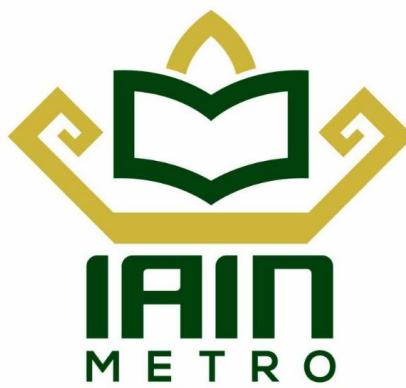# AN UNDERGRADUATE THESIS

THE USE OF PUPPET TOY-PLAY TECHNIQUE TO INCREASE SPEAKING PERFORMANCE AMONG THE EIGHT GRADE STUDENTS OF SMP N 3 BATANGHARI EAST LAMPUNG

By

YEVIANA PUTRI

STUDENT NUMBER: 1293977

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

OF METRO

1438 H / 2017 M

THE USE OF PUPPET TOYS AS A MEDIA TO INCREASE SPEAKING PERFORMANCE AMONG THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BATANGHARI EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Study Program

By:

Yeviana Putri

Student Number: 1293977

Tarbiyah and Teacher Training Faculty

Sponsor : Dr. Mahrus As;ad, M.Ag

Co-Sponsor : Trisna Dinillah Harya, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES

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1438 H/2017 M

THE USE OF PUPPET TOY-PLAY TECHNIQUE TO INCREASE SPEAKING PERFORMANCE AMONG STUDENTS OF SMP N 3 BATANGHARI EAST LAMPUNG

ABSTRACT
BY:
YEVIANA PUTRI

The main purpose of this research is to investigate the students' speaking performance of SMP N 3 Batanghari which found in speaking performance and to know what extend the puppet toy-play could help the students' learning process. The writer tries to attest that puppet toy-play can be one of the teaching technique to increase the students' speaking performance.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 23 students in VIII 4 class of SMP N 3 Batanghari In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of SMP N 3 Batanghari

The result of this research shows that puppet toy-play can be used as a teaching technique of speaking. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 75 and post test II is 87, it improve 12 points. The researcher concluded that there was significant improve of using puppet toy-play technique on the speaking performance at the eighth grade students of SMP N 3 Batanghari.

PENGGUNAAAN TEKNIK BERMAIN WAYANG UNTUK MENINGKATKAN PERTUNJUKAN BERBICARA DI KELAS DELAPAN SMP NEGERI 3 BATANGHARI LAMPUNG TIMUR

ABSTRAK
OLEH:
YEVIANA PUTRI

Tujuan utama dari penelitian ini adalah untuk mengkaji pertunjukan berbicara siswa SMP Negeri 3 Btanghari yang terdapat dalam bermain wayang dan untuk mengetahui sejauh mana bermain wayang dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa bermain wayang dapat menjadi salah satu aktifitas pembelajaran untuk meningkatakan pertunjukan berbicara siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah 23 siswa kelas delapan SMP Negeri 3 Batanghari dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), observasi dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris SMP Negeri 3 Batanghari.

Hasil penelitian ini menunjukkan bahwa bermain wayang dapat digunakan sebagai aktifitas pengajaran dalam berbicara. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 75 dan post test II adalah 87 dan meningkat sebanyak 12. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan permainan wayang pada pertunjukan berbicara siswa di kelas delapan SMP Negeri 3 Batanghari.

NOTA DINAS

Number   : -
Appendix   : 1 (one) bundle
Latter   : **In order to hold the Munaqosyah**
              of Yeviana Putri

To: The honorable,
The Head of Tarbiyah Faculty of
State Institute of Islamic Studies (IAIN) Metro

Assalamu'alaikum Wr, Wb

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name   : **Yeviana Putri**
Student Number   : 1293977
Faculty   : Tarbiyah
Department   : English Education
Title   : **THE USE OF PUPPET TOY-PLAY TECHNIQUE TO INCREASE SPEAKING PERFORMANCE AMONG THE EIGHT GRADE STUDENTS OF SMP N 3 BATANGHARI EAST LAMPUNG**

It has been agreed, so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr, Wb

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Sponsor   Co-Sponsor

Dr.Mahrus As'ad, M.Ag   **Trisna Dinillah Harya, M.Pd.**
NIP.19611221 199603 1001   NIP. 19830511 200912 2 004

v

NOTA DINAS

Nomor   : -
Lampiran   : 1 (satu) berkas
Perihal   : **Pengajuan Munaqosah**
                saudari Yeviana Putri

KepadaYth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro
Di tempat

Assalamu'alaikum Wr, Wb

Setelah kami adakan pemeriksaan dan bimbingan seperlunya maka skripsi yang telah disusun oleh:

Nama   : **YEVIANA PUTRI**
NPM   : 1293977
Fakultas   : Tarbiyah dan IlmuKeguruan
Jurusan   : TadrisBahasaInggris (TBI)
Judul   : **THE USE OF PUPPET TOY-PLAY TECHNIQUE TO INCREASE SPEAKING PERFORMANCE AMONG THE EIGHT GRADE STUDENTS OF SMP N 3 BATANGHARI EAST LAMPUNG**

Sudah kami setujui dan dapat diajukan untuk dimonaqosahkan.Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Wr, Wb

Metro,   April 2017

Pembimbing I   Pembimbing II

Dr.Mahrus As'ad, M.Ag   **Trisna Dinillah Harya, M.Pd.**
NIP.19611221 199603 1001   NIP. 19830511 200912 2 004

APPROVAL PAGE

Title : THE USE OF PUPPET TOY-PLAY TECHNIQUE TO INCREASE SPEAKING PERFORMANCE AMONG THE EIGHT GRADE STUDENTS OF SMP N 3 BATANGHARI EAST LAMPUNG

Name : Yeviana Putri

Student Id. : 1293977

Department : English Education

Fakulty : Tarbiyah

APPROVED BY:

To be examined in (Munaqosyah) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) Metro.

Metro,   April 2017

Sponsor   Co-Sponsor

Dr.Mahrus As'ad, M.Ag   **Trisna Dinillah Harya, M.Pd.**
NIP.19611221 199603 1001   NIP. 19830511 200912 2 004

Deputy Dean of
Academic and Student Affairs

Dra.Isti Fatonah, MA
NIP19670531 199303 2 003

RATIFICATION PAGE

No: P. 1382/In.28/FTIK/PP. 00.9/06/2017

An undergraduate thesis entitled: "THE USE OF PUPPET TOY-PLAY TECHNIQUE TO INCREASE SPEAKING PERFORMANCE AMONG THE EIGHT GRADE STUDENTS OF SMP N 3 BATANGHARI EAST LAMPUNG written by YEVIANA PUTRI, Student Number: 1293977, English Department has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, May 26th at 08.30- 10.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Mahrus As'ad, M.Ag (........................)

Examiner 1 : Ahmad Subhan Roza, M.Pd (........................)

Examiner 2 : Trisna Dinillah Harya, M.Pd (........................)

Secretary : Much. Deniatur, M.Pd. B.I (........................)

The First Academic Dean
Tarbiyah and Teacher Tranning Faculty,

Dr. Akla, M.Pd
NIP. 19691008 200003 2 005

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: YEVIANA PUTRI
Student Number	: 1293977
Department	: Tarbiyah
Study Programme	: English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, Mei 2017

YEVIANA PUTRI
Student Number: 1293977

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama   : YEVIANA PUTRI

NPM   : 1293977

Program Study   : Pendidikan Bahasa Inggris

Jurusan   : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penenlitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Mei 2017

atakan

YEVIANA PUTRI
Student Number: 1293977

MOTTO

يَـٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَقُولُوا۟ قَوْلًا سَدِيدًا ﴿٧٠﴾

"O ye who believe, fear to God (Allah) and spoke a good word".

(QS. Al-Ahzab:70)

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved parents

(Mr.Bambang Heriyanto and Mrs.Suyanti)

My beloved brother

(Arif Rio Saputra)

My beloved lectures of English Education Study Program

Of Institute Islamic College (IAIN) of JuraiSiwo Metro

My Best Friends

(Yuli Ruspitasari, Yeni Mayasari, Yuli Purwaningsih,

Zuraidah Lailatul Qodriyah)

And My Boarding House Family

(Mugi Indah Lestari, Cici Trimaya, Wahyuningsih, Siti Zulaikhah, Wilis Kasiyati,
Yesi Septia, Sinta Mustika)

My almamater

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Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Thanks also to our idol of life, the man of perferction, Prophet Muhammad SAW, his families and companions.

This undergraduate thesis entitles "THE USE OF PUPPET TOY-PLAY TECHNIQUE TO INCREASE SPEAKING PERFORMANCE AMONG THE EIGHT GRADE STUDENTS OF SMP NEGERI 3 BATANGHARI EAST LAMPUNG"

Regarding to the undergraduate thesis, the writer offers her big thank to the Dr. Mahrus As'ad, M.Ag as the sponsor and to Trisna Dinillah Harya, M.Pd as the co-sponsor. May Allah SWT give them His better reward for their spending time to support and guide during undergraduate thesiswriting process.

As human being, the writer completely realize that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this research proposal. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, May 2017
The Writer,

Yeviana Putri
ST.N 1293977

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CHAPTER I

INTRODUCTION

A. Background of Study

Language has an important role for all countries to comunicate one another. Nowadays, English has been established as international language. English is one of important language in the world. It is used by many countries in the field of education, tourism, health, economic, politic, and culture. Moreover, some countries have established english as second language such as Malaysia and India. However, English is a foreign language in Indonesia.

For instance, many parents kept their chidren to study aboard. They has a purpose of their children got a good education. However, it has many risks for Indonesia students who studied in other country, such as the differences of culture can affect a new culture which is not suitable in indonesia. Due to the fact, many school which are based on international standart have been established in many region. It is a result that our goverment concern about education in indonesia. Accordingly, the education development in indonesia has been rapidly expanded.

English is the first foreign language in our country, which is taught from Elementary level to university level. English is also intensitively used in international communication, in written as well as in spoken communication. In addition, many books of science, technology, art, and other published issues are written in english. To develop students speaking performance, the

teacher should concern with all factors involved in it. Such factors; classroom management, teaching method, media, and the speaking materials must be considered as the factors which influence in achieving the goal of teaching speaking.

Generally master English for indonesian is still low, it is known from our limits of ability speaking English. Sometimes, we are worry of speaking English because we would do mistake. We are as the generation of Indonesia, we must prepare to globalization Era. Because many tourist would come to Indonesia. The mistake of speaking performance must be minimized from Junior High School. It is the same with the case faced by the students Junior High School 3 of Batanghari.

