SCALE |    |    |   | HIGH SCORE |
|-------|---------------|---------------|----|----|---|------------|
| 1.    | Grammar       | 20            | 15 | 10 | 5 | 30%        |
| 2.    | Vocabulary    | 20            | 15 | 10 | 5 | 30%        |
| 3.    | Comprehension | 20            | 15 | 10 | 5 | 20%        |
| 4.    | Fluency       | 20            | 15 | 10 | 5 | 10%        |
| 5.    | Pronunciation | 20            | 15 | 10 | 5 | 10%        |
| TOTAL |               |               |    |    |   | 100%       |

## 2. Description of criteria

### f. Grammar

- 20 All of sentence written is grammatically correct
- 15 All three fourth of the sentence written are grammatically correct
- 10 A half of sentence written are grammatically correct
- 5 A quarter of the sentence written are grammatically correct.

### g. Vocabulary

- 20 All the sentence are using correct vocabulary
- 15 There fourth of all sentence are using correct vocabulary
- 10 A half of the sentence are using correct vocabulary
- 5 A quarter of the all sentence are using correct vocabulary

### h. Comprehension

- 20 If the student's comprehension is better
- 15 If the student's comprehension is good
- 10 If the student's comprehension is enough
- 5 If the student's comprehension is less

i. Fluency

- 20 If the student's fluency is better
- 15 If the student's fluency is good
- 10 If the student's fluency is enough
- 5 If the student's fluency is less

j. Pronunciation

- 20 If student's pronunciation is better
- 15 If the student's pronunciation is good
- 10 If the student's pronunciation is less
- 5 If student's pronunciation is less

Serang, 20 November 2014  
Peneliti

Rendi Feriyadi

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah : SMP Plus As-sa'adah  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII A / 1  
Materi Pokok : Some expression talking about  
plans, expressing sympathy, asking  
for giving permission  
Alokasi Waktu : 90 Menit

### **A. Kompetensi Inti (KI)**

5. Menghayati dan mengamalkan ajaran agama yang dianutnya
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang

dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:

4. Menganalisis fungsi sosial, struktur ungkapan, dan unsur kebahasaan pada ungkapan sederhana tentang seseorang, tempat atau suatu hal sesuai dengan konteks penggunaannya.
5. Menangkap makna dalam ungkapan
6. Menyusun ungkapan lisan tentang seseorang, tempat atau suatu hal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

C. Indikator Pencapaian Kompetensi (IPK):

Pertemuan 1

3. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari ungkapan perencanaan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.
4. Mengurai gambaran umum dan informasi tertentu dari ungkapan perencanaan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.

Pertemuan 2

3. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari ungkapan simpati sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.



4. Mengurai gambaran umum dan informasi tertentu dari ungkapan simpati sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.

### Pertemuan 3

3. Mengidentifikasi gambaran umum, informasi tertentu dan rinci dari ungkapan perizinan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.
4. Mengurai gambaran umum dan informasi tertentu dari ungkapan perizinan sederhana di kegiatan sehari-hari, tempat dan suatu hal dengan penuh percaya diri dan bertanggung jawab.

### D. Tujuan pembelajaran:

#### Pertemuan 1

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menganalisis dan menangkap makna dialog ungkapan perencanaan sederhana lisan tentang seseorang, tempat atau suatu hal dengan percaya diri, jujur dan bertanggung-jawab.

#### Pertemuan 2

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu, menangkap makna dialog ungkapan simpati sederhana dengan lisan dan tulis sederhana tentang kegiatan/kejadian/peristiwa dengan percaya diri, jujur dan bertanggung-jawab.

#### Pertemuan 3

Melalui proses membaca, menonton, menanya, mencoba, dan menalar peserta didik mampu menangkap makna dialog ungkapan perizinan sederhana dengan lisan dan tulisan sederhana tentang informasi seseorang, sesuatu atau tempat tertentu dengan percaya diri, jujur dan bertanggung-jawab.

#### E. Materi Pembelajaran

##### Pertemuan pertama

##### **Communication : Talking about plans**

- Rudy : Hi, Anto.  
Anto : Hi. Rudi.  
Rudy : What's new, Anto?  
Anto : I'm going to go to Bali with my parents next week.  
Rudy : That's Great.  
Anto : Yes My Father is going to speech at a conference  
Rudy : where are you going to stay in bali?  
Anto : at the bali jaya on nusa dua beach.

##### Answer the questions.

Make some dialogue talking about plans using paper puppet performance, and practice in front of the class.

##### Pertemuan kedua

##### **Communication: Talking About Sympathy**

- Evi : my grandmother died yesterday.  
Maya : oh, I'm very sorry to hear that. What did she die from?

Evi : she died from pneumonia.  
Maya : you have my deepest sympathy  
Evi : thank you

Answer the questions.

Make your own conversation of expression of sympathy using paper puppet performance in front of the class.

Pertemuan ketiga

**Communication: asking for giving permission**

Maya : mom, can I go to cinema tonight, please?  
Mom : no, you can't, we are going to visit aunt saodah in Cilgon.  
Maya : okay. Can I go to the cinema tomorrow night?  
Mom : of course you can.

Formal asking for giving permission

- May I borrow your book
- Can I take that mango brother
- Could you to read that information on the board.

Answer the questions.

Make some dialog from asking for giving permission using paper puppet performance in front of the class.

F. Metode Pembelajaran

Discussion

G. Media, Alat, dan Sumber Pembelajaran:

4. Media : paper puppet performance
5. Alat : whiteboard
6. Sumber Belajar : English For Communication for SLTP, Brendan

## H. Langkah-langkah pembelajaran

### Pertemuan 1

#### 4. Kegiatan Pendahuluan

- e) menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- f) memberi motivasi belajar.
- g) mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
- h) menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

#### 5. Kegiatan Inti

- f) Guru menjelaskan ungkapan perencanaan sederhana.
- g) Guru mempersiapkan contoh dialog ungkapan perencanaan sederhana.
- h) Guru menanyakan isi dialog ungkapan perencanaan
- i) Guru meminta siswa membuat dialog sederhana sesuai dengan materi yang dijarkan.
- j) Guru meminta siswa mempraktekan hasil kerja di depan kelas.

## 6. Penutup

- c) memberikan umpan balik terhadap proses dan hasil pembelajaran;

Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- d) menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## Pertemuan 2

### 5. Kegiatan Pendahuluan

- a) menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- b) memberi motivasi belajar.
- c) mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari.
- d) menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

### 6. Kegiatan Inti

- a) Guru menjelaskan ungkapan sympathy sederhana
- b) Guru mempersiapkan contoh dialog ungkapan sympathy sederhana.
- c) Guru menanyakan isi dialog ungkapan sympathy

- d) Guru meminta siswa membuat dialog sederhana sesuai dengan materi yang dijarkan.
- e) Guru meminta siswa mempraktekan hasil kerja di depan kelas.

c. Penutup

- 7. memberikan umpan balik terhadap proses dan hasil pembelajaran;

Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- 8. menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

Pertemuan 3

a. Kegiatan Pendahuluan

- e) menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- f) memberi motivasi belajar
- g) mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari:
- h) menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti

- a. Guru menjelaskan ungkapan perizinan sederhana
- b. Guru mempersiapkan contoh dialog ungkapan perizinan sederhana.

- c. Guru menanyakan isi dialog ungkapa perizinan sederhana.
- d. Guru meminta siswa membuat dialog sederhana sesuai dengan materi yang diarkan.
- e. Guru meminta siswa mempraktekan hasil kerja di depan kelas.

c. Penutup

- c) Memberikan umpan balik terhadap proses dan hasil pembelajaran

Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?

- d) menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

I. Penilaian hasil pembelajaran

Kriteria penilaian Kinerja dan Tugas

- 4) Pencapaian fungsi social
- 5) Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan.
- 6) Kesesuaian penyampaian

Kinerja (Praktik)

- 3) Melakukan monolog tentang dialog some expression didepan kelas
- 4) Speaking Rubric

3. Scale Criteria

| NO    | SEGMENT       | SCORING SCALE |    |    |   | HIGH SCORE |
|-------|---------------|---------------|----|----|---|------------|
| 1.    | Grammar       | 20            | 15 | 10 | 5 | 30%        |
| 2.    | Vocabulary    | 20            | 15 | 10 | 5 | 30%        |
| 3.    | Comprehension | 20            | 15 | 10 | 5 | 20%        |
| 4.    | Fluency       | 20            | 15 | 10 | 5 | 10%        |
| 5.    | Pronunciation | 20            | 15 | 10 | 5 | 10%        |
| TOTAL |               |               |    |    |   | 100%       |

#### 4. Description of criteria

##### k. Grammar

- 20 All of sentence written is grammatically correct
- 15 All three fourth of the sentence written are grammatically correct
- 10 A half of sentence written are grammatically correct
- 5 A quarter of the sentence written are grammatically correct.