In learning speaking performance, the students often find some problems. The problem frequently found is that their native language causes the difficult to use foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in conevrsation. Many factors can cause the problem of the students' speaking performance namely the students' interest, the material, and the media among others including role play with puppet toys because many research findings say that this technique is effective to use in teaching speaking.

In addition, puppet is indicated as a good media in role play technique to increase speaking performance. Speaking performance needs a good

participants between the teacher and the student. The media that used in role play technique must make all of the students feel interesting of the materials

The researcher focused in daily conversation to increase students speaking performance. Many error students speaking performance at the junior high school 3 of Batanghari but it is not all. The researcher got the data in the second semester of academic year 2015/2016 on Desember 2015.

Table I
The Data of Pre-Survey in Desember, 2015, the Eight Grade of SMP N 3 Batanghari at the Second Semester

No	Grade	Explanation	Frequencies	Percentage
1	<75	Failed	21	91,30
2	≥75	Passed	2	8,96
		Total	23	100%

Source: The Teacher's Graded Book of English at the Second Semester of the Eight Grade of State SMP N 3 Batanghari.

Role play is very important in teaching speaking because it gives students an opportunity to practice communicating in differentmsocial contexts and in different siocial roles. In addition, it also allows students to be creative and to put themselves in another person's place for a while. According to Stephen D. Hattings based on his observation in the conversation class, the role play would seem to be the ideal activity in which students could use their English creatively and it aims to simulate a conversation situation in which students might find themselves and give them an opportunity to practice and develop their communication skill.[1]

---

[1] Jo MC. Donough and Cristoper Show, *Material and Method in ELT: Applied Language Studies,* (Cambridge : Blackwell, 1993), p.165

Puppet, as one example of teaching media, can be used to help the students to communicate well with English. Puppet is medium tool for students to express themselves and explore the various component of the English language. Moreover, puppet can help students to be confident, and provide opportunities for student to work cooperatively as a group. As a matter of fact, puppet can help students to interact with others, in a way that it can be used to teach the language functions and the social skills to conversation.

Based on the problem, the researcher tries to solve this problem by using Classroom Action Research (CAR), in order the use of role play technique with puppet toys to increase the speaking performance among the eight grade students of SMP N 3 Batanghari. Hopefully, this research can increase students speaking performance and they can practice in daily activity.

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The lack of learning media

2. The students low motivation to learning English

3. The teachers' monotonous and inappropriate use of teaching techniques

C. Problem Limitation

Based on the problem identification above, the researcher only focused is the problem in speaking, especially "the use of role play technique with

puppet toys to increase the speaking performance among the eight grade students of SMP N 3 Batanghari".

D. Problem Formulation

Based on the background above, the researcher formulates the following research question "how can the students' speaking performance be increased trhough the use of the role play technique with puppet toys?"

E. Objective of the Study

The objectives of this study is to increase the speaking performance of grade VIII students of SMP N 3 Batanghari trhough the use of role-play technique with puppet toys.

CHAPTER II
REVIEW OF RELATED THEORIES

A. Theoretical review

Brown argues that for more than six decade now, research and practice English language teaching has identified the "four skills", listening, speaking, reading and writing as paramount importance.[2] It means that four skills are very important to be understood as the central object of the study in English language teaching. Furthermore, brown pointed out that "it is perfectly appropriate to identify language performance thus. The human has fashioned to form of productive oral and written. Two form or receptive performance, aural (or auditory) and reading".[3] It ilustrated that language teaching is a learner's complex package including receptive language (listening and reading performance) and productive language (speaking and writing performance).

1. Concept of Speaking Performance

Etymologically, speaking is derived from the word "speak". In Oxford Advanced Learner's Dictionary, the word "speak" is defined as: (1) to talk to somebody about something; to have conversation with somebody. (2) to use your voice to say something. (3) to mention or describe something or somebody. [4]

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[2] Douglas brown, *Teaching by Principles: AnInteractive Approach to Language Pedagogi (2ndEd), Addisaon wesley, New York, 2001, p.232*
[3] *Ibid*
[4] A.S, Hornby, *Oxford Advanced Learner's Dictionary, oxford University Press, New York, 2010. P.1479*

According to Chainstand in Hamzah, "learning to speak is abiously more difficult than learning to understanding the spoken language".

Speaking is one of the skill that have to be mastered by student in learning english. The performance to speak fluently presupposes not only know knowledge of language features, but also the performance to process information and language "on the spot."[5]

According to Oxford Dictionary, "performance is defined as (1) the act of performing a play, concert or some other form of entertainment. (2) the act or process of performing a task, an action. (3) especially sometimes when it is not necessary. Besides that, the other definition performance are: (1) the act of performing; the carrying into executions or action, achievement; accomplishment; representation by action; as the performance of an undertaking of a duty. (2) the which is performance accomplished; a thing done or carried trough; an achievement, a need; an act; a feat; esp.; an action of an elaborate or public character. [6]

a. Definition of Speaking Performance

Speaking performance is productive skill in which the speaker produces, and uses the language by expressing a sequence of ideas and at the same time she or he tries to get the ideas of the message across.[7]

Kayi explained that the ability to communicate in a second language clearly and efficiently contributes to the succes in every phase life.[8] Ability

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[5] Harmer, Jeremy, *The Practice of English Language Teaching, Third Edition*, Longman: Pearson, 2001, p.269

[6] A.S Hornby, *Op Cit. P.1127*

[7] Widdowson, *linguistic,* oxford university press, p.28

as the executive branch of competence, so to speak, and enables us to achieve meaning by putting our knowledge to work. This means that speaking is one of the language competence that should mastered by learner.

From explanation above, it can be concluded that speaking performance is one of product language competence to communicate in a second language to success of learner in the school and daily life.

b. Aspects of Speaking Performance

Speaking becomes important because speaking is a skill that can make people easily understand to what thing explained. Junior high school students' speaking ability is expected to be good because they have learn English since some years before and they will have many performances related to oral skill in universities. But in fact, junior high school students' speaking ability is still low. It is difficult to them to fulfill some aspects of speaking performance. Aspect of speaking performance are:

1. Fluency

According to Harman and Stork (1976) pointed out the term 'fluent' means a speaker is able to use the correct structures of a language at normal speed, which means speaking naturally with concentration on the content delivery, rather than focusing on the form or structure of a language.[9]

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[8] Hayriye kayi, "teaching speaking: activities to promote speaking in a second language", in http://itelj.org/Articles/Kayi-Teaching Speaking.html. 27 june 2016

[9] Theory and Practice in Language Studies, Vol. 4. No. 2, pp. 225-231, February 2014

Points out that speaking ability is describe as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.[10] Research into listener's perseption suggest that pausing is one of the factors of fluency.[11] People can be said as fluent speakers if they fulfill the following features:

 a. pauses may be long but not frequent

 b. pauses are usually filled

 c. pauses occur at meaningful transition points

 d. there are long runs of syllabels and words between pauses[12]

propose a model in assesing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying "um" and "ah" by subjects as they complete a task.[13]

2. Pronounciation

Pronounciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements.[14] Provides more issues related to pronounciation. He suggest pitch, intonation, individual sounds, sound and speling, and stress.

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[10] Lado r, *language testing the construction and use of foreign language test,* longman, london. 1961. P.240

[11] Scott Thonbury, *how to teach speaking.* Longman, london.2005 P.6-7

[12] Ibid p.8

[13] David nunan, *task based language teaching*. Cambrige universitypress, 2004. P.

[16] ibid . scott thonbury. P.128-129

Pronounciation becomes important because it gives meaning to what is being said. Wrong pronounciation may cause misunderstanding or people involved in a conversation are offended.

3. Grammar

Grammar is system of rules governing the conventional arrangement and relatonship of words in a sentence. In relation to contexs, a speaker should consider the following things:

  a. who the speaker is

  b. who the audience is

  c. where the communication takes place

  d. what communication takes place before and after a

  sentences in question

  e. implied versus literal maeaning

  f. styles and registers

  g. the alternative forms among which a produce can choose.

This means that without establishing a strong voca

4. Vocabulary

Vocabulary development refers to the knowledge of stored information about the meanings and pronounciation of words necessary for communication.[15]

---

[15] Multicultural & ESOL Program Services Education Dept.26

Many authors have similiar definitions about vocabulary. According to Hubbart (1983) vocabulary can be defined as a powerful carrier of meaning. Additionally, Diamond & Gulton (2006) suggest that vocabulary is knowledge of words and their meanings.

Thorrnbury suggests three usual things used by speakers in what they are being said:

a. when people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.

b. speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an intrpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

c. A speech also usally employs deictic language, i.e words and expression that point to the place, time, and participants in the intermediate or a more distant context.[16]

This means that without establishing a strong vocabulary base first, comprehension and use of a language will not be achieved. In addition, the student should be able to recognise words, and know their meanings as well. Thus, when a student is effectively able to recognise and use a word in different contexs, speak, write,

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[16] Ibid. Thornbury. P.22

pronounce the word well, she/he has the knowledge and meaning of that word.

5. Interactive Communication

Interactive communiction refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhytm to fulfil the task requirements.[17]

The most difficulties faced by students in speaking are the interactive nature of communication. In speaking especially when they are having conversation they are engaging in a process of negotiation of meaning[18]. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assesing students through the way they interact is good to train them to have natural speaking.

6. Appropriateness

The term of appropriateness is related to some varibales. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:[19]

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[17] Lop cit. Thornbury. P. 129
[18] Douglas Brown. *Teaching by Priciples: An Interactive Approach to language Pedagogy.*longman. 2001 .p.269
[19] Jeremy aharmer. *The practice of english language teaching.* Longman. P.24

a. Setting

we speak differently in libraries from the way we do in night clubs. We often use informal and spontaneous language at home, whereas we may use more formal preplanned speech in an office or work environment.

b. Participants

the topic involved in an exchange-whether in speaker or writing-clearly affect the language being chosen. However egalitarian we may want to be we often choose words and phrases we use when talking to friends, members of our families, or colleagues of equal status to us.

c. Gender

research clearly shows that men and women typically use language differently when addressing either members of the same or the opposite sex. Women have frequently used more concessive language than men for example, and crucially, have often talked less than men in mixed-sex conversations.

d. Channel

there are marked differences between spoken and written grammars. But spoken language is not all the same it is affected by the situation we are in. Are we speaking face to face or on the telephone? Are we speaking trhough a

microphone to an unseen audience or standing up in a lecture hall in front of a crowd? Each different channel will generate different uses of language.

e. Topic

the topic we are addressing affects our lexical and grammatical choices. The words and phrases that we use when talking or writing about a wedding will be different from those we employ when the conversation turns to particle physics. The vocabulary of childbirth is different from the lexical phrases associated with football.

7. Complexity

It is wrong that written language is highly organized, structured, and complex while spokn is dis organized, fragmanentary, and simple.[20] What made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved.[21]

The spoken language is complex in a different way. The complexity of written language is statis and dense, while spoken is dynamic and intricade.