##### l. Vocabulary

- 20 All the sentence are using correct vocabulary
- 15 There fourth of all sentence are using correct vocabulary
- 10 A half of the sentence are using correct vocabulary
- 5 A quarter of the all sentence are using correct vocabulary

##### m. Comprehension



- 20 If the student's comprehension is better
- 15 If the student's comprehension is good
- 10 If the student's comprehension is enough
- 5 If the student's comprehension is less

n. Fluency

- 20 If the student's fluency is better
- 15 If the student's fluency is good
- 10 If the student's fluency is enough
- 5 If the student's fluency is less

o. Pronunciation

- 20 If student's pronunciation is better
- 15 If the student's pronunciation is good
- 10 If the student's pronunciation is less
- 5 If student's pronunciation is less

Serang, 20 November 2014  
Peneliti

Rendi Feriyadi

**THE STUDENTS' PRE-TEST SCORE USING PAPER PUPPET PERFORMANCE AS  
EXPERIMENT CLASS**

| NO | RESPONDEN | PRONOUNCATION |    |    |    | GRAMMER |    |    |    | VOCABULARY |    |    |    | FLUENCY |    |    |    | COMPREHENSION |    |    |    | JUMLAH |    |
|----|-----------|---------------|----|----|----|---------|----|----|----|------------|----|----|----|---------|----|----|----|---------------|----|----|----|--------|----|
|    |           | 5             | 10 | 15 | 20 | 5       | 10 | 15 | 20 | 5          | 10 | 15 | 20 | 5       | 10 | 15 | 20 | 5             | 10 | 15 | 20 |        |    |
| 1  | AFS       |               | √  |    |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               | √  |    |    |        | 60 |
| 2  | AA        | √             |    |    |    |         | √  |    |    | √          |    |    |    | √       |    |    |    |               |    | √  |    |        | 40 |
| 3  | AAF       |               | √  |    |    |         | √  |    |    |            |    | √  |    |         |    | √  |    |               |    | √  |    |        | 60 |
| 4  | AS        |               | √  |    |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               |    | √  |    |        | 60 |
| 5  | AW        |               |    | √  |    |         |    | √  |    |            | √  |    |    |         |    | √  |    |               |    | √  |    |        | 60 |
| 6  | AS        |               | √  |    |    | √       |    |    |    | √          |    |    |    |         | √  |    |    |               |    | √  |    |        | 40 |
| 7  | DA        |               |    | √  |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    | √  |    |        | 70 |
| 8  | DU        |               | √  |    |    |         | √  |    |    |            |    | √  |    |         |    | √  |    |               |    | √  |    |        | 60 |
| 9  | DZ        |               | √  |    |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               |    | √  |    |        | 50 |
| 10 | EZC       |               |    | √  |    |         | √  |    |    | √          |    |    |    |         | √  |    |    |               |    | √  |    |        | 50 |
| 11 | EE        |               |    | √  |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    | √  |    |        | 70 |
| 12 | ELN       |               |    | √  |    |         | √  |    |    |            | √  |    |    |         |    | √  |    |               |    |    |    | √      | 70 |
| 13 | FA        |               | √  |    |    |         | √  |    |    |            | √  |    |    |         | √  |    |    |               |    | √  |    |        | 55 |
| 14 | FYM<br>A  |               |    | √  |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               |    | √  |    |        | 60 |
| 15 | FNA       | √             |    |    |    |         | √  |    |    |            |    | √  |    |         |    | √  |    |               |    |    | √  |        | 60 |
| 16 | FU        |               | √  |    |    |         | √  |    |    | √          |    |    |    |         |    | √  |    |               |    | √  |    |        | 50 |
| 17 | IA        |               | √  |    |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               |    | √  |    |        | 55 |
| 18 | JF        |               |    | √  |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               | √  |    |    |        | 50 |
| 19 | KAG       |               | √  |    |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    |    | √  |        | 65 |
| 20 | MF        |               |    | √  |    |         | √  |    |    |            |    | √  |    |         |    | √  |    |               |    | √  |    |        | 70 |
| 21 | MAS       |               | √  |    |    |         | √  |    |    |            | √  |    |    |         | √  |    |    |               |    | √  |    |        | 65 |
| 22 | MEK       | √             |    |    |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               |    | √  |    |        | 50 |

|       |      |   |   |   |  |   |   |  |  |  |   |  |  |   |   |  |   |   |   |           |
|-------|------|---|---|---|--|---|---|--|--|--|---|--|--|---|---|--|---|---|---|-----------|
| 23    | MAA  |   |   | √ |  |   | √ |  |  |  | √ |  |  | √ |   |  |   | √ |   | 60        |
| 24    | M    |   | √ |   |  |   | √ |  |  |  | √ |  |  | √ |   |  |   |   | √ | 65        |
| 25    | NFA  | √ |   |   |  |   | √ |  |  |  | √ |  |  |   | √ |  | √ |   |   | 50        |
| 26    | NRAL |   | √ |   |  |   | √ |  |  |  | √ |  |  |   | √ |  |   | √ |   | 60        |
| 27    | NR F |   | √ |   |  | √ |   |  |  |  | √ |  |  |   | √ |  |   |   | √ | 55        |
| 28    | NS   |   |   | √ |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 60        |
| 29    | PDR  |   | √ |   |  | √ |   |  |  |  | √ |  |  |   | √ |  |   |   | √ | 60        |
| 30    | QA   |   |   | √ |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 65        |
| 31    | RM   |   | √ |   |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 55        |
| 32    | RAF  |   |   | √ |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 60        |
| 33    | RAR  |   | √ |   |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 65        |
| 34    | SJ   | √ |   |   |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 50        |
| 35    | SAN  |   |   | √ |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 60        |
| 36    | SA   |   | √ |   |  |   | √ |  |  |  | √ |  |  |   | √ |  |   |   | √ | 65        |
| TOTAL |      |   |   |   |  |   |   |  |  |  |   |  |  |   |   |  |   |   |   | Σ<br>2117 |

**THE STUDENTS' POST-TEST SCORE USING PAPER PUPPET PERFORMANCE AS EXPERIMENT**

| NO | RESPONDEN | PRONOUNCATION |    |    |    | GRAMMER |    |    |    | VOCABULARY |    |    |    | FLUENCY |    |    |    | COMPREHENSION |    |    |    | JUMLAH |    |
|----|-----------|---------------|----|----|----|---------|----|----|----|------------|----|----|----|---------|----|----|----|---------------|----|----|----|--------|----|
|    |           | 5             | 10 | 15 | 20 | 5       | 10 | 15 | 20 | 5          | 10 | 15 | 20 | 5       | 10 | 15 | 20 | 5             | 10 | 15 | 20 |        |    |
| 1  | AFS       |               |    | √  |    |         |    | √  |    |            |    | √  |    |         |    | √  |    |               |    | √  |    |        | 70 |
| 2  | AA        |               | √  |    |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    | √  |    |        | 60 |
| 3  | AAF       |               |    | √  |    |         | √  |    |    |            |    | √  |    |         |    | √  |    |               |    |    | √  |        | 70 |
| 4  | AS        |               | √  |    |    |         | √  |    |    |            |    |    | √  |         | √  |    |    |               |    |    |    | √      | 70 |
| 5  | AW        |               |    | √  |    |         |    | √  |    |            | √  |    |    |         |    | √  |    |               |    |    | √  |        | 70 |
| 6  | AS        |               | √  |    |    |         | √  |    |    |            |    | √  |    |         | √  |    |    |               |    | √  |    |        | 50 |
| 7  | DA        |               |    | √  |    |         |    | √  |    |            |    | √  |    |         |    | √  |    |               |    |    | √  |        | 80 |
| 8  | DU        |               |    | √  |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    | √  |    |        | 70 |
| 9  | DZ        |               | √  |    |    |         |    | √  |    |            | √  |    |    |         |    | √  |    |               |    | √  |    |        | 60 |
| 10 | EZC       |               |    | √  |    |         | √  |    |    |            |    | √  |    |         | √  |    |    |               |    | √  |    |        | 60 |
| 11 | EE        |               | √  |    |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    | √  |    |        | 80 |