---

[20] Halliday, *introduction to Functional Grammar*.1985 P.87
[21] Ibid. Nunan. P.86

c. Elements of Speaking Performance

Jeremy Harmer explain there are two elements of speaking. They are:[22]

1. Language Features.

   Among the elements necessary for spoken production are the following:

   a) Connective Speech

   Effective speakers of english need to be able not only to produce the individual phonemes of english (as saying *I would have gone*) but also to use fluent 'connected speech' (as in *I'd've gone*). In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened.

   b) Expressive Device

   Native speakers of english change the pitch and stress of particular part of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction).

   c) Lexis and Grammar

   Spontaneous speech is marked by the use of a number of common lexical phrase, especially in the performance of certain language functions.

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[22] Jeremy Harmer, *ibid* p.269

d) Negotiation Language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2. Mental / Social Processing

a) Language Processing

Effective speakers need to able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

b) Interacting With Other

This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow other to do so.

c) (On The Spot) Informating Processing[23]

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us the moment we get it.

From the explanation above it can be inferred that the teacher can use of the point above to increase the element for spoken production. Where every student has different ability. So the reseacher has assumption that

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[23] Ibid, p.271

point above can help the teacher to have good interaction with the students.

B. Concept of Puppet Toy-play

Languages are taught and learn in various place, one in informal settings, others in formal context, such as in classroom. Language teaching, especially English classroom is a process that involves both teacher and student. Teacher must create learning situations, which are not too difficult for the student, so that the student can actively participate in teaching learning process. To create such kind of that situation, the researcher needs instructional media.

Instructional media is a means of communication use to carry message with instructional intent.[24] The english teacher are recommending using instructional media. In my opinion, the reasons the media they are going to useare to motivate the student to learn, to increase their interest, and to extent the channel of communication between the teacher and the student, so that the teaching will be more communicative and effective.

1. Definition of Puppet Toys

Although there are still not clear about the use of puppet to the first using to teaching. Helena Aikin tell that puppet are useful tools in the English classroom as they provide an excellent means of introducing new

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[24] Rosi anjarwati as quoted Heinich in Kasihani Kasbolah, *bahan ajar foreign language teaching media (malang university negeri malang, 2001), 3*

language through stories and conducing creative folow-up activities.[25] However puppets has been use in india for more tha four thousand years[26]

Concerning to puppets, I can say that puppet is a language that conveys feelings, ideals, and passions with a combination of gestures and words that can be use to present inanimate object in the form of human life character. Puppets can help to improve upon communication skills, overcome language barries, and teach self control. It can also make the students feel comfortable with and upon up to the world.

According to peyton, puppets does widely recognize for their benefical influence on learning and sosial all ages.[27] It means that puppet language is unique in its ability to help teachers and children learn from one another, grow, relate opening, to be self confident and self expressive.

2. Types of Puppet

Some countries in the world have different puppet. Puppet can divided into the way the puppets are presented. The comon puppets are glove or hand puppets, string puppet, rod puppets and shadow puppets.[28]

Glove or hand puppets are very simpe and easy in to perform because this puppet is move by puppeteer's hand. Glove or hand puppet needs skill in playing glove or hand puppet. String puppets are types of puppets which

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[25] Helene Aikin, Young Learners, Creating a positive and Practical Learning Environtment. Published by IATEFL (the british council, 1998), 22

[26] Child Resource Center, *Learning and Teaching through Puppets. India;* CHETNA. The Internet Books. (English Teaching through Ppuppet Pdf, 1995),3.

[27] Jeffrey Peyton, "*The Promise of Play: A Paradigm for Deep Reform in education".* (Puppet tools). http://www.puppetools.com/getpublicfile.php?fid=146. Accessed on december 26, 2015.

[28] Child resource centre Learning and Teaching thourgh Puppet. India: CHETNA. The Internet books. (English Teaching through Puppet pdf, 1995), 1.

are quite difficult to perform because the puppet performance are controled by string according to different part of puppet's body like hand, head, and leg. Basically, string puppets are more interesting in the performance but this puppet need skill to operate them.

Thus, rod puppets can be use easier than the previous. The puppet's body is trying to the rods or stick. They can use in large audience although rod puppets only have limit movement. Shadow puppets are flat puppets that are control on a screen with a light behind or above the screen, and the audience only uses the shadow of the puppet. This puppet is simple to be applied and effective for large audience. Shadow puppets are operated from behind the screen so, what the audience actually sees are the projected shadow. The nearer to the screen, the smaller and cleaner the images; as the audience move further away they become blured and increase size.[29]

In much simple way, puppet is dividing into two types. First, the puppets are operating by hand and fingers. The other one in puppets which are operated o strings.[30] The teacher also gives some examples of some puppets that commonly use in teaching such as sock puppets, stick puppets, papier-mâché puppet head and paper bag puppet. Other type of puppets generally can be created called hand puppets, jumping jack puppets, box puppets and frog or bird finger puppets.

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[29] Helena Aikin, *Young Learners. Creating a Positive and Practical Learning Environment.* Published by IATEFL. (the British Council, 1998), 23.

[30] W H Miller, *Strategies for Developing Emergent Literary* (United States of America: The MC Graw-Hill Companies. Inc, 2000), 203-206.

C. Using Puppet Toys in Teaching Speaking Performance

Puppet, as one example of teaching media, can be used to help the students to communicate well with english. Puppet is a small scale figure (as of a person or animal) with a cloth body and hollow head that fits over and is moved by the hand. Puppet is a medium tool for students to express themselves and explore the various component of the English language. Moreover, puppet can help students to be confident, and provide opportunities for students to work cooperatively as a group. As a matter of fact, puppet can help students to interact with others, in a way that it can be used to teach the language functions and the social skills to conversation.

1. The Procedure of Using Puppet Toys in Teaching Speaking Performance

Using puppet toys in teaching speaking has some procedure based on teacher command, for example :

Tittle of activity   : I'm hungry

Material required : A card strip hanging puppet as the main character.

A strip of card approx imately 20 cm long and 2 cm wide per child.

A square of paper per child.

Coloured pencils per child.

Language aim   : to practice "have got" + food vocabulary

Teacher holds the puppet up and mimes that it is very hungry. Teacher elicits that the puppet is hungry and ask what it likes to eat. Children

offer suggestions e.g hamburgers, apples, or pizza. Teacher asks children to draw a picture of something the puppet can eat on square of paper. Literate children can alsolable their picture. Children attach the strip of card to the top of their picture in oder to make a card strip hanging puppet. Teacher calls children out to the front saying "Ali, what have you got for (puppet's name) to eat?

Child hangs his food puppet in front of the teacher's puppet and replies "i have got a..." , teacher repeats the process with the other children.[31]

2. **The Steps of Using Puppet Toys in Teaching Speaking Performance**

Children need to be gradually prepared to use puppets in class in much the same way as they need to be warned up for writing or roleplay. Here is steps to introduce using puppet in the class:

1) Work in the private sphere.[32]

Its purpose to encourage the child to view the puppet as a special friend who he can talk to in English.

2) Work in the public sphere using fixed roles

Its purpose to instill confidence in the children when using puppet in front of a group.

3) Work in the public sphere using original roles

Its purpose to use puppets for communicative languge work.

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[31] Copiright 2000 pilgins Ltd. The copyright owners reserve all rights to its reproduction "puppet in primary"

[32] *Ibid* "puppet in primary"

D. Play Technique

1. Definition of Play Technique

In Cambridge International Dictionary of English, role defined as the person whom an actor represents in a film or play, while play technique is a method of acting out particular ways of behaving or pretending to be other people who deal with new situations. It is used in training courses language learning and psychotherapy.[33]

In this case, Gillian Porter Landouse illustrated that when students assume a 'role', they play a part (either their own or somebody else's) in specific situation. 'play' means that is taken on in a safe environment in which students are as an inventive and playful as possible.[34]

According to Crookal and Oxford, there is a little consensus on the terms used in the play technique and simulation literature. A few if the terfms often used interchangeably are, simulation, games, play technique, simulation game, "play technique simulation, and play techniqueing game.[35]

There seem to be some agreement; however, simulation is a broader concept than play techniqueing. Simulation are complex lengthy and relatively inflexible events. Play technique, on the other hand, can be a quite simple and brief technique to organize. It is also highly flexible,

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[33] Paul procter (Ed), *Cambridge International Dictionary of English,* (New York: Cambridge University press, 1996), p.123

[34] Gillian Porter Laduse, Play technique: Resources Books for Teacher Series, (New York: Oxford University Press, 1995). P.5

[35] Crookal, D. and Oxford, R. L., *Linking Language learning and Simulating/Gaming. In D. Crookal and R. L. Oxford (Eds), simulation, gaming, and Language Learning,* (New York: Newbury House, 1990), p.3

leaving much more scope for the exercise of individual variation, inititive and imagination. And play technique also included in simulation as well.[36]

In defining play technique, Donn Byrne gave comments that play technique is a part of drama activity. In details, he described that there are three terms to cover the drama activities. They are mime (mimicry-memorization), play technique and simulation. He distinguished the terms as follows:

a. **Mime,** the participants perfom actions without using words (although as we shall see, this activity leads naturally on to talk).
b. **Play technique,** the participant interact with either as themselves in imaginary situations.
c. **Simulation,** this involves play technique as defined above. However, for this activity the participants normally discuss a problem of some kind with some setting has been defined for them.[37]

Both play technique and simulation are commonly used in foreign language classes to facilitate communicative competence. Whereas mime seems more appropriate as a language game. It is performing actions without using words. For instance, if someone mimes and action, the others try to guess what it is.

Another definition is stated by Joanna Budden in British Council Teaching english (BBC) on her article with the tittle 'Play technique'. She said that role-play is any speaking activity when you either put

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[36] Natasa Intihar Klancar, *Developing Speaking Skills in the Young Learners Classroom,* Internet TESL Journal, Vol. XII, No. 11, April 2017. http://iteslj.org/Techniques/Klancar-SpeakingSkills.html. p. 1

[37] Donn Byrne, *Teaching Oral English: Longman Handbooks for EnglishTeacher,* (Singapore: Longman Group, 1986), p. 115

yourself into somebody elses's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.[38]

What is mean by imaginary people is that students can become anyone they like for a short time. The president, the Queen, a millionaire, a pop star..., the choice is endless. Students can also take on the opinions of someone else. 'For and againts' debates can be used and the class can be spilt into thosse who are expressing views in favour and those who are against the theme.[39]

Finctional language for a multitude of scenarios can be activated and practiced through play technique in imaginary situations. 'At the restaurant', Checkingin at airport', 'Looking for lost property' are all possible play techniques.[40]

From those explanation above, the researcher viems that play technique is a technique which involves fantasy or imagination to be someone else or to be ourselves in a specific situation for a while, improvising dialogue and creating a real world in scenario. It aims at the students to encourage thinking and creativity, lets students develop and practice new language and behavioural skills in a relatively non-threatening setting, and can create the motivation and involvement necessary for learning to occur.