|    |      |  |   |   |  |   |   |   |  |   |   |   |  |   |   |  |   |  |   |    |    |
|----|------|--|---|---|--|---|---|---|--|---|---|---|--|---|---|--|---|--|---|----|----|
| 12 | ELN  |  |   | √ |  |   |   | √ |  |   |   | √ |  |   |   |  | √ |  |   | 80 |    |
| 13 | FA   |  |   | √ |  |   | √ |   |  |   | √ |   |  | √ |   |  |   |  | √ |    | 70 |
| 14 | FYMA |  |   | √ |  |   |   | √ |  |   | √ |   |  |   | √ |  |   |  | √ |    | 80 |
| 15 | FNA  |  |   |   |  | √ |   |   |  | √ |   |   |  |   |   |  |   |  |   |    | 80 |
| 16 | FU   |  |   |   |  |   |   |   |  |   |   |   |  |   |   |  |   |  |   |    | 70 |
| 17 | IA   |  | √ |   |  |   | √ |   |  |   | √ |   |  |   |   |  |   |  | √ |    | 60 |
| 18 | JF   |  |   | √ |  |   |   | √ |  |   | √ |   |  |   |   |  |   |  |   | √  | 60 |
| 19 | KAG  |  |   | √ |  |   | √ |   |  |   | √ |   |  |   |   |  |   |  | √ |    | 70 |
| 20 | MF   |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  | √ |    | 80 |
| 21 | MAS  |  |   | √ |  |   | √ |   |  |   | √ |   |  |   |   |  |   |  |   |    | 70 |
| 22 | MEK  |  | √ |   |  |   | √ |   |  |   | √ |   |  |   |   |  |   |  |   |    | 60 |
| 23 | MAA  |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 70 |
| 24 | M    |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 65 |
| 25 | NFA  |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 60 |
| 26 | NRAL |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 80 |
| 27 | NRF  |  |   | √ |  |   | √ |   |  |   |   |   |  | √ |   |  |   |  |   | √  | 70 |
| 28 | NS   |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 70 |
| 29 | PDR  |  |   |   |  |   |   |   |  |   |   |   |  |   |   |  |   |  |   |    | 70 |
| 30 | QA   |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 70 |
| 31 | RM   |  | √ |   |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 65 |
| 32 | RAF  |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 70 |
| 33 | RAR  |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 70 |
| 34 | SJ   |  |   | √ |  |   |   | √ |  |   |   |   |  | √ |   |  |   |  |   | √  | 60 |
| 35 | SAN  |  | √ |   |  |   | √ |   |  |   |   |   |  | √ |   |  |   |  |   | √  | 65 |



|    |      |   |   |   |  |   |   |  |   |   |  |   |   |  |   |   |   |  |    |
|----|------|---|---|---|--|---|---|--|---|---|--|---|---|--|---|---|---|--|----|
| 10 | FM   |   | √ |   |  |   | √ |  |   | √ |  |   | √ |  |   | √ |   |  | 60 |
| 11 | FLS  |   | √ |   |  | √ |   |  | √ |   |  | √ |   |  |   | √ |   |  | 40 |
| 12 | FF   |   |   | √ |  |   | √ |  | √ |   |  | √ |   |  |   |   | √ |  | 60 |
| 13 | H    |   | √ |   |  | √ |   |  | √ |   |  | √ |   |  |   | √ |   |  | 50 |
| 14 | HF   |   |   | √ |  |   | √ |  | √ |   |  | √ |   |  |   |   | √ |  | 60 |
| 15 | HSM  |   | √ |   |  | √ |   |  | √ |   |  | √ |   |  |   | √ |   |  | 60 |
| 16 | IR   | √ |   |   |  |   | √ |  |   | √ |  |   |   |  | √ | √ |   |  | 50 |
| 17 | KU   | √ |   |   |  | √ |   |  | √ |   |  | √ |   |  |   | √ |   |  | 40 |
| 18 | MYM  |   |   | √ |  |   | √ |  | √ |   |  | √ |   |  |   | √ |   |  | 60 |
| 19 | MIK  |   | √ |   |  | √ |   |  | √ |   |  | √ |   |  |   | √ |   |  | 60 |
| 20 | MTNA |   |   | √ |  | √ |   |  | √ |   |  | √ |   |  |   | √ |   |  | 50 |
| 21 | MA   | √ |   |   |  | √ |   |  |   | √ |  | √ |   |  |   | √ |   |  | 40 |
| 22 | MRS  |   | √ |   |  | √ |   |  |   | √ |  | √ |   |  |   | √ |   |  | 50 |
| 23 | MA   |   | √ |   |  |   | √ |  |   | √ |  | √ |   |  |   | √ |   |  | 60 |
| 24 | MMM  |   |   | √ |  |   |   |  | √ |   |  | √ |   |  |   | √ |   |  | 50 |
| 25 | MA   |   | √ |   |  | √ |   |  | √ |   |  | √ |   |  |   |   | √ |  | 60 |
| 26 | NU   | √ |   |   |  |   | √ |  |   | √ |  | √ |   |  |   | √ |   |  | 60 |
| 27 | NDH  |   |   | √ |  |   |   |  | √ |   |  | √ |   |  |   | √ |   |  | 40 |
| 28 | N    |   | √ |   |  | √ |   |  |   | √ |  | √ |   |  |   | √ |   |  | 50 |
| 29 | NH   |   |   | √ |  |   | √ |  | √ |   |  | √ |   |  |   | √ |   |  | 50 |
| 30 | RDM  |   | √ |   |  | √ |   |  | √ |   |  | √ |   |  |   | √ |   |  | 40 |

|       |     |  |   |   |  |  |   |   |  |  |   |   |  |  |  |   |  |  |   |    |      |
|-------|-----|--|---|---|--|--|---|---|--|--|---|---|--|--|--|---|--|--|---|----|------|
| 31    | R   |  | √ |   |  |  | √ |   |  |  | √ |   |  |  |  | √ |  |  |   | 50 |      |
| 32    | SY  |  |   | √ |  |  |   | √ |  |  |   | √ |  |  |  |   |  |  | √ |    | 60   |
| 33    | SF  |  | √ |   |  |  | √ |   |  |  | √ |   |  |  |  |   |  |  | √ |    | 50   |
| 34    | TA  |  |   |   |  |  |   |   |  |  |   |   |  |  |  |   |  |  |   |    | 40   |
| 35    | UAK |  | √ |   |  |  | √ |   |  |  | √ |   |  |  |  |   |  |  |   | √  | 50   |
| 36    | WS  |  |   | √ |  |  |   | √ |  |  | √ |   |  |  |  |   |  |  |   | √  | 60   |
| TOTAL |     |  |   |   |  |  |   |   |  |  |   |   |  |  |  |   |  |  |   | Σ  | 1860 |

**THE STUDENTS' POST-TEST SCORE NOT USING PAPER PUPPET PERFORMANCE AS CONTROL CLASS**

| NO | RESPONDEN | PRONOUNCATION |    |    |    | GRAMMER |    |    |    | VOCABULARY |    |    |    | FLUENCY |    |    |    | COMPREHENSION |    |    |    | JUMLAH |    |
|----|-----------|---------------|----|----|----|---------|----|----|----|------------|----|----|----|---------|----|----|----|---------------|----|----|----|--------|----|
|    |           | 5             | 10 | 15 | 20 | 5       | 10 | 15 | 20 | 5          | 10 | 15 | 20 | 5       | 10 | 15 | 20 | 5             | 10 | 15 | 20 |        |    |
| 1  | AR        |               |    | √  |    |         |    | √  |    |            | √  |    |    |         |    | √  |    |               |    | √  |    |        | 60 |
| 2  | AA        |               |    | √  |    |         | √  |    |    | √          |    |    |    | √       |    |    |    |               |    |    | √  |        | 50 |
| 3  | AR        |               | √  |    |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               |    |    | √  |        | 60 |
| 4  | AN        |               |    | √  |    |         |    | √  |    |            | √  |    |    |         | √  |    |    |               |    |    | √  |        | 60 |
| 5  | AQA       |               |    | √  |    |         |    |    | √  | √          |    |    |    |         | √  |    |    |               |    |    | √  |        | 60 |
| 6  | CM        |               |    | √  |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    |    |    | √      | 70 |
| 7  | DF        |               | √  |    |    |         |    | √  |    |            |    | √  |    |         | √  |    |    |               |    |    | √  |        | 60 |