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[38] Joanna Budden, *Play technique,* (BBC-British Council Teaching English)
[39] *Ibid*
[40] *ibid*

2. **Types and Procedures in Using Play Technique**

In view of the persons taking an actor, Gillian explained that there are several type of role. The first is the roles which correspond to a real need in the students' lives. In this category, it involves such role as doctors dealing with patients, or salesman travelling abroad. The second type of role is the students play themselves in a variety of situations which may or may not have direct experience. The example which include in this category is a customer complaining or a passenger asking for information. The third type is the type that few students will ever experience directly themselves, but it is easy to play because the teachers have such vast indirect experience of them. The television journalist is a good example of this type and it is very useful kind of role taken from real life. The last type is fantasy roles, which are fictitious, imaginary, and possible even absurd.[41]

In case of play technique activities, according to Donn Byrne, play technique can be grouped into two forms, scripted and unscripted play technique. In details, those types of play technique activities described as follows:

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[41] Gillian, *Op. Cit,* p.13

a. Scripted Play Technique

This type involves interpreting either the textbook dialogue or reading text in the form of speech. The main function of the text after all is to convey the meaning of language items in a memorably way.[42]

For more details, Adrian Doff gave an example of scripted play technique dialogue and reading text and how the procces is:

Angela : Good morning. I want to send a letter to singapore.
Clerk : yes, do you want to send it y air mail or ordinary mail?
Angela : I think I'll send it air mail. I want it to get there quickly. How much does it cost?
Clerk : To Singapore? That will be 30 pence, please.
Angela : (give the Clerk 50 pence) Here you are.
Clerk : Here's your stamp, and here's 20 pence change.
Angela : Thank you. Where is the post box?
Clerk : You want the air mail box. It's over there, by the door.
(adapted from living English book 2 : A.G. Abdalla et.al)

To demonstrate a play technique activity based on the dialogue, the procedures given by Adrian Doff is as follows:

1) First, the teacher guides the play technique by writing these prompts: (where?/air mail/ how much? / thanks). Talk as you write to show what the prompts mean.
2) If necessary, go trhough the prompts one by one, and get students to give sentences or question for each one.
3) Call two students to the front : one play the role as Angela and the other one is the post office Clerk. They should improvise the conversation using prompts to help them. Point out that the converstion should be similiar to the one in the textbook, but not exactly the same; the conversation can be shorter than the presentation dialogue. It should just cover the main points indicated by the prompts.
4) Call out a few other pairs of students in turn, and ask them to have other conversation based on the prompts.[43]

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[42] Don Byrne. *Op. Cit.* P. 122-123

Based on these procedures, the researcher views that the ways of organizing this dialogue can be carried out into pairs of students who would improvise a converation in front of class, in turn. The teacher can also ask the students to practice the conversation privately with their partners before they act it out in front of the class.

b. Unscripted Play Technique

In contrast to scripted play technique, the situations of unscripted play technique do not depend on textbooks. It is known as a free play technique or improvisation. The students themselves have to decide what language to use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is really necessary.

The example and procedure of unscripted play technique which is adapted from Adrian Doff's book are as follows:

One student has lost a bag.
He/she is at the police station.
The other student is the police officer, and asks for details.

To brings out this ideas:
1) The teacher could prepare the whole class, by:
   a) Discussing what the speaker might say (e.g. the police officer would asks the students how he or she lost the bag).
   b) Writing prompt on the board to guide the play technique, and any key vocabulary.
2) The teacher could divide the class into pairs, and:
   a) Let them discuss together what they may say.

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[43] Adrian Doff, *Teach English:A Training Course for Teacher Trainer's Handbooks,* (Cambridge: Cambridge University Press Inc.. the British Council, 1988), P.233-234

b) Let them all try out the play technique privately, before calling on one or two pairs to act out in ftont of the class.

Susan house explained that there are several procedures in using play technique:

a. Students read and familiarize themselves with the (example) dialogue.
b. Divide the class in pairs, Aand B, give Aand B roles from the dialogues.
c. Let students act out their play technique, not just say them but students should read it loudly.
d. Walk around correcting and checking.
e. Students swap roles and repeat, those whose finish first can be asked to make up their own play technique, using different words to fill the gaps.[44]

The above procedures do not mean an exact to be used. It is flexible; teacher can create or develop procedures which is appropriate and suitable with his/her own class.

3. Significance of Play Technique in Teaching Speaking

It has been mentioned before in the above discussion that play technique is one of the activities to promote speaking. Trhough play technique activities the students learn how to express ideas, opinions, or feeling to others by using words or sounds of articulation.

Larsen Freeman explained that rol plays are importnat in the communicative approach because they give learners an opportunity ti practice communicating in different social contexts and different social roles.

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[44] Susan House, *An Introduction to Teaching English to Children,* (Richard Publishing, 1997). P.23

A play technique is a highly flexible learning activity which has a wide scope for variation and imaginatin. According to Ladause, play technique uses different communicative techniques and develops fluency in the language, promotes interaction in the classromm and increases motivation. Here peer learning is encouraged and sharing of responsbility between teacher and the learner in the learning process takes place.

Play technique can improve learners; speaking skills in any situation, and helps learners to interact. As for the shy learners, play technique helps by providing a mask, where learners with difficulty in conversation are liberated. In addition, it is fun and most learners will agree that enjoyment leads to better learning.

Several reasongs for using play technique in teaching speaking quoted from Ladouse as follows:

a. A very wide variety of experience can be brought into the classrom and we can train our students in speaking skill in any situations through play technique.
b. Play technique puts students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabuses.
c. Some peaople are learning English to prepare for specific roles in their lives. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom.
d. Play technique helps many shy students by providing them with a mask.
e. Perhaps the most important reason for using play technique is that it is fun. [45]

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[45] Gillian, *Op. Cit,* p. 6-7

In conclusion, play technique is a technique which can develops students' fluency in target language, promotes students to speak or interact with others in the classroom, increase motivation and makes the teaching learning process more enjoyable.

E. Action Hypothesis

Based on the frame of theories and assumptions the researcher formulates the hypothesis as follow : By the use of play technique technique with puppet in learning process, the students will able to increase their speaking performance at the junior high schools' 3 Batanghari.

CHAPTER III

RESEARCH METODOLOGY

A. Object of the study

The object in this research is using puppet toy-play technique to increase students speaking performance at the eight grade junior high school 3 of Batanghari. The writer has chosen this object because speaking is one of the difficult aspect in learning English.

B. Setting and subject of the study

1. Setting

This research doing at the eight grade of junior high school 3 Batanghari. The research was conducted in junior high school 3 Batanghari in the academic years 2015/2016, the second grade consist of clases.

This research is a classroom action research design and include in a classroom action research. Because that the writer needs a collabolator to help has in this action research. She is Mrs. Setiti Ernawati, she has helped the writer when the research is conducted. Collaborate is aimed to share participation in the research process. As a shared educational process. Additionally the aim of classroom action research here is to increase the students speaking performance.

2. Subject of The Study

The subject of classroom action is the students' of the second grade because the students have low score in speaking. The students' were low in English class both in processing and product score especially for speaking performance.

Table 3

The Subject of The Research

No	Class	Sex		Total
		Male	Female	
1	VIII	16	7	23
Total		16	7	23

C. Classroom Action Research (CAR)

According to Robert P. Pelton, action research in the school setting is a system approach to improve teaching practice to the student in the class.[46] In this classroom action research would like to conducted the research into two cycles. There is relationship in every cycle. Each cycle consist of : planning, action, observation, and reflection.

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[46] Robert P. Pelton, *action research for teacher candidates,* New York: united states of america, 2010. P.3

Here are step classrom action research designs:

Figure 1

Sequences of action-reflection cycles.[47]