|    |      |  |   |   |  |   |   |  |  |   |   |  |   |  |  |  |   |  |   |    |
|----|------|--|---|---|--|---|---|--|--|---|---|--|---|--|--|--|---|--|---|----|
| 8  | ED   |  |   | √ |  |   | √ |  |  |   | √ |  | √ |  |  |  | √ |  |   | 60 |
| 9  | FMYW |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  | √ |  | √ | 70 |
| 10 | FM   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  | √ |  | √ | 70 |
| 11 | FLS  |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  | √ |  |   | 50 |
| 12 | FF   |  | √ |   |  |   |   |  |  |   |   |  |   |  |  |  |   |  |   | 70 |
| 13 | H    |  | √ |   |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 60 |
| 14 | HF   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 70 |
| 15 | HSM  |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 70 |
| 16 | IR   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 60 |
| 17 | KU   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 50 |
| 18 | MYM  |  |   | √ |  |   |   |  |  |   |   |  |   |  |  |  |   |  | √ | 60 |
| 19 | MIK  |  |   | √ |  | √ |   |  |  | √ |   |  |   |  |  |  |   |  | √ | 70 |
| 20 | MTNA |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 60 |
| 21 | MA   |  | √ |   |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 50 |
| 22 | MRS  |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 60 |
| 23 | MA   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 70 |
| 24 | MMM  |  | √ |   |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 60 |
| 25 | MA   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 60 |
| 26 | NU   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 70 |
| 27 | NDH  |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 50 |
| 28 | N    |  | √ |   |  |   | √ |  |  | √ |   |  |   |  |  |  | √ |  | √ | 60 |
| 29 | NH   |  |   | √ |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 60 |
| 30 | RDM  |  | √ |   |  |   | √ |  |  | √ |   |  |   |  |  |  |   |  | √ | 50 |

|       |     |  |   |   |  |   |   |   |  |   |   |  |   |   |   |  |  |   |        |
|-------|-----|--|---|---|--|---|---|---|--|---|---|--|---|---|---|--|--|---|--------|
| 31    | R   |  |   | √ |  |   |   | √ |  |   | √ |  |   |   | √ |  |  |   | 60     |
| 32    | SY  |  |   | √ |  |   |   | √ |  |   | √ |  |   | √ |   |  |  |   | 65     |
| 33    | SF  |  | √ |   |  |   |   | √ |  |   | √ |  |   | √ |   |  |  |   | 65     |
| 34    | TA  |  | √ |   |  |   | √ |   |  | √ |   |  | √ |   |   |  |  |   | 50     |
| 35    | UAK |  |   | √ |  | √ |   |   |  |   | √ |  |   | √ |   |  |  | √ | 65     |
| 36    | WS  |  | √ |   |  |   |   | √ |  |   | √ |  |   | √ |   |  |  | √ | 70     |
| TOTAL |     |  |   |   |  |   |   |   |  |   |   |  |   |   |   |  |  |   | Σ 2200 |

## INSTRUMENT

*(The Students' instruments as an experimental Class)*

### QUESTIONS

#### The kinds of puppets performances



Make some dialogue and practice in front of the class by using paper puppet performance talking about :

- Planning
- Expression of sympathy.
- Expression asking giving permission.

Example:

#### **Communication : Talking About Plans**

Rudy : Hi, Anto.

Anto : Hi. Rudi.

Rudy : What's new, Anto?

Anto : I'm going to go to Bali with my parents next week.

Rudy : That's Great.

Anto : Yes My Father is going to speech at a conference

Rudy : where are you going to stay in bali?

Anto : At the bali jaya on nusa dua beach.

## INSTRUMENT

*(The Students' instruments as control Class)*

### **QUESTIONS**

Make some dialogue and practice in front of the class not using paper puppet performance talking about :

- Planning
- Expression of sympathy.
- Expression asking giving permission.

Example:

#### **Communication : Talking About Plans**

Rudy : Hi, Anto.

Anto : Hi. Rudi.

Rudy : What's new, Anto?

Anto : I'm going to go to Bali with my parents next week.

Rudy : That's Great.

Anto : Yes My Father is going to speech at a conference

Rudy : where are you going to stay in bali?

Anto : At the bali jaya on nusa dua beach.

## CLASSROOM ACTIVITIES