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                        ┌──────────────┐
                        │   Planning   │──────────────┐
                        └──────────────┘              ▼
┌──────────────┐        ┌──────────────┐     ┌──────────────┐
│  Reflecting  │        │   Cycle I    │     │    Acting    │
└──────────────┘        └──────────────┘     └──────────────┘
     ▲   ◄────────────  ┌──────────────┐  ◄──────────────┘
     │                  │  Observing   │
     │                  └──────────────┘
     │
     └────────────────► ┌──────────────┐
                        │   Planning   │──────────────┐
                        └──────────────┘              │
                                                      ▼
┌──────────────┐        ┌──────────────┐     ┌──────────────┐
│  Reflecting  │        │   Cycle II   │     │    Acting    │
└──────────────┘        └──────────────┘     └──────────────┘
     ▲   ◄────────────  ┌──────────────┐  ◄──────────────┘
     │                  │  Observing   │
     │                  └──────────────┘
     └────────────────►
```
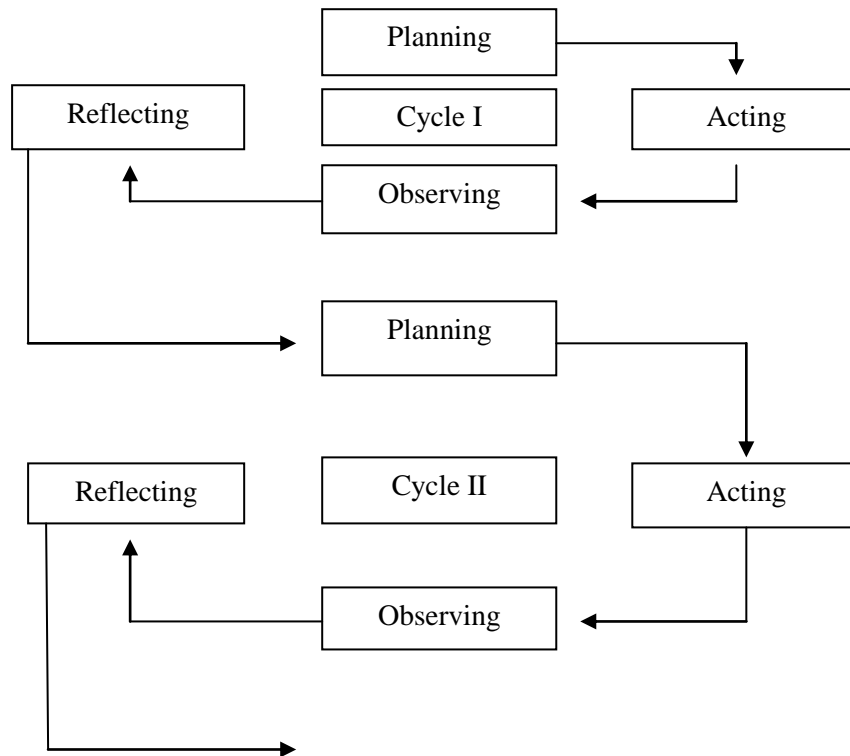
Classroom Action Research (CAR) Cycles are:

a. Cycle 1

1) Planning

Planning is the first step in each activity. Arikunto states that in this step the researcher explain about what, why, when where, who, and how doing action.[48] Without the planning, the activity that the reseracher will be reference in doing action. Here step that the researcher is able to make in the plan the reserch:

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[47] Suharsimi Arikunto, *Penelitian Tindakan Kelas* (jakarta: PT. Bumi Aksara, 2007), p.16
[48] Ibid, p.17

a) Preparing the lesson and suitable material are appropriate with the sylabus.

b) The research prepare the source of learning.

c) The research prepare observation sheet.

d) The reserach prepare to give task and format to evaluation.

e) The research identities the problem and found the causes of the problem.

2) Acting

According to Arikunto "the second step from research is action as the implementation or appliying the content of planning, that is action.[49] It means doing action is the second step in activity. It is the realization from planning tha research has made. without the action the planning is just imagination that several is real.

a) The research prepare the lesson plan.

b) The research explaine the teacher role and the students' role in teaching learning by using puppet toys as a media.

c) The research by using puppet toys as a media.

3) Observing

Observation is the event and action. Mahmud states that observation is controlling the result or effect from the action which done for the students.[50] It means in the third step in CAR is observation, in this step the collaborator observed the process of

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[49] ibid, p.18
[50] Mahmud, *Metode Penelitian Pendidikan*, (Bandung: Pustaka setia 2011), p.220

theaching learning by using format observation. The utlines of observation in this step as: repetition, command, speaking and using puppet toys as a media, students good participant.

After doing these stage the research and teacher evaluate all of the data that was found, wich consist of evaluation of process and evaluation of product. Evaluation of process is about the result of interview to the students. Evaluation of product is about the increase their performance

4) Reflecting

The reflection is the fourth step that the researcher done. Mahmud states that in this step, the researcher tries to learn, to see, and to consider the result of effect of the action from some criteria.[51] It means this step is reflection of acting. By reflection, the reserach and the collaborator would compare the score distribution of pre-test and post-test, the writer reveiwed and reflect on students attitude and their performance.

b. Cycle 2

1) Planning

The planning in the second cycle will be reference in doing action. here are steps that the reserach can make in planning:

a) Study's of the reflection result in the action.

b) Discuss's about the action that will be done cycle 2.

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[51] ibid

  c) Arrange's the detail plan about the action on cycle 2.

  d) Collect's the subject material and the learning technique.

  e) Prepare the subject material.

2) Acting

  a) The teacher giving the second pre-test which is different with the first pre-test.

  b) The teacher does the treatment.

  c) The teacher giving the post-test for two meeting.

3) Observing

  The collaborator will observe and collet the data when the learning process will be doing.

4) Reflecting

  The reflection is the fourth step that the something that has done. The research analyze the result of the action. In this step the researcher will compare the score distribution of pre-test and post-test, the reseracher reviews and reflect on the students attitude wether it is positive or negative, enough in second cycle or need for next cycle.

D. Data Collection Method

The important of part of planning is to formulate the instrument of collecting the data based on the problem which is research.[52] The reseracher would administer test (*pre-test and post-test*), observation, documentation and file note. In collecting data, the writer uses following technique:

1. Test

Test is quantity of questions or statements that are used to measure the skill, knowledge, intelligence that have by individu or group[53]. There are two kinds of these, such as pre-test and post-test.

a. pre-test

In the pre-test researcher gives some question in the first meeting. In order that to know how far their ability before giving the treatment.

b. post-test

post-test is the result after giving the treatment in the pre-test. The result show there is any influent using drill technique to increase the students speaking performance.

2. Observation

Observation is the election, modification, recognition, and coding combination in behavior and organism situation that suitable with empires goals[54]. Moreover, the research will use whether activity that will bring

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[52] Edi Kusnadi, Metodologi penelitian, (sekolah tinggi agama islam negeri, metro) Ramayana Press, p.84
[53] Ibid p.90
[54] Ibid p.98

boredom of not in the class. These students and the teachers activities will be observed and noticed by the observer.

3. Documentation

Documentation as the method which is used to get informatio from the written source or document (for example: books, magazines, notes, and other) of information[55].

4. Field Note

"You would keep notes of the situation 'in the field' as important instances of critical incidents. The field can be a workplace, a bus queue, a classroom, a home",[56] It means that the researcher needs the field note to record all the data. It eases the researcher analyze the data. It is done during the teaching learning process.

E. Data Analysis Method

1. Formula of this Research

Data analysis method was conducted step by step the average score of the pre-test and post-test. The data kuantitative of the research will be analyzed by statistic descriptive. It is used the compare, the result of the pre-test and post test. The result is matched by minimum standard in this school at least 75 and the KKM target at least 80% of students go score, >75% if from cycle 1, there are same students not successful , so we must conduct cycle 2, the minimum cycle in the classroom researcher (CAR) is two cycle,

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[55] Ibid p.102
[56] Ibid p.94

if from cycle 2 at least 80% at the students were successful, the cycle able to stop until cycle 2 only.

The formula to get the average of pre-test and post test as follow:

$$\overline{X} = \frac{\sum X}{N}$$

Note :

$\overline{X}$ = Average score

$\sum X$ = The total number of students score

N = Total of students[57]

2. The Indicators of Increase of Speakig Performance

The indicator of the process and the result of the action research. The students are called success if 80% students get referring to MMC 75. Indicator of the students activity that will be observe that the student can success in speaking especially in puppet toys as a media if they have of the criteria as follows:.

a. The student can speak up in front of the class.

b. The student can use puppet toy-play technique to increase their speaking performance.

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[57] Burhan Nurgiyanto, Gunawan dan Marzuki, *statistik terapan untuk penelitian ilmu-ilmu sosial,* Yogyakarta, Gajah Mada University Press, 2004, p.64

CHAPTER IV

RESULT AND DISCUSSION

A. Result of The Research

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, geograpical of school, building condition of school, and the structure of organization.

1. The History of SMPN 3 Batanghari

Junior High School 3 Batanghari was faunded by the goverment in 2004. Junior high school 3 Batanghari is located in the village of Batang Bumiharjo 39 Polos East Lampung District Junior High School 3 Batanghari was established by the goverment by land area of 10.000 m^2, building area of 1.107 m^2, 3.000 m^2 yards wide, extensive sports grounds 350 m^2 and 5.543 m^2 garden. Junior high school 3 Batanghari began to receive an operating permit on October 1st 2003 and operational in 2004/2005.

Since it was established the leader headmaster of the school had been changed as follow:

    a. Drs. Sunardi   (2005 until 2009).

    b. Dra.R. Sunaryanti   (2009 until 2011).

    c. Hj. Ngatemi, S. Pd (2011 until 2014).

    d. Mursidi S.Pd   (2014 until Now).

2. Vission and Mission of Junior high School 3 Batanghari.

    a. Vision School: "Be the ideal school" with indicators:

        1) pexcellent in academic.

        2) Excellent in the field of nonacademic.

        3) Excellent in performing.

    b. Mission of Junior High School 3 Batanghari.

        Based on above vision, the mission determined to make it happen as follows:

        1) Supplying of school facilities and infrastructure to support the effectivines and efficiency of teaching and learning activities to produce quality graduates.

        2) The implementation of effective learning and guidance so that every students' can advance optimally appropriate with their potential.

        3) Giving the intensive achievement motivation through about the school to students'.

        4) Foster appretiation of the teaching of religion and culture of the nationso that the source of wisdom in the act.

        5) Implementing participatory management by involving the whole school community and local community school.

        6) Improving the welfare of teachers and employes.

3. Building Condition and School Facilities

a. Facilities and Infrastructure

Junior high school 3 Batanghari has permanent facilities and infrastructure that divided into several rooms for teaching purpose such as:

1) Class Room:

   a. Class Room   : 16 Rooms.

2) Laboratory

   a. Laboratory Computer : 1 Room.

3) Office and Staff Room:

   a. Principal Room   : 1 Room.

   b. Administration room : 1 Room.

   c. Kitchen room   : 1 Room.

4) Facilitation

   a. The Library   : 1 Room.

   b. UKS room   : 1 Room.

   c. Mosque   : 1 Room.

   d. The Counselor Room : 1 Room.

   e. Parking Bicycles/ Motorcycle: 1 Room.

   f. Toilet   : 8 Rooms.

4. Data of the Teachers at Junior High School 3 Batanghari

The number of teachers and official employes of junior high school number 3 Batanghari in academic year of 2016/2017 are 35 thet can be identified as follows:

a. Data of teacher

Table 3
Data of teacher

No	Name	Sex	Occupation
1	Dwi Wuryani S.Pd	Male	IPS
2	Mursidi, S.Pd	Female	Bahasa Language
3	Dra. Sri Hayati	Male	Mathematics
4	Drs. Budiono	Female	IPS
5	Drs. Warsito	Female	Counselor
6	Ramijan, S.Pd	Female	Bahasa Language
7	Subadi, BA	Female	IPS
8	Dra. Zuriati	Male	Counselor
9	Sukamto, S.Pd	Female	English
10	Sih Budiwati, S.Pd	Male	English
11	Sumadewi, S.Pd	Male	IPA
12	Rustinah, S.Pd	Male	Mathematics
13	Samsul, S.Pd	Female	Bahasa
14	Marhanah, S.Pd	Male	PKn
15	Siti Romlah, S.Pd	Male	IPA
16	Sri Sulistiyowati	Male	Bahasa
17	Slamet Subarno	Female	PKn
18	Wiwik Sudarmiyati, S.Pd	Male	IPA
19	Ahmad Saidi, S.Pd	Female	Bahasa
20	Subandi, S.Pd	Female	Bahasa

21	Esti Rahayu, S.Pd	Male	IPA
22	Setiti Ernawati, S.Pd	Male	English Language
23	Yeni Haryani, S.Pd	Male	Counselor
24	Budi Utomo, S.Pd	Female	Mathematics/ Computer
25	Paijan Winarto, S.Pd	Female	Penjas
26	Wahyu Pramono Putra, S.Pd	Female	Seni Budaya
27	Media Eka Suswanti, S.Pd, M.M	Male	Lampungnese/ Bahasa
28	Sumyati, S.Pd	Male	PAI
29	Habthin Masrijah, S.Pd	Male	IPA
30	Ristri Fatimah, M.Pd. I	Male	PAI
31	Dwi Haryani, S.Pd	Male	Computer
32	Maisyaroh, S.Pd	Male	IPS
33	Nelly Septa Sari, S.Pd	Male	Computer
34	Maryanah Pradenta Ayu, S.Pd	Male	Computer
35	Hernili, S.Pd	Male	Lampungnese
36	Puji Susilo Pratomo, S.Pd	Female	Penjas

Source: Documentation of SMPN 3 Batanghari in academic year 2016/2017.

b. Data of Administration Staff

Table 4
Data of Administration Staff

No	Name	Occupation
1	Agus Yuliyanto, S.Pd	Leader of Baglopus
2	Fita Apriyani	Administration Management
3	Rahayu Hermani	Security

Source: Documentation of SMPN 3 Batanghari in academic year 2016/2017.

5. Total of Students at Junior High School Batanghari

Junior High School 3 Batanghari has 428 students, and about 2 students each class, it devides into some classes thet could identify as follow:

Table 5
Total of Students at Junior High School 3 Batanghari

No	Class	Sex		Amount
		Male	Female	
1	VII	62	90	152
2	VIII	72	75	147
3	IX	63	66	129
Total		197	231	

Source: Documentation of SMPN 3 Batanghari in academic year 2016/2017

6. Structure Organization at Junior high School 3 Batanghari

**Organization of Junior High School 3 Batanghari
in academic year of 2016/2017**

Kepala sekolahMursidi,	Komite Sekolah Iksanudin

UR. TATA USAHA
Agus Yulianto, S.Pd

Waka Sapras Samsul, S.Pd	Waka Kesiswaan Ahmad Saidi,	Waka Kurikulum Subandi, S.Pd	Waka Humas Drs. Budiono
Kepala Lab.IPA Siti Romlah,	Pembina OSIS Puji Susilo P, S.Pd	Koor. Evaluasi Budi Utomo,	Koor. Sosial Dwi W, S.Pd
Kap. Perpus Ramijan, S.Pd	Koordinator BK Dra. Zuriati		Koor. Kop. Sekolah Habthin M, S.Pd

Koor. UKS
Setiti Ernawati, S.Pd

Koor. 7 K
Dwi Wuryani, S.Pd

WALI KELAS	GURU

SISWA

7. **The List of Students Named Class VIII 4**

<div align="center">

Table 6

The List of Students Named Class VIII 4

No	Name	Sex
1	Agus Suprianto	Male
2	Anggun Waulandari	Female
3	Dedy Eko Prasetyo	Male
4	Desi Wulandari	Female
5	Dicky Juliansyah	Male
6	Elan Fitri Ramadhani	Male
7	Fatqur Rohman	Male
8	Galih Aditya Putra	Male
9	Kukoh Aji Suwarjono	Male
10	Lili Purnawati	Female
11	Nico Yuli Arianto	Male
12	Okda Dian Saputra	Male
13	Putri Nabila Ramadani	Female
14	Renaldi Andreansyah	Male
15	Riski Pratama	Male
16	Rizki Nur Mustakim	Male
17	Siti Nurjanah	Female
18	Syah Arif hidayatulah	Male
19	Triandika Aprilian	Male
20	Ulfatul janah	Female
21	Wahyu Ramadhan Saputa	Male
22	Yesi Parisma	Female
23	Yogi Agus Setiawan	Male
	Total	23

</div>

Source: Documentation of SMPN 3 Batanghari in academic year 2016/2017

8. **Location Skecth Of Junior High School 3 Batanghari**

The location skecth of Junior High School 3 Batanghari can be seen on appendix.

B. Description of the Research Result

In this research before the process of cycle one, the researcher conducted the pre-test on January 3rd 2017. The result of the students' mark could be seen on the table as follow:

Table 7
The Students' Pre-test Result of Speaking Performance

No	Name	Score	Note
1	AS	70	Failed
2	AW	70	Failed
3	DE	66	Failed
4	DW	62	Failed
5	DJ	61	Failed
6	EF	64	Failed
7	FR	62	Failed
8	GA	68	Failed
9	KA	68	Failed
10	LP	64	Failed
11	NY	60	Failed
12	OD	65	Failed
13	PN	68	Failed
14	RA	64	Failed
15	RP	50	Failed
16	RN	75	Pass
17	SN	65	Failed
18	SA	60	Failed
19	TA	73	Failed
20	UJ	60	Failed
21	WRS	65	Failed
22	YP	58	Failed
23	YAS	64	Failed

Total	1482	
Average	64,43	
High Score	75	
Low Score	50	

Source: The result of Pre-test on January 3rd 2017

Table 8

Percentage Students' Mark of Pre-test of Speaking Performance

No	Interval	Frequency	Percentage	Category
1	71-75	2	8,69%	High
2	66-70	6	26,08%	Average
3	61-65	10	43,47%	Average
4	56-60	4	17,39%	Low
5	50-55	1	4,34%	Low
	Total	23	100%	

Source: The result of Pre-test on January 3rd 2017

Based on table above, it can be seen just only 2 students got high mark and 22 students got low score. While standard minimum for English lesson in SMP N 3 Batanghari at least 75. So, the researcher choose puppet toy-play technique to increase their speaking performance in SMP N 3 Batanghari.

1. **Cycle I**

   a. Identification of the problem

      Based on the teacher's experience and the result of speaking performance test in SMP N 3 Batanghari, the researcher concluded that the problem faced by the students as follow: Many students still could not confident about speaking performance and how to speak it well.

b. Alternative of the Problem.

1) The teacher explained how to speak well, include pronounciation, fluency and vocabulary.

2) The teacher should apply puppet toy-play technique in teaching English especially in speaking performance.

Based on the cases above, the researcher use puppet toy-play technique as the problem solution.

a. Planning

In this planning the researcher and the collaborator planned to give material about speaking. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle I, prepared the puppet toy-play technique made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Acting

The action in cycle I consisted of 2 meeting. The first meeting was used to pre-test. The second meeting was used

to give treatment and the third meeting was used to give post test 1.

The explanation of every meeting will be explained bellows:

1) The First Meeting

The first meeting was conducted on January 9[th] 2017 for 2x45 minutes. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying and asking the students' condition. And then, for 70 minutes gave pre-test to the students. The kind of test was speaking test.

2) The Second Meeting

The second meeting was used as the implementation the action in cycle I. The second meeting was conducted on January 10[th] 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendace list and asking the students condition. The researcher wrote topic of expression of gratitude, expression of asking and giving help and expression of agreement. Next, the researcher explained the material about that expressions. After that, the researcher asked the studentswhat was their interested topic about that

expressions. The researcher ask the students to make a dialogueand performed in front of class by using puppet toy-play technique. In this stage, the condition of the class was not effective because still there are many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the teacher conclude the material. And then, the researcher greets to cloosing the meeting.

3) The Third Meeting

The third meeting was conducted on January 10th 2017 for 2x45 minutes. This meeting used post-test 1 after the students given action. The meeting started by praying, greeting, cheking the attendance list, and asking the students condition. Then the researcher gave post-test to the students. The researcher ask the students tomake a dialogue about that expressions. After that, the student must perfomed in front of class.

In the post-test 1, only 13 students' got good mark, but the result of the students' test was better than the students' test before giving teartment.

In this sesion, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow:

Table 9
The Students' Post-test 1 Result of Speaking Performance in Cycle I

No	Name	Mark	Note
1	AS	75	Pass
2	AW	76	Pass
3	DE	75	Pass
4	DW	73	Failed
5	DJ	72	Failed
6	EF	70	Failed
7	FR	69	Failed
8	GA	74	Failed
9	KA	75	Pass
10	LP	78	Pass
11	NY	75	Pass
12	OD	76	Pass
13	PN	78	Pass
14	RA	76	Pass
15	RP	65	Failed
16	RN	84	Pass
17	SN	74	Failed
18	SA	72	Failed
19	TA	80	Pass
20	UJ	72	Failed
21	WR	78	Pass
22	YP	72	Failed
23	YA	76	Pass
Total		1715	
Average		74,56	
High Score		84	
Low Score		65	

Source: The result of Post-test1 on January 9[th] 2017

Table 10
Percentage Students' Mark of Post-test of Speaking Performance

No	Interval	Frequency	Percentage	Category
1	76-85	9	39,13%	High
2	56-75	14	60,86%	Average
3	46-55	-	-	Low
Total		23	100%	

Source: The result of Post-test1 on January 9th 2017

Based on the data above, it can be seen that 9 students' got high mark and 14 students' got average mark. It was higher than the result of pre-test. The criterion of students' who got minimum mark 75. Learning process is said succes, when 75% got mark above 75. The fact showed thet the result was unsatisfactory.

c. Observing

The researcher conducted 2 meeting in cycle I. The researcher gave material about expression of gratitude, expression of agreement, and expression of asking and giving help. The students make dialogue from that materials and perfomed use the puppet toy-play technique in front of class with their gorup. Some students can active to join discussion but also there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 11
The Students' Activities Result in Cycle I

No	Name	Firts Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AS	2	40%	3	60%	Increase
2	AW	2	40%	3	60%	Increase
3	DE	2	40%	3	60%	Increase
4	DW	2	40%	3	60%	Increase
5	DJ	1	20%	2	40%	Increase
6	EF	2	40%	3	60%	Increase
7	FR	1	20%	3	60%	Increase
8	GA	2	40%	3	60%	Increase
9	KA	2	40%	3	60%	Increase
10	LP	1	20%	2	40%	Increase
11	NY	2	40%	3	80%	Increase
12	OD	1	20%	2	40%	Increase
13	PN	1	20%	2	40%	Increase
14	RA	1	20%	2	40%	Increase
15	RP	1	20%	2	40%	Increase
16	RN	2	40%	3	60%	Increase
17	SN	2	40%	3	60%	Increase
18	SA	2	40%	3	60%	Increase
19	TA	2	40%	2	40%	Constant
20	UJ	1	20%	3	60%	Increase
21	WR	2	40%	2	40%	Constant
22	YP	2	40%	3	60%	Increase
23	YA	2	40%	3	60%	Increase

Source: the result of students activities on January 9-10[th] 2017

Note :   ≤50% : Not Active

              ≥50% : Actives

The students Mark Criteria:

1. The students' attention of explanation from the teacher

2. Answer the question from teacher or other students

3. Giving attention to the teachers' explanation

4. Making note from the material

5. Doing the task

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

Table 12
Frequency of Students' Activites Result in Cycle I

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	8	34,78%	Very Good
3	3	-	-	15	65,21%	Good
4	2	15	65,21%	-	-	Enough
5	1	8	34,78%	-	-	Low
Total		23	100%	23	100%	

Source: the result of students activities on January 9-10[th] 2017

According to the result of observation above, it can be concluded that the learning process was sufficient.although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 65,21% of positive activity in learning process, and 34,78% enough active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d. Reflecting

From the result of cycle I, it showed that there was an increasing of the result at pre-test and post-test 1. The students was interested enough in learning process although the condition of

learning process still uncontrolled. Some students still did not focus on the material and made the class noisy.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get sollution as follow:

1) The researcher should manage class well

2) The researcher asks students to focus on study and not make a noises

3) Teacher should motivate students to be more active in the class

Table 13
The Result Mark of Students' Pre-test and Post-test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Increase	
1	AS	70	75	5	Increase
2	AW	70	76	6	Increase
3	DE	66	75	9	Increase
4	DW	62	73	11	Increase
5	DJ	61	72	11	Increase
6	EF	64	70	6	Increase
7	FR	62	69	7	Increase
8	GA	68	74	6	Increase
9	KA	68	75	7	Increase
10	LP	64	78	14	Increase
11	NY	60	75	15	Increase
12	OD	65	76	11	Increase
13	PN	68	78	10	Increase
14	RA	64	76	12	Increase
15	RP	50	65	15	Increase
16	RN	75	84	9	Increase
17	SN	65	74	9	Increase
18	SA	60	72	12	Increase
19	TA	73	80	7	Increase
20	UJ	60	72	12	Increase
21	WR	65	78	13	Increase
22	YP	58	72	14	Increase

23	YA	64	76	12	Increase
	Total	1482	1715		
	Average	64,43	73,56		

Source:The result of pre test and post test 1

Graphic 1
The Average of the Students' Mark on Pre-test and Post test 1
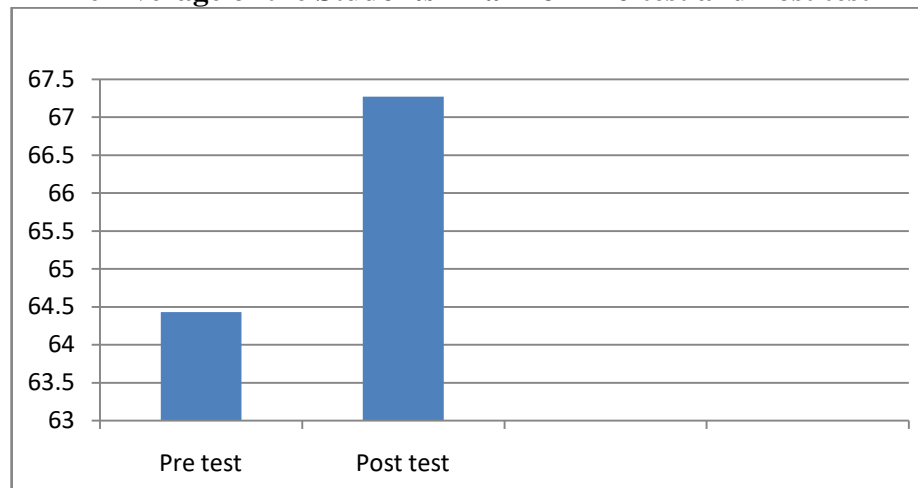
Source: The result of pre-test and post test 1

Based on the table and graphic above, it showed that there was an inceased between pre-test and post-test 1. But, learning process is said succes, when 75%got mark above and it is mean taht indicator of succes was not achieved yet. So, the research was continued to cycle II.

2. **Cycle II**

Cycle II are similar to cycle I, it was divided into planning, acting, observing and reflecting. It will explain more detail as follow:

a. Planning

In this step, the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the researcher and collaborator concluded that the problems are some

students are not confident. They difficult to express their idea, the students afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II.

b. Acting

  1) The First Meeting

   The meeting conducted on January16th 2017. For the first, the researcher was opened the meeting by greeting, asked students to prayed together, checking students' attendance and then the researcher try to talk with the students in simple conversation. After that the researcher announced the result of speaking mark at last meeting. The researcher told that the students should be more active in learning process. Then the researchers reviewed the last material about (expression of gratitude, expression agreement, and expression of asking and giving help) and performed it. When the researcher explained, the students more active join the learning process and also they pay attention to the explanation.

   During the discussion, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class was more controlled than last meeting. The students gave their performancein speaking. After finished the discussion, the researcher closed the meeting because time is over. The researcher asked the students to present their result on the next meeting.

2) The Second Meeting

The researcher began the meeting by greeting, asked the students to pray together, checking students' attendance list, and asking the students' condition. After that the researcher asked the students to present their result from the discussion last meeting as evaluated for post test 2 in cycle II one by one. When one of the student presented the result, other students focus on the student who presented in front of the class. They become more active than before. The researcher helped students if they faced a problem.

Table 14
The Students' Mark of Speaking Performance Post-test in Cycle II

No	Name	Mark	Note
1	AS	83	Pass
2	AW	88	Pass
3	DE	87	Pass
4	DW	87	Pass
5	DJ	83	Pass
6	EF	83	Pass
7	FR	86	Pass
8	GA	87	Pass
9	KA	90	Pass
10	LP	87	Pass
11	NY	89	Pass
12	OD	87	Pass
13	PN	84	Pass
14	RA	90	Pass
15	RP	83	Pass
16	RN	91	Pass
17	SN	84	Pass
18	SA	85	Pass
19	TA	88	Pass
20	UJ	89	Pass
21	WR	89	Pass
22	YP	86	Pass
23	YA	90	Pass
Total		1996	

Average	86,78	
High Score	91	
Low Score	83	

Source: The result of Pre-test on January 16th 2017

Table 15
Percentage Students' Mark of Pos-test in Cycle II

No	Interval	Frequency	Percentage	Category
1	88-91	9	39,13%	High
2	83-87	14	60,86%	Average
	Total	23	100%	

Source: The result of Pre-test on January 3rd 2017

The table above is the result of students' mark at post test 2.

It can be seen that there was an increasing from the mark of post test 1

and post test 2. The lowest mark was 83 and the highest mark was 91

andthe average mark was 87. The average on post test 1 74. Its mean

that there was increasing 13 mark from post test 1 and the post test 2.

   c. Observation

The observation was done by the researcher that presented

about two meeting in cycle II. In this stage the students more

active and enthusiastic in following the teaching learning

process. It can be seen as follow:

   1. The Students' Activities Result in Cycle II

Table 16
The Students' Activities Result In Cycle II

No	Name	First Meeting		Second Meeting		Category
		At	Percentages	Act	Percentages	
1	AS	4	80%	5	100%	Increase
2	AW	4	80%	5	100%	Increase
3	DE	4	80%	4	80%	Constant
4	DW	4	80%	5	100%	Increase
5	DJ	3	60%	4	80%	Increase
6	EF	4	80%	5	100%	Increase
7	FR	4	80%	5	100%	Increase

8	GA	4	80%	5	100%	Increase
9	KA	4	80%	5	100%	Increase
10	LP	3	60%	4	80%	Increase
11	NY	4	80%	5	100%	Increase
12	OD	3	60%	4	80%	Increase
13	PN	3	60%	4	80%	Increase
14	RA	3	60%	4	80%	Increase
15	RP	3	60%	4	80%	Increase
16	RN	4	80%	5	100%	Increase
17	SN	4	80%	5	100%	Increase
18	SA	4	80%	5	100%	Increase
19	TA	3	60%	4	80%	Increase
20	UJ	4	80%	5	100%	Increase
21	WR	3	60%	4	80%	Increase
22	YP	4	80%	5	100%	Increase
23	YA	4	80%	5	100%	Increase

Source: the result of students activities on January 16th-17th 2017

Note :   ≤50%   : Not Active

              ≥50%   : Active

The students Mark Criteria:

1. The students' attention of explanation from the teacher

2. Answer the question from teacher or other students

3. Giving attention to the teachers' explanation

4. Making note from the material

5. Doing the task

   Scoring:

   Mark 1, with percentage 20% = low

   Mark 2, with percentage 40% = enough

   Mark 3, with percentage 60% = good

   Mark 4, with percentage 80% = very good

   Mark 5, with percentage 100% = excellent

Table 17
Frequency of Students' Activities Result In Cycle II

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	14	60,86%	Excellent
2	4	15	65,21%	9	39,13%	Very Good
3	3	8	34,78%	-	-	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		23	100%		100%	

Source: the result of students activities on January 16^{th}-17^{th} 2017

According to the result of the observation above, it can be concluded

that the learning process was succesfull. It can be inferred that the learning

process has done well and the students were active in the class than cycle I.

2. The Result of Students' Activity

This observation sheet result was gooten when the learning

process happened by the researcher. The result of the students'

activities in cycle I and cycle II can be seen as follow:

Table 18
The Result of The Activity in Cycle I & II

No	Name	Cycle I		Cycle II		Category
		1^{st} Meeting	2^{nd} Meeting	3^{rd} Meeting	4^{th} Meeting	
1	AS	2	3	4	5	Increase
2	AW	2	3	4	5	Increase
3	DE	2	3	4	4	Constant
4	DW	2	3	4	5	Increase
5	DJ	1	2	3	4	Increase
6	EF	2	3	4	5	Increase
7	FR	1	3	4	5	Increase
8	GA	2	3	4	5	Increase
9	KA	2	3	4	5	Increase
10	LP	1	2	3	4	Increase
11	NY	2	3	4	5	Increase
12	OD	1	2	3	4	Increase
13	PN	1	2	3	4	Increase
14	RA	1	2	3	4	Increase

15	RP	1	2	3	4	Increase
16	RN	2	3	4	5	Increase
17	SN	2	3	4	5	Increase
18	SA	2	3	4	5	Increase
19	TA	2	2	3	4	Increase
20	UJ	1	3	4	5	Increase
21	WR	2	2	3	4	Increase
22	YP	2	3	4	5	Increase
23	YA	2	3	4	5	Increase
Total		38	61	84	106	
Average		1,7	2,6	3,6	4,6	

Source: The result of students' activities in cycle I and II.

Graphic 2
The Comparison of Percentage Students' Activity in Cycle I and Cycle II
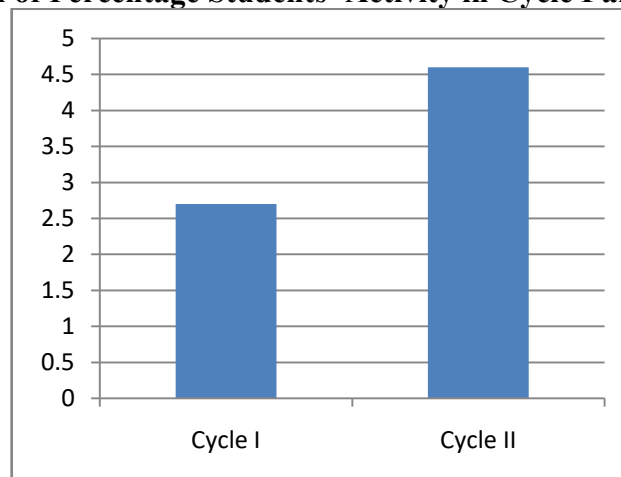
Based on the table and graphic above, it could be concluded that there was an increasing of students' activities during the learning process of cycle I and cycle II trough using puppet toy-play technique. It means that puppet toy-play technique had positive effect ti increase the teaching learning process.

d. Reflecting

The result of cycle II was better than cycle I. There was significant increasing in this cycle. The condition of the class was getting better than before. The students listened to the

teacher's explanation and did not make noisy in learning activity. The students more active during discussion occured.

1. The Result Mark of Students' Post tes 1 and Post test 2

Table 19
The Result Mark of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	AS	75	83	8	Increase
2	AW	76	88	12	Increase
3	DE	75	87	12	Increase
4	DW	73	87	14	Increase
5	DJ	72	83	11	Increase
6	EF	70	83	13	Increase
7	FR	69	86	17	Increase
8	GA	74	87	13	Increase
9	KA	75	90	15	Increase
10	LP	78	87	9	Increase
11	NY	75	89	14	Increase
12	OD	76	87	11	Increase
13	PN	78	84	6	Increase
14	RA	76	90	14	Increase
15	RP	65	83	18	Increase
16	RN	84	91	7	Increase
17	SN	74	84	10	Increase
18	SA	72	85	13	Increase
19	TA	80	88	18	Increase
20	UJ	72	89	17	Increase
21	WR	78	89	11	Increase
22	YP	72	86	14	Increase
23	YA	76	90	14	
Total		1715	1996		
Average		74,56	86,78		

Source:The result of post test 1 and post test 2

Graphic 3
The Average of Students' Mark on Post-test I and Post-test II
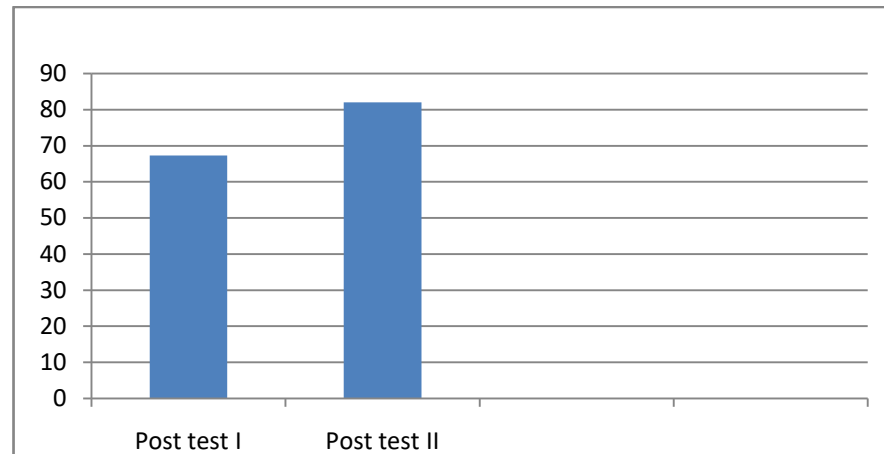
Source:The result of post test I and post test II

2. The Result of Students' Mark Pre-test, Pos test I and Post test II

Nevertheles, there is an increasing mark of the students' post test I than pre-test. At the cycle II, the increasing of post test II better than post test I. This is the ilussion mark of them.

Table 20
The Result Mark of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AS	70	75	83	Increase
2	AW	70	76	88	Increase
3	DE	66	75	87	Increase
4	DW	62	73	87	Increase
5	DJ	61	72	83	Increase
6	EF	64	70	83	Increase
7	FR	62	69	86	Increase
8	GA	68	74	87	Increase
9	KA	68	75	90	Increase
10	LP	64	78	87	Increase
11	NY	60	75	89	Increase
12	OD	65	76	87	Increase

13	PN	68	78	84	Increase
14	RA	64	76	90	Increase
15	RP	50	65	83	Increase
16	RN	75	84	91	Increase
17	SN	65	74	84	Increase
18	SA	60	72	85	Increase
19	TA	73	80	88	Increase
20	UJ	60	72	89	Increase
21	WR	65	78	89	Increase
22	YP	58	72	86	Increase
23	YA	64	76	90	Increase
Total		1482	1715	1996	
Average		64,43	74,56	86,78	

Source:the Result of pre test, post test I and post test II

Graphic 4
The Comparison of the Average of The Students' Mark at Pre test,Post test Cycle I and Post test Cycle II
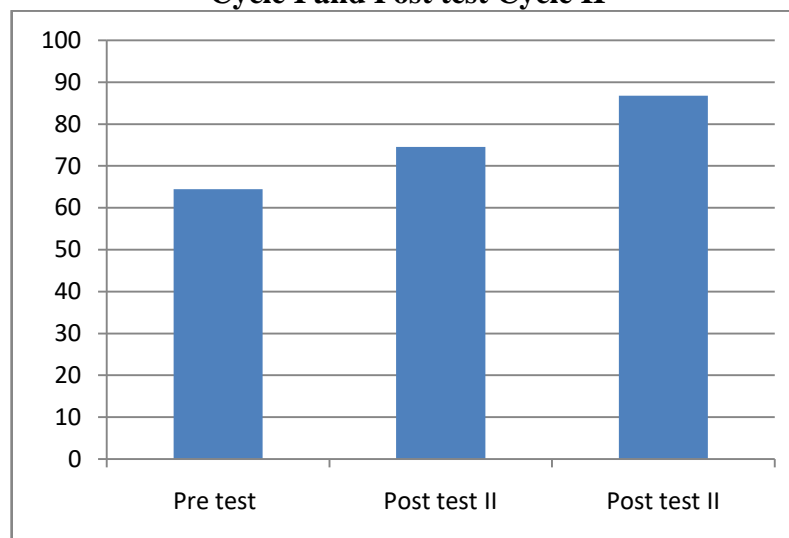
Source: The result of pre test, post test I and Post test II

From the table above can be seen that there was an increasing from post test I and post test II. The students' caould achieve the target , most of students' got mark ≥75 and they could understand the material and can speaking well than before. It means that puppet toy-play technique can increasing their skill in speaking performance.

Table 21
The Percentage of Students' Mark at Post test Cycle I and Post test Cycle II

No	Mark	Percentage		Category
		Post test I	Post test II	
1	91-95	-	4,34%	High
2	86-90	-	65,21%	Average
3	71-85	86,95%	30,43%	Average
4	65-70	13,04%	-	Low
Total		100%	100%	
Average		74,56	86,78	

Source: The result of post test I and post test II

C. Discussion

1. The Result of Students' Learning Process

Based on the research which did by two cycles, it had been got the result of students' mark of VIII 4 by using puppet toy-play technique on cycle I and cycle II. The data showed thet the students' average in the pre test was 64,43 in post test I was 74,56 and in the post test II was 86,78. So, it means that there was a significant increasing students' mark from cycle I and cycle II. It increasing 10,13 points from pre test to post I and 12,22 points from post test I to pos test II. So, the indicator of succes was achieved because the minimum mastery criteria (KKM) was 75.

2. The Implementation of Increasing Students' Result by Using puppet toy-play Technique.

Based on the result of observation by using puppet toy-play technique on speaking performance, it showed the tasted hypothesis

that using puppet toy-play technique could increasing the students' speaking performance.

Puppet toy-play technique which can be used by teacher in teaching learning process where the students' speak well and can the students become confident. Based on the explanation above, it could be conclude that puppet toy-play technique could increase the result students' mark and also the students' activity in learning process of speaking performance by using puppet toy-play technique. The discussion itself showed and also proved that is why the implementation of using puppet toy-play technique can increase the result of students' learning process on class VIII 4 of SMP N 3 Batanghari.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Using puppet toy-play technique an activities in learning process, especially English subject of speaking could develop the students speaking performance. The student more active and have better self-confidence to speak and explore their performance in speaking.

2. Based on the result of students' average score from pre test 64,43, test of cycle 1 74,56 and the result test of cycle 2 were 86,78. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that dialogue activities will be able to increase students' speaking performance.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students must be active in learning process, especially in English subject and should cooperate one other either with friends or teacher especially in sharing their idea, experience and knowledge.

2. The Teacher It is suggested for the English teacher to use puppet toy-play technique because this media is effective to develop the students speaking performance in learning.

3. The Headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' speaking performance.

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FORMULIR KONSULTASI BIMBINGAN

Nama : Yeviana Putri   Jurusan/ Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan

NPM : 1293977   Semester/ TA   : X/ 2017

| No	Hari/ Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1	Rabu 30-11-2016	Acc APD	
2	Rabu 22-02-2017	Revise chapter IV	
3	Jum'at 24-03-2017	Revise chapter II Give more explanation	
4	Rabu 29-03-2017	Revise Background of study	
5	Jum'at 31-03-2017	Revise	
6	Jum'at 7-04-2017	Revise	
7	Selasa 11-04-2017	Revise	
8	Senin 17-04-2017	Revise	
9	Jum'at 21-04-2017	Revise	
10	Kamis 27-04-2017	Perbaikan diterima, Acc untuk di munaqosahkan	

Diketahui
Wakil Dekan 1 Bidang Akademik

Dra.Isti Fatonah, MA
NIP. 19670531 199303 2 003

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001
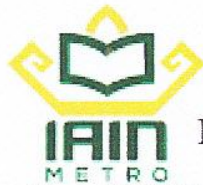
FORMULIR KONSULTASI BIMBINGAN

Nama : Yeviana Putri   Jurusan/ Fakultas : TBI/ Tarbiyah dan Ilmu Keguruan

NPM : 1293977   Semester/ TA : X/ 2017

No	Hari/ Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1	Jum'at 9-12-2016	Acc Apd	
2	Kamis 2-3-2017	Revise chapter IV	
3	Selasa 7-3-2017	Perbaiki Grammar dan cara Penulisan dalam skripsi	
4	Senin 13-3-2017	Revise chapter IV should be Consistant in writing	
5	Jum'at 17-3-2017	Revise Cardinal Number	
6	Senin 20-3-2017	Acc IV & V Continue to 1st Advisor	

Diketahui
Wakil Dekan 1 Bidang Akademik   Dosen Pembimbing II

Dra.Isti Fatonah, MA   **Trisna Dinillah Harya, M.Pd.**
NIP. 19670531 199303 2 003   NIP. 19830511 200912 2 004

DOKUMENTATION

CURRICULUM VITAE

Yeviana Putri was born on October 13[th] 1994 in Simpang Agung, Central Lampung. Ethnically speaking, she comes from Javanese family descenth. She is the first child of Mr. Bambang Heriyanto and Mrs. Suyanti.

She took her elementary school at SDN 1 Fajar Asri (2000-2006). Then, she continued to junior high school at SMPN 1 Seputih Agung (2006-2009). Having graduated from junior high school, she took her study on SMAN 1 Seputih Agung and finished in 2012. Actually, at the same year, she was registered as a S1 student of English Education Study Program of STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO.