



THE USE OF PUPPETS AS TEACHING MEDIA TO TEACH CONVERSATION FOR YOUNG LEARNERS

(An Action Research of the Sixth Grade Students of SDN 4 MODEL ISLAM
GUBUG GROBOGAN in the Academic Year of 2008/2009)

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Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan,

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The beautiful life, not depends on how you are happy, but
how happy the others because of you (Ice Angel)

Yesterday is a history, today is a gift, and tomorrow is a
mystery (Kungfu Panda)



Dedicated to:

1. My beloved parents
(Mughtarul Hadi W. and Fatechah)
2. My lovely sibling
(Mas Adrik and Mbak Nana)
3. My dearest one (Mz Wiwid)

ABSTRACT

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Key Words: Puppets, Media, Conversation, Young Learners

The topic of this action research is the use of puppets as teaching media to teach conversation for young learners-an action research of the sixth grade students of SDN 4 Model Islam Gubug Grobogan in the academic year 2008/2009. The writer took the whole students of class VI as the subject of the research. There were 19 students (6 boys and 13 girls). It was conducted on 3rd until 31st March 2009.

In this study, the writer limited the discussion by stating the problem: How well do puppets give contribution to teach conversation for young learners? The objective of this study was to find out how well puppets give contribution to teach conversation for young learners.

The conversation test was used for obtaining data from the students. The rating scale that was used was Students Oral Language Observation Matrix from The English Language Learners Knowledge Base. Besides, the questionnaire was also given to support the data. In the first activity, the writer gave a pre-questionnaire in order to find out the specific problem in conversation. The second activity was a pre-test. Then, the third and the fourth activities were cycle I/treatment I and cycle II/treatment II. In the last activity, the students were given a post-test and a questionnaire sheet.

The result of the students' progress during the teaching and learning process by using puppets was good. The students' achievement increased from the second meeting to the last. The students' result were (56, 63%) in the pre-test; (61, 68%) in the first cycle; (69, 68%) in the second cycle; and (74, 52%) in the post-test. Therefore, the result of the students' achievement from pre-test to post-test increased 17, 89%. Additional data was collected through questionnaires, it can be seen that most students chose to use the puppets because it made them feel happy and it could improve their enthusiasm and confidence to do the conversation in daily life.

Based on the result the writer concludes that the use of puppets could be applied in improving the students' skill in conversation. Moreover, from the questionnaire it can be seen that the students become more active and interested in the teaching learning process using puppets.

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Amalia Hayati
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a communication system. It is a means of both oral and written system. It is important for us to learn language especially English since it used as a means of communication among nation in the world. It is not surprising that the teaching English is carried out in many parts of the world in different ways. Harmer (2003: 1) states, “English is called a lingua franca since it has been widely adopted for communication between two speakers whose native languages are different from each other.” Harmer (2007: 11) is also states, “Some students, of course, only learn English because it is on the curriculum at primary or secondary level.” The meaning of communication is recognizing and expressing information, thought, feelings, and developing knowledge, technology and culture by using language. The ability of knowledge is the ability of understanding and producing text in spoken and written involving four skills; there are listening, speaking, reading, and writing. So, it becomes important to mastering English.

In Indonesia, English is the first foreign language to learn as a compulsory subject at Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and some semester at the university. As a result, the Indonesian government always makes efforts to improve the quality of English teaching. By improving the quality of teachers and others components, which are involved in

educational processes, the English teaching in Indonesia improves from time to time. English is very important not only for students who are studying but also for the students who have graduated from university for having a job.

Because of the importance of English, our government has a special program, namely teaching English in Elementary School. English firstly taught to the fourth graders of Elementary School students (GBPP English Local Content, 1995: 1). Perhaps the point of this program is to help Indonesian students master English as a foreign language, international language, and the language of science and technology. This is the fact that by teaching English early in elementary school, the government hopes that the Indonesian students will learn English more easily than before. Teaching English in elementary school is different from teaching English in higher school. Elementary school student is a child who still likes playing while higher school student is an adult who can adapt any situation. Harmer (2007: 17) states that, "Elementary students are no longer beginners and able to communicate in basic way. They can string some sentences together, construct a simple story, or take part in simple spoken interactions." Some people believe that children learn language faster than adult do. They argue that children seem to pick up new language effortlessly because their brain easy to acquire language unconsciously. Therefore, some parents have taught English to their children since in the kindergarten.

As the foreign language, English is considered difficult to learn by Indonesian students, because they have been speaking their mother tongue, which is different from English since their childhood. In addition, their exposure to

English outside the classroom is also limited. That is why it is not easy job to teach conversation to young learners. Teachers are expected to be able to make the students motivated to speak in English. They are also expected to make the teaching learning situation more interesting, because children have a very short attention and span (Scott and Ytreberg, 1993: 2). Teacher needs some media to help him/her in teaching and learning process. There are some techniques to present new language through conversation, as stated by Scott and Ytreberg (1993: 34-36), they are through the pupils, using a mascot, drawings, silhouettes, and puppets.

In order to make the English teaching successful, we have to consider some factors, such as the quality of teachers, students' interest, motivation, school building, library, and books, which are involved together in the teaching and learning process. Besides, there are still factors like teaching methods and teaching media that also play important roles. However, it is hard for English teachers to take the responsibility to reveal the aim of the competence-based curriculum. They need effective methods to help them in teaching and learning process. One way to create an effective method is by utilizing object in our surrounding as a teaching media.

Using teaching media may help both teacher and students. For the teacher, it helps his or her to explain the material to his or her students easily; through teaching media, he or she can show her students an abstract thing in order to achieve the teaching objectives. It also helps his or her to explain language meaning and construction, engage students in topic, or as the basis of whole

activity. While for the students, it will help them in understanding what the teacher explains. Moreover, using an interesting teaching media will help students to avoid boredom during teaching and learning process, so they will enjoy learning English. Therefore, the writer uses the puppets as teaching media to teach conversation for young learners. Richards and Schmidt (1983: 116) states that conversation is an activity, which is directed to social goals (e.g. the establishment of roles, presentation of self) as well as the linguistic goals (communication of meanings).

Puppets can be used as media to present new language through conversation. It is very appropriate in the young learners' classroom (Linse, 2006: 54). Sometimes, children feel shy and nervous when they are asked to speak English in front of the class. Their communication in English also will change into native language quickly when they began to speak with friend. For that reason, the puppets will be used as media in teaching conversation. Besides that, puppet is very familiar with Indonesian students' life. It is one of the traditional Indonesia handicrafts namely *Wayang*. She also did the research to the sixth grade students of SDN 4 Model Islam Gubug, which is located in Gubug, Grobogan, Purwodadi. This research was conducted by using classroom action research approach, the writer as a teacher gave treatment by using puppets as media in teaching conversation. She also as a researcher who conducted observation in the classroom.

1.2 Reasons for Choosing the Topic

There are several reasons, which become the writer's concern in choosing the topic are as follows:

- (1) As language is spoken, the learners of a language have to be able to practice conversation because language is a matter of habit. However, in fact, most of students have little opportunity to practice conversation English outside the classroom so they need many practices when they are in classroom. Thus, during the study the writer gave more conversation to the students.
- (2) Young learners have a limited attention span, and easily get bored when they are studying. Hence, teachers have to find a teaching media, which will attract the students' attention and help them to create an English atmosphere in classroom and make the students enjoy learning English. Therefore, the writer chooses puppets as teaching media to tackle those problems.
- (3) By selecting puppets and make them as teaching media, we hope that the puppets can help young learners to improve their language skill and motivate them to use conversation English in their daily life.

1.3 Statement of the Problem

The problem discussed in this study as follow:

How well do puppets give contribution to teach conversation for young learners?

1.4 Objective of the Study

The aim of this study is to find out how well puppets give contribution in teaching conversation for young learners.

1.5 Significance of the Study

The writer hopes that the result of this study can be used as information and resource to the teacher to use various ways of teaching in order to make students' proficiency in conversation. Teacher will apply this media in teaching learning process and keep the students from getting bored in conversation class, so that they can achieve the objective of the study efficiently.

1.6 Outline of the Study

This report consists of five chapters. Chapters I it is covers background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significances of the study, and outline of the study.

Chapter II is the review of related literature. It covers the previous research, the general concept of puppet, media, conversation, young learners, English teaching for young learners, and puppets as media in teaching conversation for young learners.

Chapter III is method of investigation. It covers action research, population, sample, research design, instruments of the study, validity and reliability, scoring system, procedures of the research, and criterion of assessment.

Chapter IV is result and discussion. The research findings are described and interpreted in this chapter.

Chapter V offers some conclusions and suggestions.



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer is going to present the Previous Research, the General Concept of Puppet, Media, Conversation, and Young Learners, English Teaching for Young Learners and Puppets as Applied in Teaching Conversation.

2.1 Previous Research

In this study, the writer will discuss the previous researcher to prove the originality of this study. There is the researcher who precedes the study about The Use of Puppets as Teaching Media with different objects.

Afiati (2008) wrote, “The Use of Puppets as Media to Teach Speaking to the Elementary School Students to the Fourth Graders of Cikeusal Kidul 01 Elementary School, Brebes.” She found that the percentage of post-test is better than pre-test. The percentage of post-test is 8, 80 and the pre-test is 7, 23. She presents that the result of teaching speaking by using puppets is successful and effective for the students.

In this research, the writer conducts the research dealing with the use of puppets as teaching media to teach conversation for young learners in SDN 4 Model Islam Gubug Grobogan. The writer will present how well puppets give contribution to teaching conversation for young learners.

The differences of the writer's research and other researcher is that the object of the writer's research is teaching conversation for SDN 4 Model Islam Gubug Grobogan while in other researcher is teaching speaking for SD Cikeusal Kidul 01, Ketanggungan, Brebes. The other researcher just focuses on teaching speaking but the writer focuses on teaching conversation.

Bailey (2005: 2) states that, "speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it." Elizabeth (2003: 66) states that, "conversation is an exchange of thoughts and feelings in an informal setting in real time." Speaking is only one of the communication skills that we have and it is general. On the other hand, one speaking activity is conversation, the most fundamental form of oral communication and it is more specific.

2.2 General Concept of Puppet

2.2.1 Definition of Puppet

Paul (2003: 79) explained:

"But the classroom does have limitations, and many practical situations can seem very far from the reality on the classroom, and tend to feel artificial and uninteresting. One effective way of addressing this problem is to use puppets or toy animals to role-play these kinds of situations. The children can enjoy acting out scenes with the puppets and animals. Over time, some of their favorite ones may develop their own characters and voices, and the children can enjoy imagining how a particular puppet might behave in a certain situation."

Linse (2006: 54) also states that a child who developmentally is too shy to speak to an adult in front of his peers, may feel very comfortable when the same

adult is holding a puppet and speaking to the child as the puppet. Puppets make the language-learning activity more fun.

Puppet is representational figure manipulated by a puppeteer, usually representing a character, used in play or presentation (<http://en.wikipedia.org/wiki/puppet>).

Puppet is a small figure of a person or an animal that can be made to move. Puppet is used for telling a story or as a form of entertainment (Hornby, 1995:942).

From the explanations above, the writer infers that puppet is an object that is made as model of person or animal that can be made to move by human effort and can make the language-learning activity more fun.

2.2.2 Kinds of Puppet

According to <http://en.wikipedia.org/wiki/puppet>, there are many kinds of puppets in this world. Some of them are:

- (1) Black light puppet: a kind of puppet that is operated on a stage lit only with black lighting which both hides the puppeteer and accentuates the colors of the puppet.
- (2) Bunraku: originally developed in Japan over thousand years ago, a form of puppetry where puppets are controlled by individuals dressed all in back.
- (3) Hand puppet: a puppet controlled by one hand that occupies the interior of the puppet.
- (4) Marionette: a puppet suspended and controlled by a number of strings held from above by a puppeteer.

- (5) Muppet: a term referring to some of the puppets constructed by the Jim Henson Company.
- (6) Rod-puppet: a puppet with articulated joints, similar to a marionette, but operated from below by stiff rods, rather than from above by strings.
- (7) Supermarionation: an electronic variant with control wires substituted that connected internal mechanisms in the puppet.
- (8) Ventriloquist dummy: a puppet operated by ventriloquist performer to focus the audience's attention from the performer's activities and improve the illusions. They are called dummies because they do not speak on their own.
- (9) Sovlaki: first developed in Medieval Greece, this form of puppetry functions by amputating the fingers of the puppeteer and replacing them with wooden figurines.
- (10) Wayang: Indonesian puppet which made of woods or animal skin.

In this study, the writer uses hand puppet in order to make the students and the teacher easy in using it. Beside that, the teacher and the students have also familiar with hand puppet.

2.3 General Concept of Media

2.3.1 Definition of Media

Considering the writer experience during her PPL in STM Dr. Tjipto Semarang in the academic year of 2008/2009 where media in teaching learning process was available, media, the plural form of medium, play an important role in the teaching learning process.

The definition of the terms of medium quoted by Edginton and Montgomery (1996: 10) states that: “Media, the plural form of medium, is a way or means of expressing one’s idea or of communicating with people or material used for particular purpose in order to produce a particular effect.”

Celce-Murcia (2001: 460) also states that, “As with culture, media means many different things to different people.”

Media is the main means of communicating with the large numbers of people, especially television, radio, and newspapers (Hornby, 1995: 727).

Actually, teaching learning process is a communication process. It has to be realized through conveying activity and changing messages by the teachers or students. The messages can be knowledge, skills, ideas, etc. Through the communication process, other people can understand messages or information. To avoid misunderstanding in communication process, we need aids to help that is called media. Media, in fact, have a purpose that is to capture and sustain the students’ interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc, without using many verbal language. However, it will more enrich the foreign language teaching is the teacher notices basic things as follows:

- (1) Media should be inexpensive
- (2) Media should be appropriate with the instructional method
- (3) Media should be appropriate with the material will be taught
- (4) Media should be appropriate with the learners’ characteristics
- (5) Media should be interest students’ attention

From some definitions above, the writer concludes that the media is a means of communicating with people, which can make understand the messages or the information.

By using a medium, it is hoped that the teaching learning process becomes interesting and makes the students interested and motivated to learn the material. It is expected that to reach English in Indonesia, teachers should make some strategies as well as medium to make the teaching-learning process be conducted well. In this study, the writer only discusses a medium that is puppets.

2.3.2 Classification of Media

Celce-Murcia (2001: 462) states the classification of media available to classroom today; it us use the traditional classification of “nontechnical” and “technical” media.

(1) Nontechnical Media

This category presents obvious advantages in settings where electricity is unreliable, technical resources are scarce, or funding is limited. Other advantages of the forms of media included in this category are their low cost, their availability, their accessibility, and their use-friendliness. For example: puppets, blackboards, magazines, etc.

(2) Technical Media

Although these forms of media are costlier and less user-friendly than the nontechnical media, they carry with them a large degree of “psychological reality” in that they can bring the outside world in all its complexities into the classroom. For example: radio, telephone, television, etc.

2.3.3 Function of Media

There are many functions of media in the teaching and learning process. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context (Celce-Murcia, 2001: 461).

Celce-Murcia (2001: 461) also states the rationale for using media in the language classroom, they are:

- (1) Media serves as an important motivator in the language teaching process.
- (2) Media create a contextualized situation within which language items are presented and practiced.
- (3) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- (4) Media provide us with a way of addressing the needs of both visual and auditory learners.
- (5) By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teacher's dialect or idiolect, they can also enrich their language experiences.
- (6) Media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

- (7) Media provide teacher with a means of presenting material in a time-efficient and compact manner, and simulating students' senses, thereby helping them to process information more readily.

2.4 General Concept of Conversation

2.4.1 Definition of Conversation

Human mostly uses language to have conversation with others. He always uses a language to exchange meanings in order to interact with somebody else. According to Elizabeth (2003: 66), conversation is an exchange of thoughts and feelings in an informal setting in real time. (The exchange of thoughts in a work-related setting can be more formal and is usually called a conference or a meeting). A conversation is characterized by its back-and-forth nature. Unlike speech genres in which a single person holds the floor for a long time while others listen (speeches, sermons, lectures, etc), conversation is marked by an exchange of comments.

Richards and Schmidt (1983: 116) states conversation is an activity, which is directed to social goals (e.g. the establishment of roles, presentation of self) as well as the linguistic goals (communication of meanings).

Lane in Richards and Schmidt (1983: 125) describes some of the concerns of conversation as 'exchanging information, maintaining social bonds of friendship, negotiating status and roles and deciding and carrying out joint action'.

On the other hand, Schegloff in Richards and Schmidt (1983: 31) suggested that normal conversation might include elements such as openings,

closings, repairs, responses, discussions, explanations, classifications, and a variety of other conversational acts.

In other hand, Celce-Murcia (2001: 108) also states one speaking activity is conversation the most fundamental form of oral communication.

A conversation is communication by two or more people, or sometimes with one's self, often on a particular topic. Conversations are the ideal form of communication in some respects, since they allow people with different views of a topic to learn from each other. A speech, on the other hand, is an oral presentation by one person directed at a group (<http://en.wikipedia.org/wiki/conversation>).

Those engaging in conversation naturally relate the speaker's statements to themselves, and insert themselves (or some degree of relation to themselves, ranging from the replier's opinions or points to actual stories about themselves) into their replies. For a successful conversation, the partners must achieve a workable balance of contributions. A successful conversation includes mutually interesting connections between the speakers or things that the speakers know. For this to happen, those engaging in conversation must find a topic on which they both can relate to in some sense.

Hornby (1995: 254) states that conversation is a usually informal talk, especially one involving a small group of people or only two.

From the explanations above, the writer can concludes that conversation is a communication between two people or more. They exchange their opinions, thoughts and feelings.

2.4.2 Kinds of Conversation

There are three kinds of conversation according to Elizabeth (2003: 66-76). The way human communicate is done through:

(1) Face-to-face conversation

Sometimes conversation just happens. Face-to-face conversation happens when someone comes over to one person and starts to have conversation. Then, the two of them plunge into a familiar discussion of recent activities, families, favorite band, or plans to be done. It seems effortless, but that is a real situation that the persons are not prepared for the conversation.

(2) Phone conversation

There are some differences between phone conversation and face-to-face conversation:

- (a) No cues from facial expression and body language.
- (b) The possibility of less of privacy and the risk of disturbing others with the sound of the phone ringing.
- (c) A need to be considerate of other's need to the phone.

(3) Instant Messaging conversation

Instant Messaging conversation (IM) is just similar to phone conversation. The thing that distinguishes it from the former is that the message conveyed is quite short. For example, SMS (Short Message Service) provided in the mobile phone. There is no facial expression can be shown and there are a sender and a receiver. They exchange information or message in written language that later can be replied by the other.

2.5 General Concept of Young Learners

2.5.1 Definition of Young Learners

Whatever the methods used or the skills to teach, the age of the learner is the major point for teachers to consider. Learners are often described as children, young learners, adolescents, young adults or adults.

Phillips (2003: 3) states that “young learners means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age.” The years at primary school are extremely important in children’s intellectual, physical, emotional, and social development. They go through a series of stages, progressively acquiring skills that are thought necessary by the society in which they live in.

Linse (2006: 2) also states that young learners are children between the ages of 5-12.

From the explanations above, the writer concludes that young learner is children from the first year of formal schooling (five or six years old to eleven or twelve years of age. They are often more enthusiastic and actively engaged in making sense of their world.

2.5.2 Characteristics of Young Learners

In fact, the term children itself can be differentiated into two categories. Scott and Ytreberg (1993: 3-4) states that children of five are little children. Children of ten are relatively mature children with an adult side and a childish child. In this study, the sample of students is considered mature children since they are in the year sixth.

The characteristics of the mature children are:

- (1) Their basic concepts are formed. They have very decided views of the world
- (2) They can tell the difference between fact and fiction
- (3) They ask questions all the time
- (4) They rely on the spoken world as well as the physical world to convey and understand meaning
- (5) They are able to make some decisions about their own learning
- (6) They have definite views about what they like and don't like doing
- (7) They have to develop sense of fairness about what happens in the classroom and begin to question the teacher's decisions
- (8) They are able to work with others and learn from others.

Scott and Ytreberg (1993: 1) said, "It is possible to point out certain characteristics of young children which you should be aware of in your teaching".

Cameron (2001: 1) also described the characteristics of young learners as follow:

- (1) Children are often more enthusiastic and lively as learners,
- (2) They lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult.

While there are commonalities across learners of all ages, young children differ from older children in many ways. Studies of young children show how learning changes across development. However, we now know that even very young children have a predisposition to learn in certain domains, and that young children are actively engaged in making sense of their world. Young children

appear to be predisposed to acquire information (<http://peni.staff.uns.ac.id/2008/10/10/young-learner-characteristics>).

In another term, Harmer (2007: 233) also quoted some of the possible advantages and disadvantages of the children, from the teacher's point of view, as follows:

Advantages	Disadvantages
<ul style="list-style-type: none"> • Respond well to individual attention • Curious about almost everything • Respond well to involving activities • Have an unlimited acquisition potential 	<ul style="list-style-type: none"> • Shortish attention span • Inability to deal with abstract thought • Ability to forget languages as quickly as they acquire them

Beginning level students can be characterized as cited by Bailey (2005: 30) from American Council on the Teaching of Foreign Language (ACTFL), as follows:

- (1) Oral production consists of isolated words and learned phrases within very predictable areas of need.
- (2) Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies.
- (3) Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words.

(4) Speaker may have some difficulty producing even the simplest utterances.

The writer believe by knowing the general characteristics of students we teach, we can apply the best and appropriate teaching media to teach them, and we expect that the learning outcomes will be better.

2.6 English Teaching for Young Learners

Learning English as a foreign language is different from learning a native language. Nunan (2003: 54) states that a foreign language (FL) context is “one where the target language is not the language of communicate in the society.” In learning English as a foreign language, the learners may face several learning problems dealing with vocabulary, sound system, and how to arrange words into sentences that are quite different from those of their native language. Students of EFL (English as Foreign Language) tend to be learning so that they can use English when traveling or communicate with other people, from whatever country, who also speak English.

Many learners were shocked and disappointed when they used English as a foreign language for the first time in real interaction. One of the reasons might be because they only learned from books and had not been prepared for spontaneous communication. Harmer (2003: 269) states that, “the ability to speak fluently presupposes not only knowledge of language features; but also the ability process information and language on the spot.”

Learning English, especially learning to speak in English is considered difficult because the learners have very few opportunities to use the language outside the classroom. The language they learn is not exposed in their daily life.

Setiyadi (2006: 179-181) states that there are some assumptions that should be considered when teaching English as a foreign language to children. They are:

(1) Fun and natural learning.

Children need comfortable atmosphere including the place and the way their teacher teaches.

(2) Sounds approach.

The language should be first presented through spoken, not written symbols.

(3) Senses approach.

Children are more sensitive to anything that touches the senses. It helps the children in relating linguistic signs to truth that they perceive.

(4) Meaning by objects.

The children's mistakes are corrected by showing something to make the meaning clear instead of translating it.

(5) Children's knowledge use.

Teaching with the idea that the children have known before to encourage and improve the students' awareness in the language they are learning.

In today's world, learning English is vital skills that will help your children achieve their full potential in later life. The sooner they start learning, the better — with the right methods; children can learn English quickly, effectively and

enjoyably. Once they have this initial grasp of English in primary school, they will have a strong foundation, which will be an advantage in their later studies.

When children learn English, it is important that they learn English, which is practical and useful. It is important that they learn to speak good English and that they work towards international standards that will prepare them for study abroad, or the international world of work (<http://www.cambridgeesol.org/exams/young-learners/yle.html>).

English is one of the local contents taught in elementary school. It is in line with the government's program of nine-year compulsory study. Since the students of elementary school in Indonesia learn English for the first time, they just learn the simple English pattern including vocabulary, grammar, and so on.

The functions of learning English in elementary school are to develop the students' knowledge of science, technology and culture so that they can grow up with Indonesian personality, and they are expected to be able to support the development of tourism. Moreover, the aim of learning English in elementary school is to enable the students to have the skills of language in simple English with the emphasis on having speaking skill using selected topics related to their environment need such as tourism industry.

For Indonesia, English is a new language so that they find it difficult to learn. The other reason is they have spoken their native language previously that will interfere with their acquisition of the new language. It can be shown by in real the students tend to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is

understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and the like.

In our country of which the basic language is not English, teaching English is rather hard. This factor may be caused by unwillingness of the students to use English in the classroom, especially during communicative activities. Because of this factor, the teacher must be more creative in using teaching media and techniques as well as teaching strategies to help and motivate the students.

2.7 Puppets as Media in Teaching Conversation for Young Learners

Being foreign language learner, many students spend more time to be good speakers especially in conversation as one speaking class activity. Students with a good knowledge can be classified as accurate and efficient speakers, to get the maximum information or topic to speak, but it is different with students with medium knowledge because they cannot develop their conversation.

Actually, active students are better than passive students in conversation class. Therefore, it is clear that when we are active in conversation it will be more effective if we practice it every time because we can share our ideas to make our conversation more developed and be a good speaker.

Thus, to anticipate those kinds of problems, the writer gives an alternative teaching media. Using puppets as teaching media, students are involved in conversation, sharing their ideas, and providing them with knowledge. The use of media such as puppet will be very useful in achieving the purpose of learning

process. Every child grows up differently. Some children are actively talking without being embarrassed. While, some others are shy to talk or express their mind to other people. Shy students usually get difficulty in learning language so that they need something to stimulate them to talk. Puppets can be friends for them to talk. By practicing conversation with puppets, children will have more courage to talk. As stated by Linse (2006: 54) that a child who developmentally is too shy to speak to an adult in front of his peers, may feel very comfortable when the same adult is holding a puppet and speaking to the child as the puppet. Puppets make the language-learning activity more fun. Paul (2003: 79) also explained that the classroom does have limitations, and many practical situations can seem very far from the reality on the classroom, and tend to feel artificial and uninteresting. One effective way of addressing this problem is to use puppets or toy animals to role-play these kinds of situations. The children can enjoy acting out scenes with the puppets and animals. Over time, some of their favorite ones may develop their own characters and voices, and the children can enjoy imagining how a particular puppet might behave in a certain situation.”

CHAPTER III

METHOD OF INVESTIGATION

In this chapter, the writer discusses about the research method. It provides with action research, population, sample, research design, instruments of the study, scoring system, procedures of the research, and criterion of assessment.

3.1 Action Research

3.1.1 Definition of Action Research

Human beings have a sense of curiosity toward everything happening in this universe. It leads them to do observation. Observation was considered more formal, systematic, and intensive process of carrying on scientific methods of analysis. Therefore, it was called research.

Action research was an approach to collecting and interpreting data that involves a clear, repeated cycle of procedures. The researcher began by planning an action to address a problem, issue, or question in his or her own context. This action was then carried out. The next step was the systematic observation of the outcomes of the action. The observation was done through a variety of procedures for collecting data. These included audio or video recording, the teachers' diary, entries, observers' notes, etc (Celce-Murcia, 2001: 490).

In the other hand, Wallace (1998: 4) stated that action research was method of professional self-development which involved the systematic collection and analysis of data related to practice.

Action research was a [reflective process](#) of progressive [problem solving](#) led by individuals working with others in teams or as part of a "[community of practice](#)" to improve the way they address issues and solve problems (http://en.wikipedia.org/wiki/action_research).

3.1.2 Process of Action Research

There were some experts show different models of action research. According to Arikunto (2006: 92), the chart of classroom action research consists of four steps, it could be seen below:

(1) Planning

In this steps, the writer explained about what, why, when, where, whom, and how action was done.

(2) Acting

The second step of the observation was acting as an implementation of planning, it implemented of the treatment in the classroom.

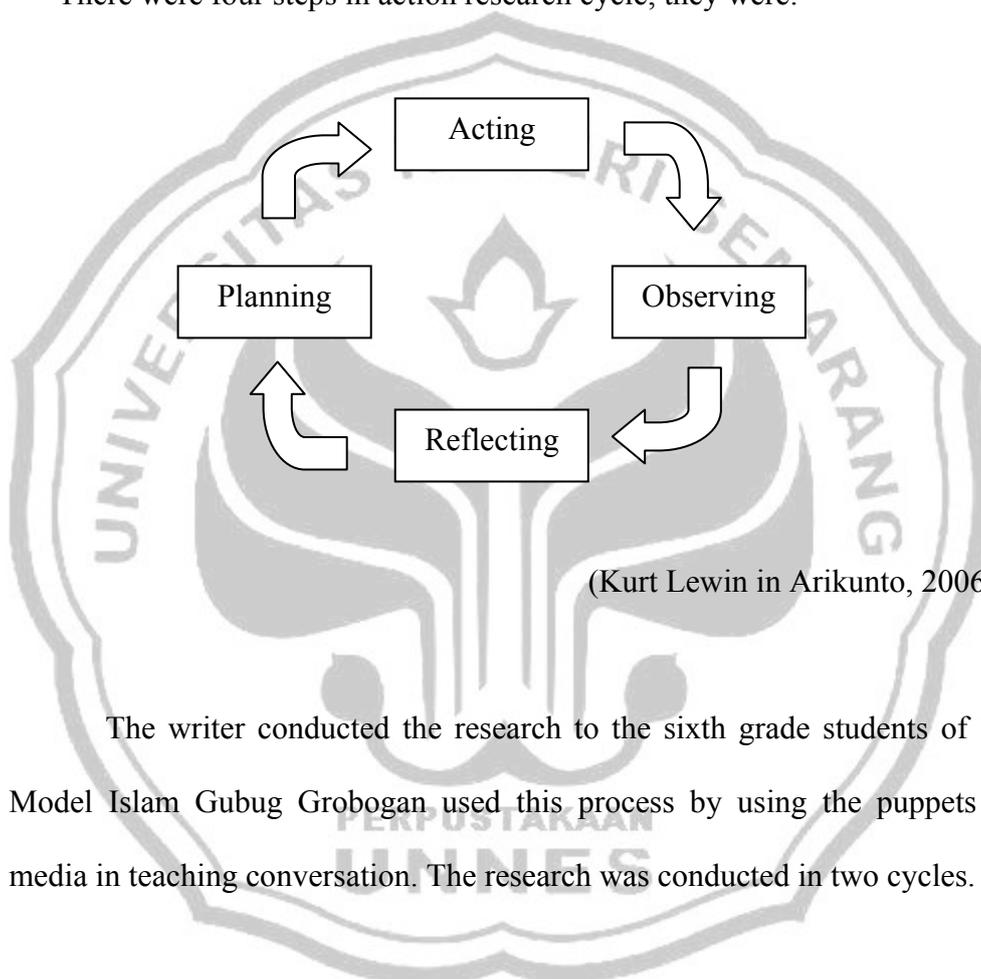
(3) Observing

The third step was an observation, which was done by the writer. This step was done in the same time with acting.

(4) Reflecting

The last step was reflection. This activity was done after the implementation of treatment. It was used to evaluate the treatment that has been done by the writer.

There were four steps in action research cycle, they were:



The writer conducted the research to the sixth grade students of SDN 4 Model Islam Gubug Grobogan used this process by using the puppets as the media in teaching conversation. The research was conducted in two cycles.

3.2 Population

Participants of the study dealt with population. The definitions of population were given in many books. According to Arikunto (2006: 130), population was the whole subject of the research. Thus, population was the group that would be taken as the data source in our research. The population in this

study was the students of SDN 4 Model Islam Gubug Grobogan, in the academic year of 2008/2009. There were six classes altogether, a class for each grade.

3.3 Sample

Arikunto (2006: 131) stated, “A sample was a part of representation of population being assessed.” When it was impossible to investigate all of the population, it was allowed to take the sample of the population. The sample of this study was the sixth grade students of SDN 4 Model Islam Gubug Grobogan.

The writer chose the sixth grade students of SD N 4 Model Islam Gubug Grobogan as the sample based on the following considerations:

- (1) The students were regarded as young learners.
- (2) The students have never learned English by using the puppets. Therefore, it was challenge for them.
- (3) The students needed a new way in learning conversation.

3.4 Research Design

Action research was a form of educational inquiry that used real action of the teachers in response to a certain problem encountered during the teaching and learning process through cycles of action. Some steps needed to be taken in doing this research: identification of problem, planning, treatment and reflection. If the target were not achieved yet, the writer would conduct the next cycle after revising the plan.

3.4.1 Identification of problem

Here, the writer observed the students' ability in their conversation production. Meanwhile, the process of English teaching and learning seems boring and not motivating the students. Based on the problem, the writer then suggested a kind of solution by using the puppets as the media in order to improve the students' language skill and motivate them to use conversation English in their daily life and made them feel involved in the teaching and learning process.

3.4.2 Planning

Planning was done to give a solution for the identified problems. In order to improve the students' skill in conversation, the writer used the puppets as the media. It was hoped that by the puppets as the media, the students could improve their language skill in conversation.

3.4.3 Treatments

Treatments were implemented referring to the plan that has been made. However, to get the students' prior knowledge about conversation, in these study they done a pre-test. In this test, they were asked to produce conversation. After doing the pre-test, the students were given treatment by studying conversation use the puppets as the media in teaching and learning process.

3.4.4 Reflection

After doing the treatment, the writer made a reflection. In this stage, the outcomes of teaching and learning process were evaluated to get clear evidence of the improvement or to plan the following action or treatments. As all cycles were completed, the students would have post-test in which they were asked to make

conversation. To check whether or not there were an improvement of their conversation, the writer compared the scores of their pre-test and post-test.

3.4.5 Implementation

Based on the model above, there would be actions in the action research.

The elaboration of the plans was as follows:

(1) Pre-test

Pre-test was the first activity of action research. The test was given to identify their achievement of conversation. In this test, the students were asked to make a dialogue with the same topic.

(2) First Cycle

Referring to the initial condition, the writer tried to do the appropriate treatments to cope with the problem the students' were facing. Evidently, the writer noticed in the initial condition the students have difficulties in conversation especially in applying the components of conversation. To overcome the identify problem, at first, the writer tried to introduce the media that was the puppets where the students were assigned to find their partner. Then, the writer prepared for teaching and learning process. The writer done a presentation and continued with asks the students to find their partner. After asked the students to find their partner, they were asked to do the conversation with their partner. By doing this, hopefully, they could do the conversation and performed it with their partner. In the end of the cycle, the students were asked to do the conversation with their partner in the same topic.

(3) Second Cycle

After having the first, the students have better understanding of conversation. However, to made the students get used to apply the components of conversation in their conversation they needed to learned more about the components of conversation because their components of conversation was still weak. In this cycle, the writer still used the puppets as the media.

(4) Post-test

In this activity, the students did a post-test. The post-test was conducted to measure the students' ability after the treatment. The test was the same as the pre-test.

3.5 Instruments of the Study

In conducting a research, sources of the data were very important to collect the data. As stated by Arikunto (2006: 129) that the sources of the data in the research was the subject from whom the data could be obtained. In this study, the writer used an action research procedure in order to get the required data.

After the writer knew, exactly what was observed and from whom the data would be got, the next step was deciding the instrument (Arikunto, 2006: 149). The instruments played an important role in this study since they were used to call a tool of data collecting. Arikunto (2006: 160) stated that an instrument was a tool or a facility that was used by researcher in collecting data in order to make the work easier and the better result. In other word, the result was complete and systematic, so it was easy to be processed. In this action research, the writer used

four instruments; they were puppets, questionnaire, test, observation form, and field notes.

(1) Puppets

As one of the media that could be used in the teaching conversation to the young learners, the writer selected some puppets that made the students interesting. The writer thought that hand puppet was the right choice. The writer used two hand puppets to give example of dialogue in front of the class. The students also used the puppets when they performed their conversation in front of the class.

(2) Questionnaire

Questionnaire was a number of written questions used to get information from respondents (Arikunto, 2006: 155).

Questionnaire was form on which there was a set of questions to be answered by a number of people so that information about those people, which was of interest to the researcher, can be discovered (Wallace, 1998: 124).

A questionnaire was a list of questions one wants to ask other people. It was one way of checking whether other participants in the same situation would give the same answer to the kind of question one has asked oneself on a checklist.

Moreover, Arikunto (2006: 152) stated that questionnaire could be in the form of:

- (a) Multiple-choice questionnaire: it was the same with closed questionnaire.
- (b) Essay questionnaire: it was the same with open-ended questionnaire.

(c) Checklist: there was a list where the respondents just give check (√) to the right column of the list.

(d) Rating scale: there were statements followed by some columns that indicate the rating, for example start from agree until disagree.

In constructing the questionnaires, the writer used checklist questionnaire. It means that the respondents answered the questions by giving check (√) to the right column of the list. In this study, the writer used questionnaire to get additional information about the students' reflection toward the learning activities using the puppets.

(3) Test

A test was a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004: 3). Meanwhile, test was a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out (Hornby, 1995:1233).

The approach to testing conversation was direct, indirect, and semi direct. Direct test of conversation involved a procedure in which the learners actually speak the target language. On the other hand, indirect test of conversation was one in which the test-taker does not speak. Then, semi-direct test of conversation was one in which the test takers listen to prompts and tasks delivered by a recorder voice, and also respond by talking to a recording device.

In this study, the writer gave a direct test of conversation in which the students were asked to do the dialogue in front of the class by using the puppets as the media.

(4) Observation Form

Observation was usually used to get some information from an action. In this study, the observation form used was observation sheet. It was used to know how the teacher conveyed and managed the classroom. In addition, the writer also observed the students' motivation before and after the teaching and learning process. In this section, the writer invited a partner in the classroom. The partner was the English teacher in that class.

(5) Field Notes

Field notes were written comments made in the course of professional action (Wallace, 1998: 57).

The field notes in this study was used to know the activities during the teaching and learning process, such as how the teacher carried out the material and the students' response.

In using field notes, the writer systematically kept notes of the classroom.

For example:

(a) Students' participation

In this study, the writer analyzed the students' participation in the teaching and learning activities in conversation class using the puppets, whether they followed all the activities or perhaps they only followed some of the activities.

(b) Students' interest and motivation

In doing this study, the writer took notes of the students' interest and motivation in conversation class using the puppets as the media. If the students enjoyed the activity and liked the media were given to them, the

writer concluded that the students were interested and motivated in conversation class using puppets as the media.

(c) Students' improvement in conversation class

After the writer presented the puppets as a media, she took some notes about the students' ability in conversation class using puppets as the media.

3.6 Validity and Reliability

3.6.1 Validity

Brown (2004: 22) stated that validity refers to the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. There were three ways to look at the validity of a test. They were content validity, criterion-related validity, and construct validity. In this study, the type of the test validity was content validity since in this research; the materials that were given to the students were suitable to the curriculum so there was no statistical analysis.

3.6.2 Reliability

Brown (2004: 20) stated that a reliable test is consistent and dependable. It means that when we gave the same test to the same students on two different occasions, the test should yield similar results. Test reliability was affected by a number of factors such as students' condition, rater, and test administration.

In this study, the writer applied scorer/ rater reliability. Here, she preferred to use the rating scale of Students Oral Language Observation Matrix from The English Language Learners Knowledge Base (2004) which was quoted by Linse

(2006: 149). The explanation of the rating scale was elaborated in the part of scoring system.

3.7 Scoring System

In giving scores to the students' conversation, the rating scale that was used was Students Oral Language Observation Matrix from The English Language Learners Knowledge Base (2004) which was quoted by Linse (2006: 149). The rating scales were as follows:

**Table 3.1 Students Oral Language Observation Matrix
The English Language Learners Knowledge Base, 2004**

Components	Score	Characteristics
Pronunciation	5	Pronunciation and intonation approximate that of a native speaker.
	4	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.
	3	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.

Grammar	5 4 3 2 1	<p>5 Grammar and word order approximate that of a native speaker.</p> <p>4 Occasionally makes grammatical and/or word-order errors that do not obscure meaning.</p> <p>3 Makes frequent errors of grammar and word order that occasionally obscure meaning.</p> <p>2 Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.</p> <p>1 Errors in grammar and word order so severe as to make speech virtually unintelligible.</p>
Vocabulary	5 4 3 2 1	<p>5 Use of vocabulary and idioms approximate that of a native speaker.</p> <p>4 Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</p> <p>3 Students frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary.</p> <p>2 Misuse of words and very limited vocabulary, comprehension quite difficult.</p> <p>1 Vocabulary limitations so extreme as to make conversation virtually impossible.</p>
Fluency	5 4	<p>5 Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.</p> <p>4 Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.</p>

	3	Speech in everyday conversation and classroom discussions frequently disrupted by the student's search for the correct manner of expression.
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Understands everyday conversation and normal classroom discussions.
	4	Understands nearly everything at normal speech. Although occasional repetition may be necessary.
	3	Understands most of what is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational.

The writer chose this rating scale because it could be used for assessing young learners both ESL and EFL learners. There were five components; pronunciation, grammar, vocabulary, fluency, and comprehension. The score was rated from 1 to 5. There were 5 (five) items and each was scored 5, so the maximum score was 25.

3.8 Procedures of the Research

This classroom action research was conducted cyclic. The writer would do some activities during the teaching learning process, they were:

(1) Planning

Planning was conducted before the writer conducted her research. In this phase, she found an institution to conduct her research. In this case, she chose SDN 4 Model Islam Gubug Grobogan as the institution. After that, the writer asked the headmaster for permission to carry out the research.

In this phase, the writer had a well-prepared plan, the puppets, and the dialogue that she prepared before the action research. She had prepared lesson plan to guide her in teaching learning process.

(2) Action

After the writer had made a well-prepared plan, she implemented it in the class that she investigated. There were five meetings:

Table 3.2 Table of Activities during the Research

Activity	Pre-Questionnaire	Pre-Test	Cycle 1	Cycle 2	Post-Test
March, 3 rd 2009					
March, 10 th 2009					
March, 17 th 2009					
March, 24 th 2009					
March, 31 st 2009					

(3) Observation

The write would observe the teaching and learning activity. She would do field notes to help her in getting the data.

(4) Reflection

The writer would analyze the result of the students from the first until the last activity.

3.9 Criterion of Assessment

The students' success and failure in doing the activities planned above were assessed by referring to the criterion issued by Department of National Education. The criterion said that the students could be successful if he/she could achieve 65% of the material and a class could be mastering in learning if they could achieve 85% of the material presented.

To found the degree of the students' achievement in each activity: pre-test, first and second cycles, post-test, the score of average student was counted pairs and individually by using the following formula:

$$\text{The percentage} = \frac{\text{Score}}{\text{Max. Score}} \times 100\%$$

The writer used simple formula to analyze the result of the students' achievement in conversation using the puppets as the media. The test result was raw score so that it was necessary to use that formula in order to get more meaningful numerical data.

CHAPTER IV

DATA ANALYSIS

In this chapter, the writer would like to present each of the data analysis from the activity (mentioned in Chapter III). The analysis which taken were pre-questionnaire, pre-test, cycle 1, cycle 2, and post-test.

4.1 Result of the Study

This study was conducted in five meetings and divided into five activities. The first activity was the pre-questionnaire, the second activity was the pre-test, the third activity was the first cycle, the fourth activity was the second cycle, and the last activity was the post-test and giving a questionnaire.

4.1.1 First Activity (Pre-Questionnaire)

This activity was done on March 3rd, 2009. In this activity, the students were given a set of pre-questionnaire. The writer decided to give a pre-questionnaire to the students because the writer needed to gather the data that supported this study. The purpose of giving the pre-questionnaire was to find out the specific problem in conversation, the students' background and their interest in conversation. The finding of this activity was the primary data and the activity was considered as the primary activity. Those data would be used as the basic of any action and plan of treatment.

The questionnaire consisted of 6 (six) questions, which were related to speaking activity, especially conversation. The students were asked to answer each question with 'yes' or 'no'. They only needed 10 minutes to fill the questionnaire. The following is the questions of the pre-questionnaire:

Table 3.3 Table of the Pre-Questionnaire

No.	Pertanyaan	Ya	Tidak
1.	Apakah belajar Bahasa Inggris penting bagi kalian?		
2.	Apakah kalian selalu mengulang pelajaran Bahasa Inggris dengan rutin di rumah?		
3.	Apakah kalian sering melakukan conversation (percakapan) dalam Bahasa Inggris?		
4.	Apakah kalian mendapatkan materi tentang conversation (percakapan) di dalam pelajaran speaking?		
5.	Apakah guru kalian pernah menggunakan media pembelajaran dalam mengajar materi conversation (percakapan)?		
6.	Apakah kalian tertarik untuk belajar conversation (percakapan) menggunakan media puppets (boneka tangan)?		

The following is the result of this activity:

Table 3.4 Result of the Pre-Questionnaire

No.	Item	Yes		No	
		Σ	%	Σ	%
1.	1	19	100%	-	-
2.	2	-	-	19	100%
3.	3	5	26.31%	14	73.68%
4.	4	16	84.21%	3	15.78%
5.	5	2	10.52%	17	89.47%
6.	6	17	89.47%	2	10.52%

The computation of the percentage will be as follows.

$\frac{\text{The Sum of the Students who choose Yes or No}}{\text{The Sum of the Students}} \times 100\%$

The students' answer in giving questionnaire provided me with the data of 19 students in class VI. All of them realized that English is important for them. Unfortunately, there were 100% who did not review their English material at home regularly. There were 73.68% who did not do conversation in English regularly. There were 84.21% who got material about conversation in speaking class. There were 89.47% who the teacher had never used any media in learning conversation. Moreover, there were 89.47% who interested in learning conversation using the puppets as the media.

4.1.2 Second Activity (Pre-Test)

After having the pre-questionnaire, the writer conducted the pre-test. The pre-test was done in order to know the ability of the students before the writer applied the treatment. Before the writer conducted pre-test, she asked some questions to the students about requests expression, the result was very disappointed. They could not answer the question at all. Hence, the writer explained about requests expression before giving a pre-test.

The pre-test was conducted on March 10th, 2009. There were 19 students who following the test. They had to listen to the instruction given by the teacher who asked them to make a dialogue with the same topic (requests expression). Then the students were asked to perform the dialogue with their partner. In this

phase, the English teacher of the class as the collaborator helped to monitor the students.

In the pre-test, some of the students denied performing it because they were ashamed and afraid of making mistake. It was because they did not master the material well. After giving the pre-test, the writer found that in fact, they had not understood the material well, so they could not make a dialogue with the same topic (requests expression). The teacher, then, explained the material without any help of media.

In order to know further the students' achievement in detail, the writer used the following formula to find out the average of the students' achievement.

The formula was:

$$\begin{aligned} \text{The average of the students result} &= \frac{\text{The Total Percentage}}{\text{The Number of the Student}} \times 100\% \\ &= \frac{1076}{19} \times 100\% \\ &= 56.63\% \end{aligned}$$

From the explanation above, the average achievement of the students' pre-test was 56.63%. The writer concluded that the students had difficulties to make a dialogue. Therefore, teaching conversation with a new media in each activity was important to improve the students' achievement.

4.1.3 Third Activity (Cycle I)

The third activity was the implementation of the whole ranges of activity (cycle 1) and it also the implementation of the puppets as the media. It was

conducted on March 17th, 2009. There were 19 students following the teaching and learning process. In the third activity, the focus of the treatment was to eliminate the students' difficulties in implementing the components of a conversation in their speaking. In this activity, the puppets were introduced to the students. Then, the writer asked them to pay attention to the writer when presenting the material. The writer gave the students explanation about conversation and explained about the material, then continued by asking the students to find their partner. After asking the students to find their partner, they were asked to do a conversation with their partner. By doing this, hopefully, they could do a conversation and perform it with their partner. In the end of the cycle, the students were asked to do a conversation with their partner in the same topic.

$$\begin{aligned}
 \text{The average of the students result} &= \frac{\textit{The Total Percentage}}{\textit{The Number of the Student}} \times 100\% \\
 &= \frac{1172}{19} \times 100\% \\
 &= 61.68\%
 \end{aligned}$$

According to the analysis, the result of the students' achievement was higher than the pre-test. The average of the students' achievement in the first cycle was 61.68%. It showed that by using puppets as the media, the teaching and learning process was successful.

Based on the evaluation, some students still made some mistakes in terms of pronunciation. They still had difficulties to pronounce the dialogue.

Consequently, the writer conducted the next cycle by emphasizing on pronunciation.

4.1.4 Fourth Activity (Cycle II)

The fourth activity was the implementation of the whole range of activity (cycle II). It was conducted on March 24th, 2009. In general, the procedure of the teaching and learning in this cycle was the same as the previous cycle. The focus of the treatment was to eliminate students' difficulties in pronouncing the dialogue that they made. In this activity, the students were doing the same activity like in cycle 1. The writer still used the puppets as the media in this activity.

$$\begin{aligned}
 \text{The average of the students result} &= \frac{\text{The Total Percentage}}{\text{The Number of the Student}} \times 100\% \\
 &= \frac{1324}{19} \times 100\% \\
 &= 69.68\%
 \end{aligned}$$

From this activity, the students' achievement was higher than treatment I. It showed that there was an increase from treatment I (61.68%) to treatment II (69.68%). Therefore, it could be concluded that the fourth activity was successful.

4.1.5 Fifth Activity (Post-Test)

The fifth activity was post-test. In this activity, there was final test. The activity of the final test was conducted on March 31st, 2009. There were 19 students who following the test. The post-test was conducted to measure the students' ability after the treatment. In this activity, the test was the same as the pre-test.

In the final test, there were 3 students who got 68. The writer had found that many students got a good score. It means that they understood about the pronunciation and comprehension they should employ in the dialogue and how to speak the words that they had made.

$$\begin{aligned} \text{The average of the students result} &= \frac{\text{The Total Percentage}}{\text{The Number of the Student}} \times 100\% \\ &= \frac{1416}{19} \times 100\% \\ &= 74.52\% \end{aligned}$$

The achievement of the final test in the post-test was 74.52%. Based on the result of the final test, it could be concluded that the students' achievement in conversation by using the puppets as the media had significant improvement and the post-test was successful.

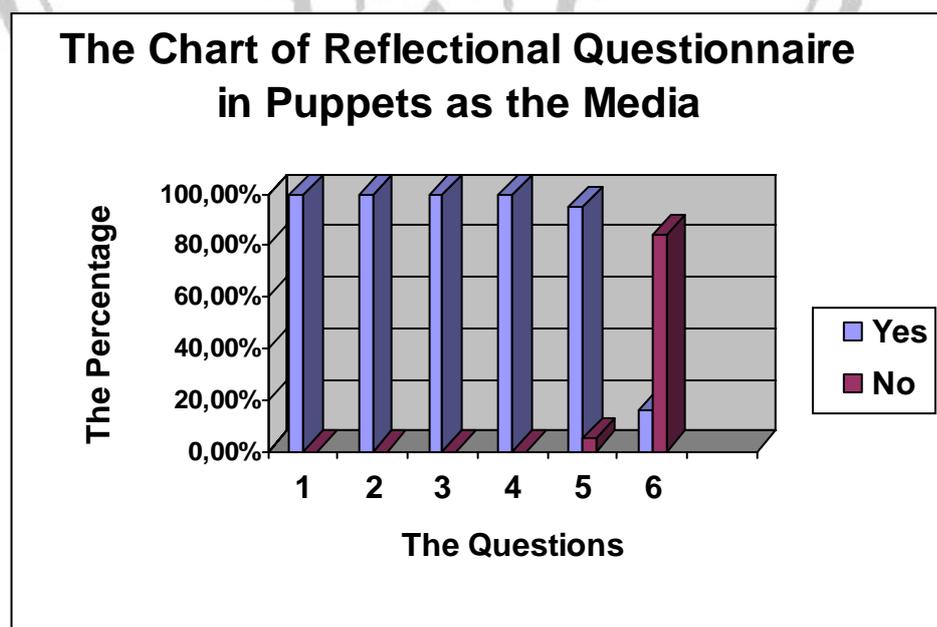
4.1.6 Sixth Activity (Questionnaire)

The sixth activity was held on March 31st, 2009 after the students took a post-test. It was attended by 19 students. The questionnaire was given after the students did the post-test. They were given a questionnaire in which they should answer 'yes' or 'no' for each question. There were 6 questions. The questions were designed to elicit the students' opinion in teaching and learning process using the puppets as the media. This is the questions of the questionnaire:

Table 3.5 Table of the Questionnaire

No.	Pertanyaan	Ya	Tidak
1.	Apakah kalian suka belajar dengan menggunakan puppets (boneka tangan)?		
2.	Apakah menurut kalian menyenangkan belajar dengan menggunakan puppets (boneka tangan)?		
3.	Apakah dengan menggunakan puppets (boneka tangan) dapat membantu memperlancar conversation (percakapan) kalian?		
4.	Apakah dengan menggunakan puppets (boneka tangan) dapat menambah semangat belajar Bahasa Inggris kalian?		
5.	Apakah dengan menggunakan puppets (boneka tangan) dapat menambah rasa percaya diri kalian dalam melakukan conversation (percakapan) sehari-hari?		
6.	Apakah kegiatan belajar mengajar dengan menggunakan puppets (boneka tangan) perlu di lakukan terus-menerus?		

Chart 1. Reflectional Questionnaire in Puppets as the Media

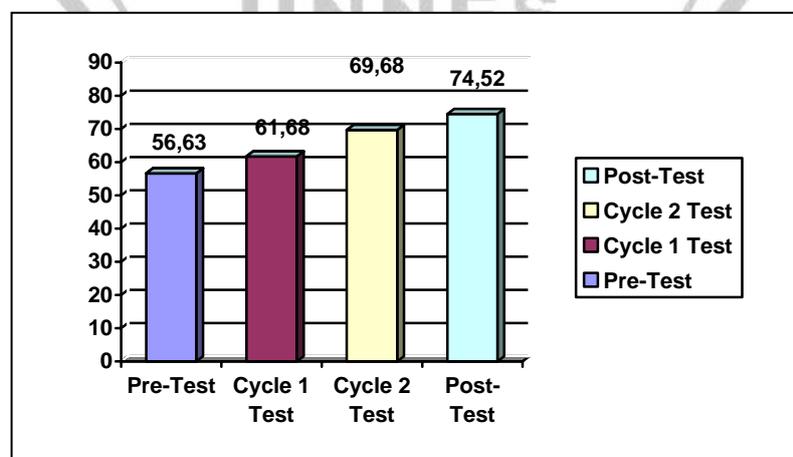


From the chart above, we can see that point 1 indicates that all of the students liked to study using the puppets. Point 2 indicates that all of the students felt happy to study using the puppets. Point 3 indicates that using the puppets could help their fluency in conversation. Point 4 indicates that using the puppets all of the students could improve their enthusiasm to study English. Point 5 indicates that using the puppets 94.74% the students could improve their confidence to do the conversation in daily life. In addition, points 6 indicates that 15.79% the teaching and learning activity with using the puppets was not necessary to do continuously because they feel bored and they need a new media in learning English.

4.2 Data Interpretation

Interpretation takes the result of analysis, makes the interference pertinent to the research relations studied and draws conclusion about the relations. The percentages were presented in the chart below:

Chart 2. Improvement of the Students' Conversation Ability



The result of the pre-test was only 56.63%. In cycle 1 test, there was a little improvement. The result was 61.68%, which meant it was higher than the pre-test. In this test, the students began to speak well. Then, the writer conducted the next cycle that was cycle 2. The result of cycle 2 was 69.68%. Some students were still not fluent in their conversation and made mistakes in pronunciation. Then, the writer conducted the post-test. It showed that the post-test of the class (74.52%) is better than pre-test (56.63%). The result of the post-test of the class is higher than the pre-test.

Based on the result above, the writer concluded that the teaching and learning activity by using the puppets as the media showed the improvement.

4.3 Discussion

The discussion of the study was focused on the result of the cycle (pre-test, treatment I and II, post-test) and the teaching and learning process during the study including the test and non-test. The result of the cycle was the ability to do the conversation with the puppets as the media. While the result of non-test was in the form of observation.

Ability improvement was not only the most important thing in this study, especially in conversation but also the use of puppets as the medium. Thus, how well puppets gave contribution to teach conversation for young learners was also a concern in this study.

The students' achievement during the activity has shown an improvement (see Table 7 and Chart 2). It means that the puppet as the media was more

effective than the conventional teaching media. The students liked and felt happy to study using the puppets. The puppets could help their fluency in conversation. By using the puppets, all of the students could improve their enthusiasm and confidence to do the conversation in daily life. By using the puppets as the media, the students do not feel bored, so they were motivated and involved in attending the lesson actively. Besides that, the teaching and learning activity with using the puppets was not necessary to do continuously. They feel bored if using the puppets as the media continuously so they need a new media in learning English.

Based on the findings, the puppets as the media influenced the students' ability and behavior during the teaching and learning process. It was showed by the progress during the teaching learning process using the puppets as the media compared with that without the puppets as the media. The puppets as the media also improved their ability in vocabulary, fluency and comprehension.

4.4 The Effectiveness of the Puppets

Referring to the research result, could be said that the implementation of the puppets as the media in teaching conversation was an effective way. In this process, the students were able to improve their ability in conversation. Besides improving the students' ability in conversation, the puppets as the media also influenced the students' behavior during the teaching learning process.

In this study, the effectiveness of using puppets could be seen in the improvement score of the students' result during the activity. The students' achievement in conversation improved. It was supported by the result of the

research which shows significant improvement from the pre-test (56.63%) to the post-test (74.52%). Therefore, the result of the students' achievement increased 17.89%. The puppets as the media also influenced the students' behavior, in this study there was an interaction between the students and their partner. In this activity, the students more active so they do not feel bored during the activity, there was also take-and-give process where the students were able to do the conversation.

4.5 The Problem in Teaching Learning Process Using Puppets

After using puppets as the media in teaching conversation to the year sixth students of SDN 4 Model Islam Gubug Grobogan, the writer found some problems in the teaching and learning process. First was the management of the class. The writer found some students was noisy and there were some students played with the puppets. The second was when two students were performing the conversation, not all of them paid attention. To overcome this problem, the writer came to the students who made the problems and asked them some questions related to the topic. The last one was when the students were asked to do the conversation; they refused it because they could not memorize it. It needed much time for them to do it. To overcome this problem, the writer asked them to bring their book when they performed the conversation.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data interpretation and discussions in the previous chapter, the writer draws the conclusion that the use of puppets as one of the medium in teaching conversation was very appropriate for young learners. It can be used to practice the dialogue for young learners. The objectives of this study was to explain and describe the use of puppets as the media in teaching conversation to the sixth grade students of SDN 4 Gubug Grobogan and to know the students' conversation achievement using puppets as the media in teaching learning process. Most of the students said that the use of puppets as the media could help them improving their ability in conversation. Moreover, it could increase the students' motivation in learning English. The students' progress during the teaching and learning activity by using the puppets as the media was good. The students' achievement in conversation improved. It was supported by the result of the research which shows significant improvement from the pre-test (56.63%) to the post-test (74.52%). Therefore, the result of the students' achievement increased 17.89%.

5.2 Suggestions

The puppets, however, are not only one media in teaching conversation. There are still a lot of teaching media to be used. The use of puppets as the medium helps the teacher and gives much time to the students to be active in the English teaching and learning process.

There are some suggestions presented in an effort to improve the EFL students in conversation. They are as follows:

- (1) English teacher should use the puppets as the media sometimes as an alternative media in conversation class (properly). This study shows that the students have high scores of conversation in the test after they use the puppets as the media and they should be able to create enjoyable teaching learning process to make the students more motivated.
- (2) For the students, they should constantly practice to do the conversation in English with their own puppets. This will make and push them to be better in their competence.
- (3) There are still many models of puppets, which have not been tried yet. The writer expected the next researcher to conduct deeper research by developing the other models of puppets such as finger puppet, shadow puppet, marionette and *wayang*, as one of traditional Indonesian culture.

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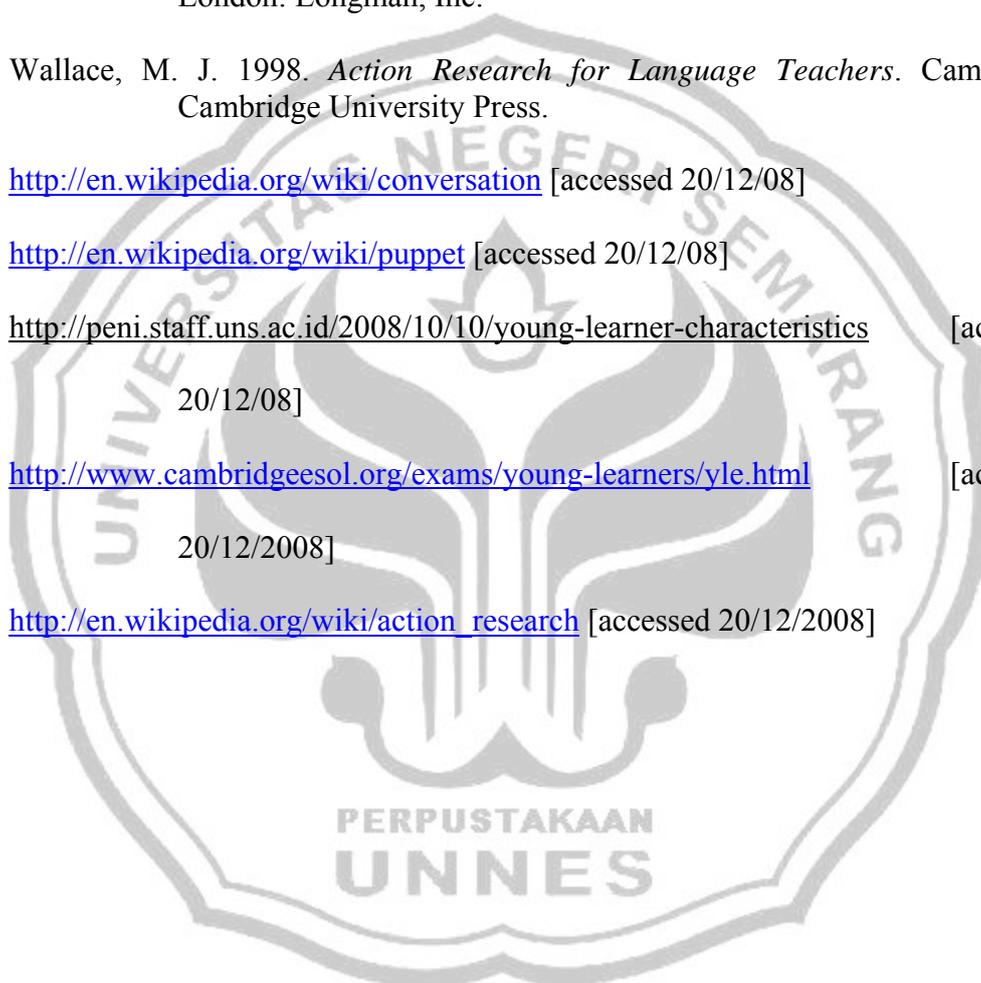
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PRE-QUESTIONNAIRE

Jawablah questionnaire berikut ini dengan sejujur-jujurnya dengan memberi tanda (√). Apapun jawaban kalian tidak akan mempengaruhi nilai kalian. Kalian tidak perlu menuliskan nama kalian pada lembar ini.

No.	Pertanyaan	Ya	Tidak
1.	Apakah belajar Bahasa Inggris penting bagi kalian?		
2.	Apakah kalian selalu mengulang pelajaran Bahasa Inggris dengan rutin di rumah?		
3.	Apakah kalian sering melakukan conversation (percakapan) dalam Bahasa Inggris?		
4.	Apakah kalian mendapatkan materi tentang conversation (percakapan) di dalam pelajaran speaking?		
5.	Apakah guru kalian pernah menggunakan media pembelajaran dalam mengajar materi conversation (percakapan)?		
6.	Apakah kalian tertarik untuk belajar conversation (percakapan) menggunakan media puppets (boneka tangan)?		

PERPUSTAKAAN
UNNES

QUESTIONNAIRE

Jawablah questionnaire berikut ini dengan sejujur-jujurnya dengan memberi tanda (√). Apapun jawaban kalian tidak akan mempengaruhi nilai kalian. Kalian tidak perlu menuliskan nama kalian pada lembar ini.

No.	Pertanyaan	Ya	Tidak
1.	Apakah kalian suka belajar dengan menggunakan puppets (boneka tangan)?		
2.	Apakah menurut kalian menyenangkan belajar dengan menggunakan puppets (boneka tangan)?		
3.	Apakah dengan menggunakan puppets (boneka tangan) dapat membantu memperlancar conversation (percakapan) kalian?		
4.	Apakah dengan menggunakan puppets (boneka tangan) dapat menambah semangat belajar Bahasa Inggris kalian?		
5.	Apakah dengan menggunakan puppets (boneka tangan) dapat menambah rasa percaya diri kalian dalam melakukan conversation (percakapan) sehari-hari?		
6.	Apakah kegiatan belajar mengajar dengan menggunakan puppets (boneka tangan) perlu di lakukan terus-menerus?		

LEMBAR OBSERVASI SISWA

Kelas : VI

Tahun Pelajaran : 2008/2009

Sekolah : SDN 4 MODEL ISLAM GUBUG GROBOGAN

Mata Pelajaran : Bahasa Inggris

Jumlah Siswa : 19 siswa

Pertemuan :

No.	Aspek yang diamati	Kriteria			
		1	2	3	4
1.	Keaktifan siswa dalam melakukan conversation (percakapan)				
2.	Partisipasi siswa menjawab pertanyaan saat melakukan conversation (percakapan)				
3.	Tanggung jawab siswa dalam kelas				
4.	Partisipasi siswa dalam conversation class(kelas percakapan)				
5.	Tanggung jawab siswa dalam menjawab pertanyaan dari guru				
6.	Keaktifan siswa dalam menyampaikan pertanyaan mengenai materi yang dibahas				
7.	Kebenaran jawaban siswa dengan materi yang dibahas				

Observer

Grobogan, Maret 2009
Peneliti

Diah Astuti

Amalia Hayati
NIM. 2201405687

Keterangan skor :

1. Tidak baik/ tidak aktif/ tidak sesuai
2. Kurang baik/ kurang aktif/ kurang sesuai
3. Baik/ aktif / sesuai
4. Sangat baik / sangat aktif / sangat sesuai

Keterangan

- Poin 1 : Tidak baik / tidak sesuai
Poin 2 : Cukup baik / cukup sesuai
Poin 3 : Baik / sesuai
Poin 4 : Sangat baik / sangat sesuai

Penilaian

$$\text{Skor rata-rata} : \frac{\text{Skor Total}}{\text{Jumlah Butir}}$$

Kriteria

- 1 < Skor rata-rata \leq 1.75 : Pembelajaran tidak baik
1.75 < Skor rata-rata \leq 2.50 : Pembelajaran cukup baik
2.50 < Skor rata-rata \leq 3.25 : Pembelajaran baik
3.25 < Skor rata-rata \leq 4 : Pembelajaran sangat baik



LEMBAR PENGAMATAN PEMBELAJARAN CONVERSATION UNTUK GURU

Nama : Amalia Hayati
 Hari/Tanggal :
 Sekolah/ Kelas : SDN 4 MODEL ISLAM GUBUG GROBOGAN/ VI

Tahapan	Aspek yang diamati	Skor			
		1	2	3	4
Tahapan 1	Menyampaikan tujuan dan memotivasi siswa 1. Guru menyampaikan semua tujuan pelajaran yang ingin dicapai 2. Guru memberikan memotivasi belajar untuk siswa				
Tahapan 2	Menyajikan informasi 1. Guru menyajikan informasi kepada siswa dengan jalan demonstrasi				
Tahapan 3	Mengorganisasi siswa kedalam kelas conversation(percakapan) 1. Guru menjelaskan kepada siswa bagaimana cara melakukan conversation (percakapan) 2. Guru membantu siswa dalam melakukan conversation (percakapan)				
Tahapan 4	Membimbing siswa belajar conversation (percakapan) 1. Guru membimbing siswa belajar conversation (percakapan)				
Tahapan 5	Evaluasi 1. Guru mengevaluasi hasil belajar tentang materi yang telah dipelajari 2. Guru memberikan kesempatan masing-masing siswa untuk melakukan conversation(percakapan) secara berpasangan				
Tahapan 6	Memberikan penghargaan 1. Guru memberikan penghargaan kepada siswa yang terkompak, teraktif dan termaju				

Grobogan, Maret 2009
 Observer

Diah Astuti

Keterangan

- Poin 1 : Tidak baik / tidak sesuai
Poin 2 : Cukup baik / cukup sesuai
Poin 3 : Baik / sesuai
Poin 4 : Sangat baik / sangat sesuai

Penilaian

$$\text{Skor rata-rata} : \frac{\text{Skor Total}}{\text{Jumlah Butir}}$$

Kriteria

- 1 < Skor rata-rata \leq 1.75 : Pembelajaran tidak baik
1.75 < Skor rata-rata \leq 2.50 : Pembelajaran cukup baik
2.50 < Skor rata-rata \leq 3.25 : Pembelajaran baik
3.25 < Skor rata-rata \leq 4 : Pembelajaran sangat baik



The Result of Pre-Questionnaire

No.	Pertanyaan	Ya	Tidak
1.	Apakah belajar Bahasa Inggris penting bagi kalian?	100%	-
2.	Apakah kalian selalu mengulang pelajaran Bahasa Inggris dengan rutin di rumah?	-	100%
3.	Apakah kalian sering melakukan conversation (percakapan) dalam Bahasa Inggris?	26.31%	73.68%
4.	Apakah kalian mendapatkan materi tentang conversation (percakapan) di dalam pelajaran speaking?	84.21%	15.78%
5.	Apakah guru kalian pernah menggunakan media pembelajaran dalam mengajar materi conversation (percakapan)?	10.52%	89.47%
6.	Apakah kalian tertarik untuk belajar conversation (percakapan) menggunakan media puppets (boneka tangan)?	89.47%	10.52%

The Result of Questionnaire

No.	Pertanyaan	Ya	Tidak
1.	Apakah kalian suka belajar dengan menggunakan puppets (boneka tangan)?	100%	-
2.	Apakah menurut kalian menyenangkan belajar dengan menggunakan puppets (boneka tangan)?	100%	-
3.	Apakah dengan menggunakan puppets (boneka tangan) dapat membantu memperlancar conversation (percakapan) kalian?	100%	-
4.	Apakah dengan menggunakan puppets (boneka tangan) dapat menambah semangat belajar Bahasa Inggris kalian?	100%	-
5.	Apakah dengan menggunakan puppets (boneka tangan) dapat menambah rasa percaya diri kalian dalam melakukan conversation (percakapan) sehari-hari?	94.74%	5.26%
6.	Apakah kegiatan belajar mengajar dengan menggunakan puppets (boneka tangan) perlu di lakukan terus-menerus?	15.79%	84.21%

**LIST OF THE STUDENTS CLASS VI
(SDN 4 MODEL ISLAM GUBUG GROBOGAN)**

NO.	NIS	NAMA	SEX	CODE
1	315	ADITYA TRI	M	S-1
2	317	AGUS SUPRIYANTO	M	S-2
3	318	AYU ROHMATUL I.	F	S-3
4	320	ABDUL KHAFIDZ A.M.	M	S-4
5	321	ANISA FINASARI	F	S-5
6	322	BAMBANG WAHYU W.	M	S-6
7	323	ENI EFRIYANTI	F	S-7
8	325	VERA RATNASARI	F	S-8
9	326	FATYA CHOIRUN N.	F	S-9
10	327	FIRA SILVI ARIFA	F	S-10
11	328	GILANG SUGIARTO	M	S-11
12	331	KARUNIA PUTRA	M	S-12
13	332	MIFTAKUL JANAHA	F	S-13
14	334	NURMA IKA SANTIKA	F	S-14
15	335	RINDA YUSUF DINA	F	S-15
16	336	S. MUSTAGHFIROH	F	S-16
17	337	WIDIA RAHAYU N.	F	S-17
18	366	AGISTYA PUTRI AS.	F	S-18
19	398	APRILIA FAJARWATI	F	S-19

SCRIPT OF PRE-TEST

1. S-1 and S-4

S-1 : May [mAI] I borrow your pencil, please?

S-4 : O.K. Here you are.

S-1 : Thank you, Khafid.

S-4 : You are welcome.

2. S-2 and S-12

S-2 : Would you open the window, please?

S-12 : All right.

S-2 : Thank a lot, Karunia.

S-12 : Not at all.

3. S-3 and S-13

S-3 : May I borrow your umbrella [Λm'breΛ], please?

S-13 : Yes, you may. Here you are.

S-3 : Thank you, Mita.

S-13 : It's my pleasure.

4. S-4 and S-1

S-4 : Would you buy [bAI] me [mAI] fried rice [frAId rAIs], please?

S-1 : All right.

S-4 : Thank you very much, Adit.

S-1 : Don't mention it.

5. S-5 and S-3

S-5 : Would [wAd] you turn [t3n] on the fan, please?

S-3 : O.K.

S-5 : Thank you, Ayu.

S-3 : Don't mention it.

6. S-6 and S-11

S-6 : Would you clean [klɪn] the blackboard [blɜ:kbɔ:d], please?

S-11 : No problem.

S-6 : Thanks, Gilang.

S-11 : Not at all.

7. S-7 and S-8

S-7 : May I borrow your hat, please?

S-8 : No problem. Here you are.

S-7 : Thank you, Vera.

S-8 : You are welcome.

8. S-8 and S-7

S-8 : Eni, would you sit in the chair [kʰeɪtʃ], please?

S-7 : All right.

S-8 : Thank you, Eni.

S-7 : You are welcome.

9. S-9 and S-18

S-9 : Would you tell me where is the new shoes shops, please?

S-18 : O.K.

S-9 : Thanks, Putri.

S-18 : Don't mention it.

10. S-10 and S-14

S-10 : May I borrow your pencil, please?

S-14 : O.K. Here you are.

S-10 : Thank you, Tika.

S-14 : It's my pleasure.

11. S-11 and S-6

S-11 : May I borrow your book?

S-6 : Of course. Here you are.

S-11 : Thank you, Bowo.

S-6 : Don't mention it.

12. S-12 and S-2

S-12 : May I borrow your book, please?

S-2 : All right. Here you are.

S-12 : Thank you, Agus.

S-2 : You are welcome.

13. S-13 and S-3

S-13 : Would you lend me your bicycle?

S-3 : O.K.

S-13 : Thank you, Ayu.

S-3 : You are welcome.

14. S-14 and S-10

S-14 : Would you bring the book, please?

S-10 : No problem.

S-14 : Thanks, Fika.

S-10 : Don't mention it.

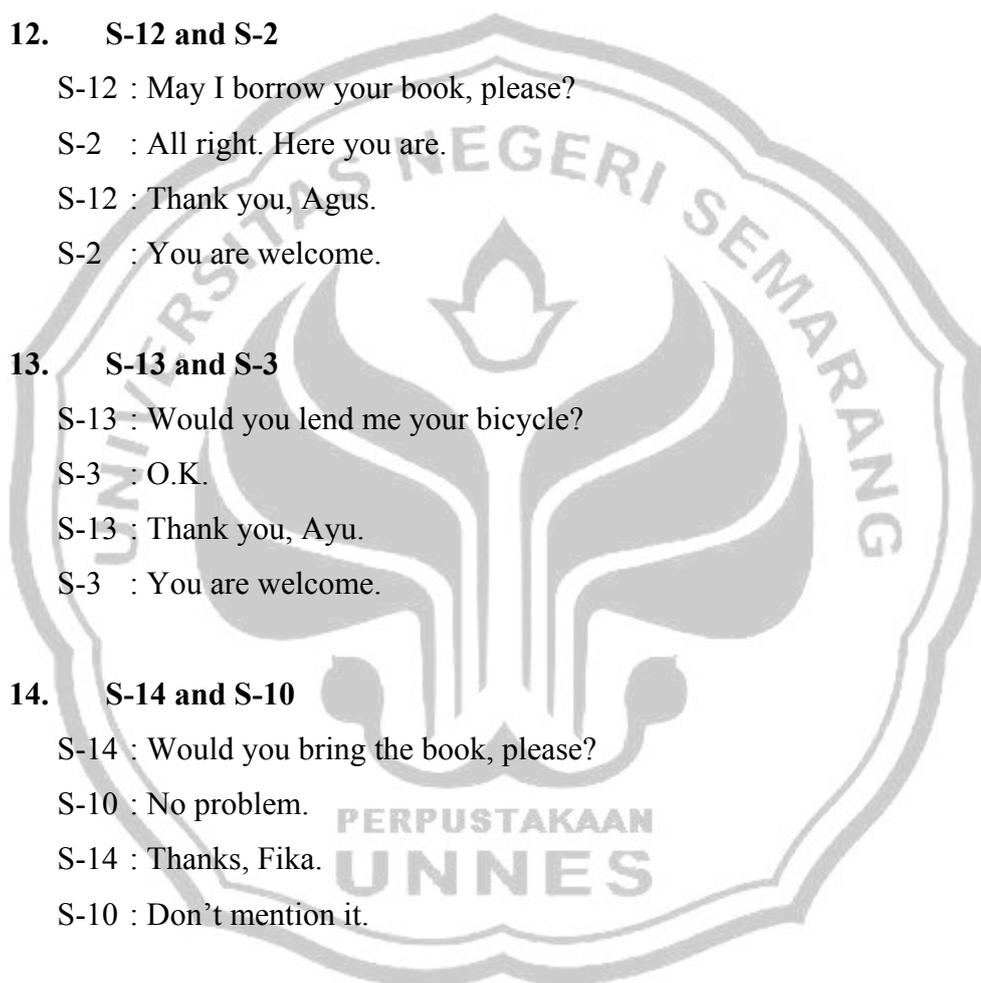
15. S-15 and S-17

S-15 : Tyas, may I borrow your bicycle, please?

S-17 : O.K. Here you are.

S-15 : Thanks a lot, Tyas.

S-17 : It's my pleasure.



16. S-16 and S-19

S-16 : May I borrow your book [bʊk], please?

S-19 : Yes, you may. Here you are.

S-16 : Thanks, April.

S-19 : Not at all.

17. S-17 and S-15

S-17 : Dina, would you bring the pencil case ['pensl k3s], please?

S-15 : No problem.

S-17 : Thank you.

S-15 : It's my pleasure.

18. S-18 and S-9

S-18 : May I borrow your [ju:] eraser, please?

S-9 : No problem. Here you are.

S-18 : Thank you, Fatya.

S-9 : Don't mention it.

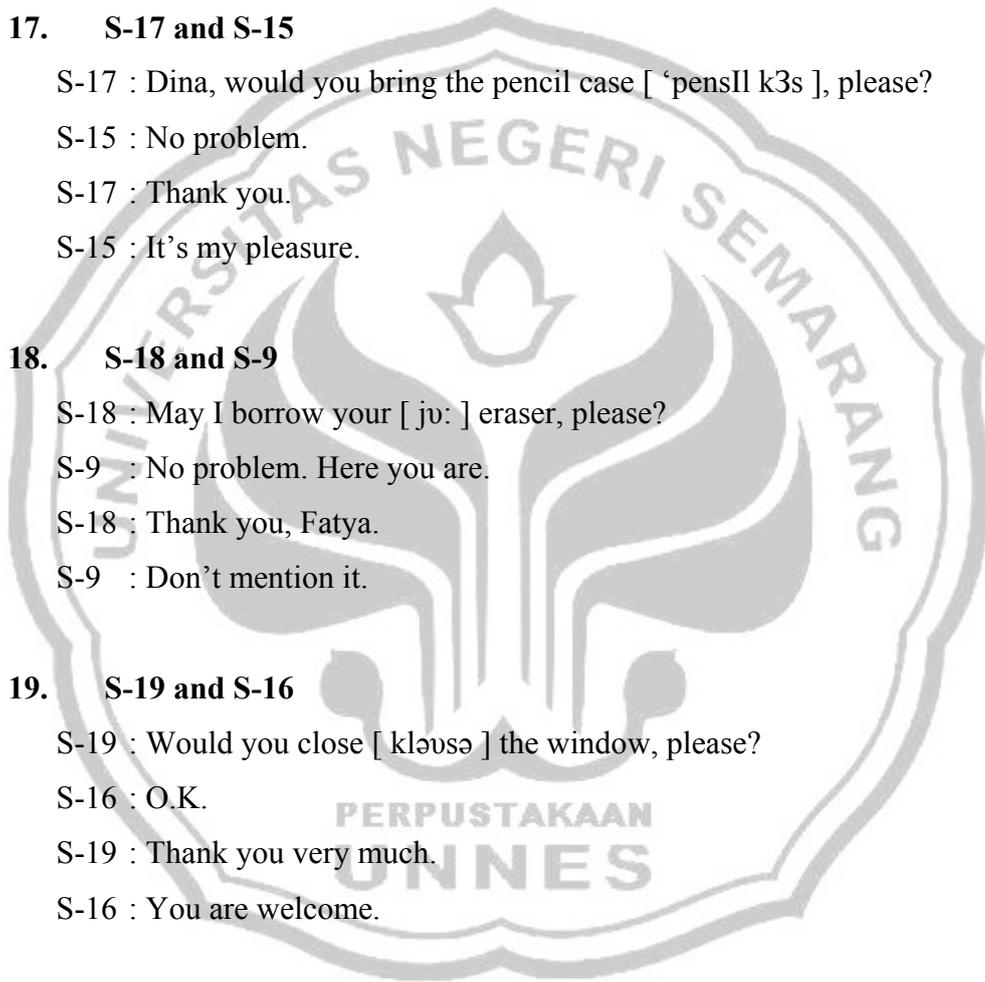
19. S-19 and S-16

S-19 : Would you close [kləʊsə] the window, please?

S-16 : O.K.

S-19 : Thank you very much.

S-16 : You are welcome.



SCRIPT OF FIRST CYCLE

1. S-1 and S-2

S-1 : Would [wɔl] you bring this book, please?

S-2 : Sure.

S-1 : Thank you.

S-2 : You are welcome.

2. S-2 and S-1

S-2 : May I use [ɪu:s] your ruler ['rʌlə(r)]?

S-1 : Yes, you may. Here you are.

S-2 : Thanks a lot.

S-1 : Don't mention it.

3. S-3 and S-4

S-3 : Would you bring this book, please?

S-4 : Yes, of course.

S-3 : Thank you.

S-4 : You are welcome.

4. S-4 and S-3

S-4 : May I use your ruler?

S-3 : Yes, you may. Here you are.

S-4 : Thanks.

S-3 : It's my pleasure.

5. S-5 and S-13

S-5 : Would you bring this book, please?

S-13 : O.K.

S-5 : Thank you.

S-13 : Not at all.

6. S-6 and S-12

S-6 : May I use your ruler?

S-12 : Yes, you may. Here you are.

S-6 : Thank you very much.

S-12 : Don't mention it.

7. S-7 and S-8

S-7 : May I use your ruler?

S-8 : Yes, you may. Here you are.

S-7 : Thanks a lot.

S-8 : You are welcome.

8. S-8 and S-7

S-8 : Would you bring this book, please?

S-7 : Yes, of course.

S-8 : Thanks.

S-7 : Not at all.

9. S-9 and S-10

S-9 : May I use your ruler?

S-10 : Yes, you may. Here you are.

S-9 : Thank you very much.

S-10 : It's my pleasure.

10. S-10 and S-9

S-10 : Would you bring this [γə] book, please?

S-9 : All right.

S-10 : Thanks.

S-9 : You are welcome.

11. S-11 and S-12

S-11 : May I use your ruler?

S-12 : Yes, you may. Here you are.

S-11 : Thanks.

S-12 : You are welcome.

12. S-12 and S-11

S-12 : Would you bring this book, please?

S-11 : Sure.

S-12 : Thank you very much.

S-11 : You are welcome.

13. S-13 and S-14

S-13 : Would you bring this book, please?

S-14 : All right.

S-13 : Thanks a lot.

S-14 : Don't mention it.

14. S-14 and S-13

S-14 : May I use [su: (r)] your ruler?

S-13 : Yes, you may. Here you are.

S-14 : Thanks a lot.

S-13 : It's my pleasure.

15. S-15 and S-17

S-15 : May I use your ruler?

S-17 : Yes, you may. Here you are.

S-15 : Thank you.

S-17 : You are welcome.

16. S-16 and S-17

S-16 : May I use [v:s] your ruler?

S-17 : Yes, you may. Here you are.

S-16 : Thank you very much.

S-17 : Don't mention it.

17. S-17 and S-16

S-17 : Would you bring this book, please?

S-16 : Yes, of course.

S-17 : Thanks.

S-16 : It's my pleasure.

18. S-18 and S-19

S-18 : Would you bring this book, please?

S-19 : All right.

S-18 : Thank you.

S-19 : Don't mention it.

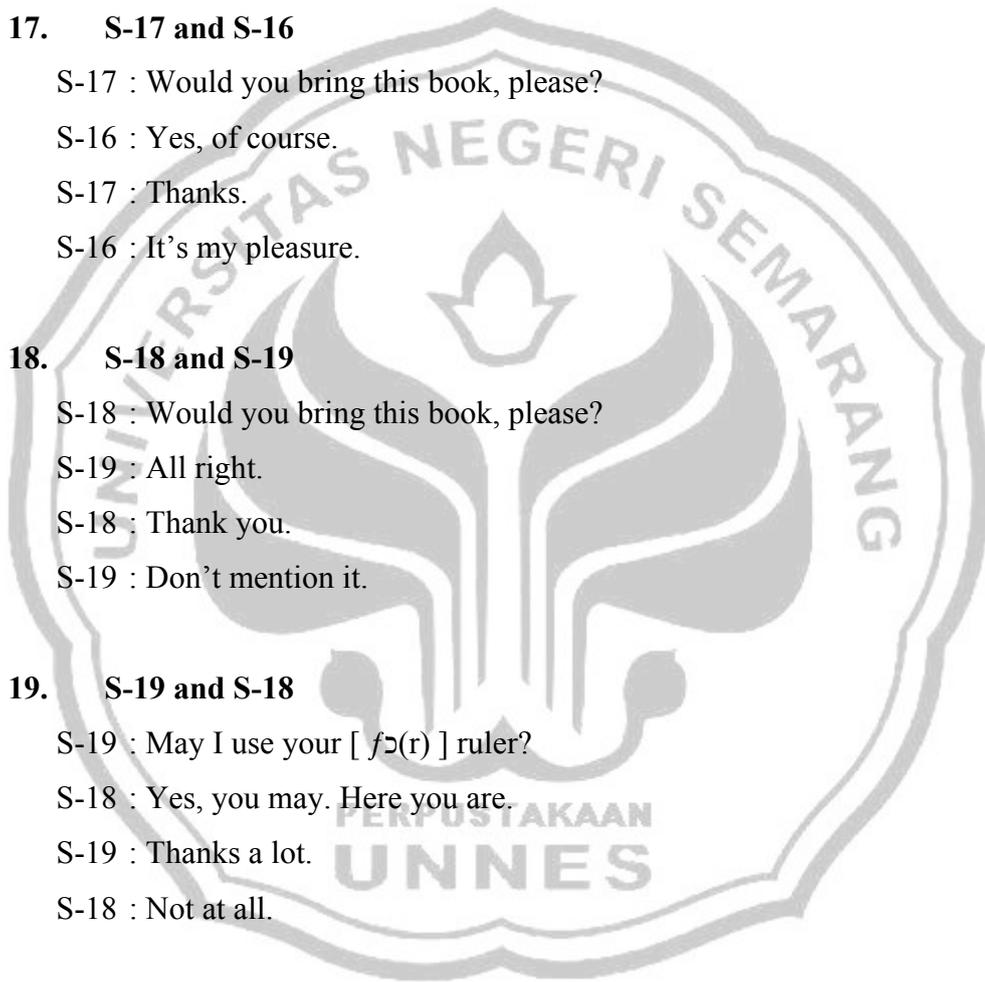
19. S-19 and S-18

S-19 : May I use your [fɔ(r)] ruler?

S-18 : Yes, you may. Here you are.

S-19 : Thanks a lot.

S-18 : Not at all.



SCRIPT OF SECOND CYCLE

1. S-1 and S-11

S-1 : Would [would] you bring this book, please?

S-11 : Sure.

S-1 : Thank you.

S-11 : You are welcome.

2. S-11 and S-1

S-11 : May I use your ruler?

S-1 : Yes, you may. Here you are.

S-11 : Thanks a lot.

S-1 : Don't mention it.

3. S-2 and S-4

S-2 : Would you bring this book, please?

S-4 : Yes, of course.

S-2 : Thank you.

S-4 : You are welcome.

4. S-4 and S-2

S-4 : May I use your ruler?

S-2 : Yes, you may. Here you are.

S-4 : Thanks.

S-2 : It's my pleasure.

5. S-3 and S-13

S-3 : Would you bring this book, please?

S-13 : O.K.

S-3 : Thank you.

S-13 : Not at all.

6. S-13 and S-3

S-13 : May [mí:] I use your ruler?

S-3 : Yes, you may. Here you are.

S-13 : Thank you very much.

S-3 : Don't mention it.

7. S-5 and S-3

S-5 : Would you bring this book, please?

S-3 : All right.

S-5 : Thanks a lot.

S-3 : Not at all.

8. S-6 and S-12

S-6 : Would you bring this book [bʊk], please?

S-12 : Yes, of course.

S-6 : Thank you.

S-12 : You are welcome.

9. S-12 and S-6

S-12 : May I use your ruler?

S-6 : Yes, you may. Here you are.

S-12 : Thank you very much.

S-6 : It's my pleasure.

10. S-7 and S-19

S-7 : Would you bring this book, please?

S-19 : All right.

S-7 : Thanks.

S-19 : Not at all.

11. S-19 and S-7

S-19 : May I use your ruler?

S-7 : Yes, you may. Here you are.

S-19 : Thank you very much.

S-7 : Don't mention it.

12. S-8 and S-16

S-8 : Would you bring this book, please?

S-16 : Yes, of course.

S-8 : Thanks.

S-16 : It's my pleasure.

13. S-16 and S-8

S-16 : May [mAI] I use your ruler?

S-8 : Yes, you may. Here you are.

S-16 : Thanks a lot.

S-8 : Not at all.

14. S-9 and S-18

S-9 : Would you bring this book, please?

S-18 : Sure.

S-9 : Thank you.

S-18 : You are welcome.

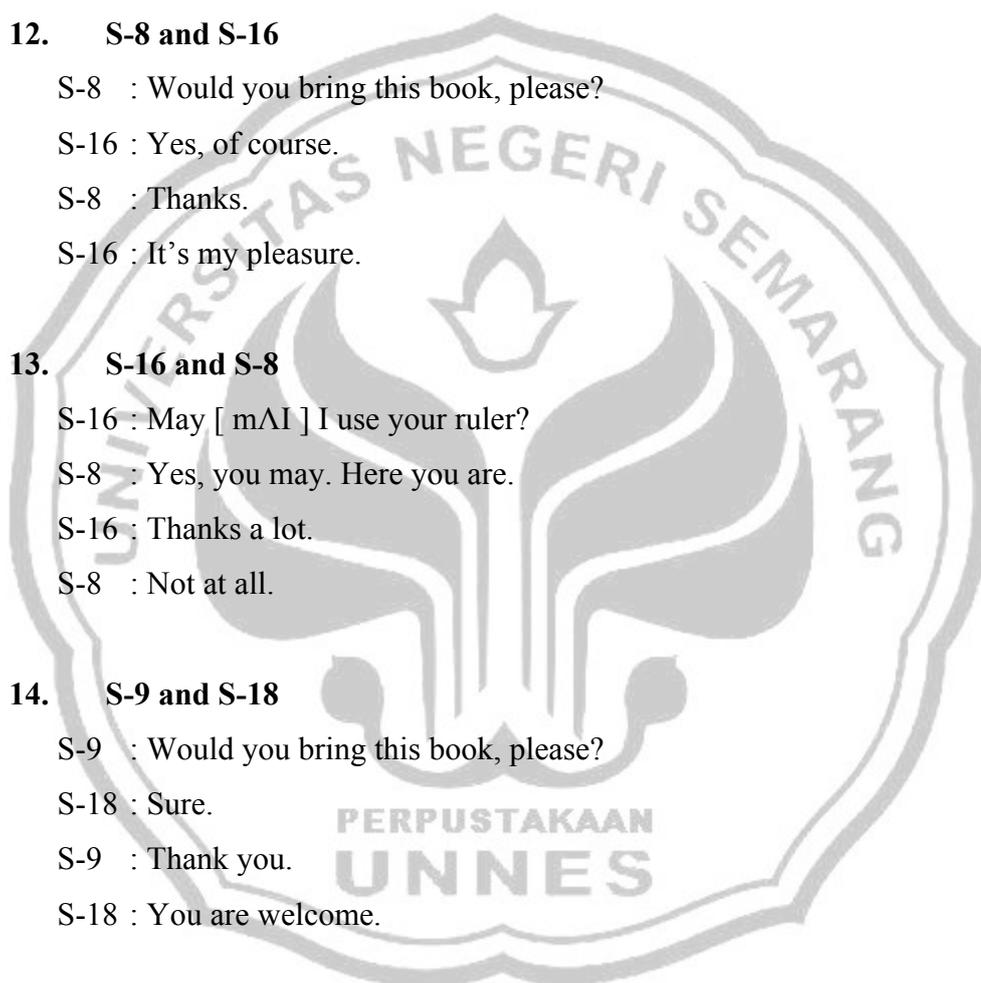
15. S-18 and S-9

S-18 : May I use your ruler?

S-9 : Yes, you may. Here you are.

S-18 : Thanks.

S-9 : Not at all.



16. S-10 and S-14

S-10 : Would you bring this [γə] book, please?

S-14 : O.K.

S-10 : Thank you.

S-14 : You are welcome.

17. S-14 and S-10

S-14 : May I use your ruler?

S-10 : Yes, you may. Here you are.

S-14 : Thanks a lot.

S-10 : Not at all.

18. S-15 and S-17

S-15 : Would you bring this book, please?

S-17 : All right.

S-15 : Thank you.

S-17 : It's my pleasure.

19. S-17 and S-15

S-17 : May I use your ruler?

S-15 : Yes, you may. Here you are.

S-17 : Thank you very much.

S-15 : Don't mention it.

SCRIPT OF POST-TEST

1. S-1 and S-4

S-1 : May I borrow your pencil, please?

S-4 : O.K. Here you are.

S-1 : Thank you, Khafid.

S-4 : You are welcome.

2. S-2 and S-12

S-2 : Would you open the window, please?

S-12 : All right.

S-2 : Thanks a lot, Karunia.

S-12 : Not at all.

3. S-3 and S-13

S-3 : May I borrow your umbrella, please?

S-13 : Yes, you may. Here you are.

S-3 : Thank you, Mita.

S-13 : It's my pleasure.

4. S-4 and S-1

S-4 : Would you buy me fried rice [frɪn rəɪs], please?

S-1 : All right.

S-4 : Thank you very much, Adit.

S-1 : Don't mention it.

5. S-5 and S-3

S-5 : Would [wʊd] you turn [tɜn] on the fan, please?

S-3 : O.K.

S-5 : Thank you, Ayu.

S-3 : Don't mention it.

6. S-6 and S-11

S-6 : Would you clean [klɪn] the blackboard [blɜ:kbɔ:d], please?

S-11 : No problem.

S-6 : Thanks, Gilang.

S-11 : Not at all.

7. S-7 and S-8

S-7 : May I borrow your hat, please?

S-8 : No problem. Here you are.

S-7 : Thank you, Vera.

S-8 : You are welcome.

8. S-8 and S-7

S-8 : Would you sit in the chair [k3(r)], please?

S-7 : All right.

S-8 : Thank you, Eni.

S-7 : You are welcome.

9. S-9 and S-18

S-9 : Would you tell me where is the new shoes shops, please?

S-18 : O.K.

S-9 : Thanks, Putri.

S-18 : Don't mention it.

10. S-10 and S-14

S-10 : May I borrow your pencil, please?

S-14 : O.K. Here you are.

S-10 : Thank you, Tika.

S-14 : It's my pleasure.

11. S-11 and S-6

S-11 : May I borrow your book?

S-6 : Of course. Here you are.

S-11 : Thank you, Bowo.

S-6 : Don't mention it.

12. S-12 and S-2

S-12 : May I borrow your book, please?

S-2 : All right. Here you are.

S-12 : Thank you, Agus.

S-2 : You are welcome.

13. S-13 and S-3

S-13 : Would you lend me bicycle?

S-3 : O.K.

S-13 : Thank you, Ayu.

S-3 : You are welcome.

14. S-14 and S-10

S-14 : Would you bring the book, please?

S-10 : No problem.

S-14 : Thanks, Fika.

S-10 : Don't mention it.

15. S-15 and S-17

S-15 : Tyas, may I borrow your bicycle, please?

S-17 : O.K. Here you are.

S-15 : Thanks a lot, Tyas.

S-17 : It's my pleasure.

16. S-16 and S-19

S-16 : May I borrow your book [bʊk], please?

S-19 : Yes, you may. Here you are.

S-16 : Thanks, April.

S-19 : Not at all.

17. S-17 and S-15

S-17 : Dina, would you bring the pencil case, please?

S-15 : No problem.

S-17 : Thank you.

S-15 : It's my pleasure.

18. S-18 and S-9

S-18 : May I borrow your eraser, please?

S-9 : No problem. Here you are.

S-18 : Thank you, Fatya.

S-9 : Don't mention it.

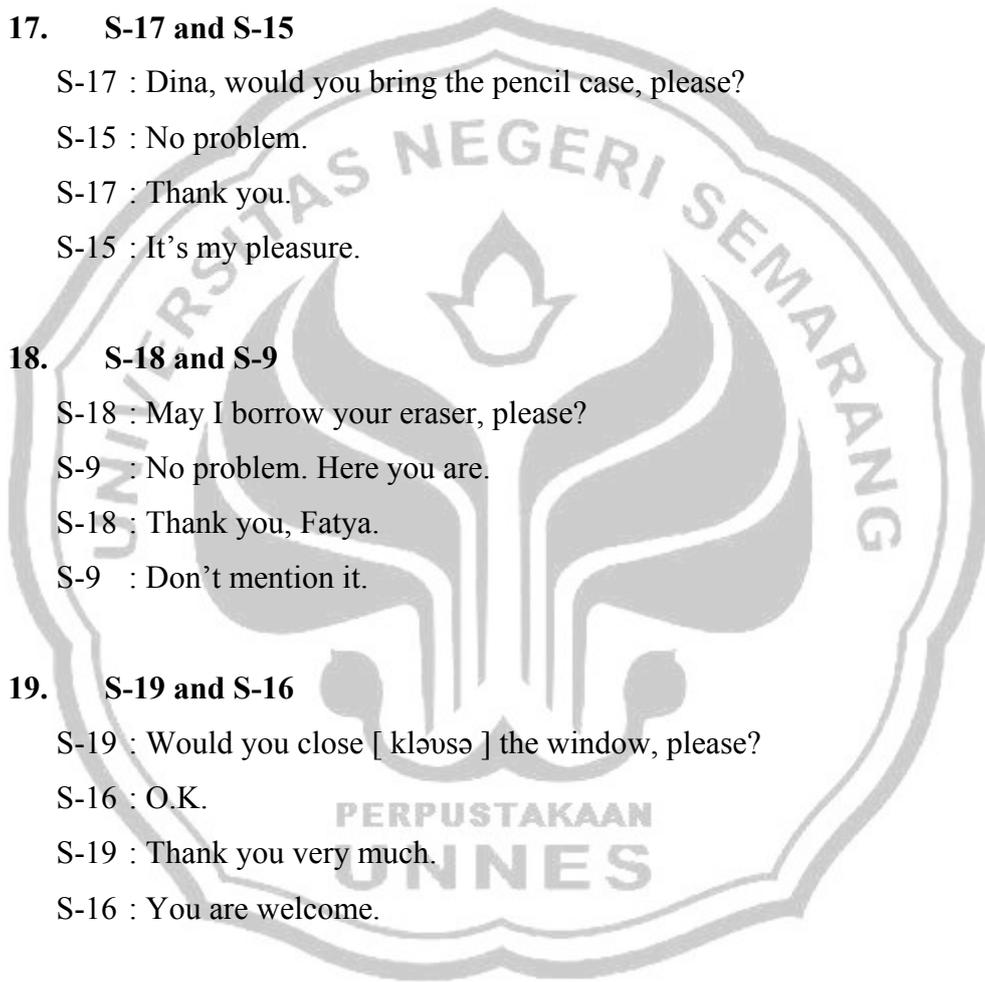
19. S-19 and S-16

S-19 : Would you close [kləʊsə] the window, please?

S-16 : O.K.

S-19 : Thank you very much.

S-16 : You are welcome.



The Result of the Pre-Test

No.	Students' Code	Component of Conversation Scoring					Score	%
		P	G	V	F	C		
1	S-01	2	3	4	2	3	14	56
2	S-02	3	3	4	3	3	16	64
3	S-03	2	3	4	2	3	14	56
4	S-04	2	2	3	2	3	12	48
5	S-05	2	2	3	2	3	12	48
6	S-06	2	3	3	2	3	13	52
7	S-07	3	3	4	3	3	16	64
8	S-08	2	3	3	3	3	14	56
9	S-09	3	3	4	2	3	15	60
10	S-10	2	3	4	3	3	15	60
11	S-11	3	3	4	3	3	16	64
12	S-12	3	3	3	3	3	15	60
13	S-13	3	2	4	2	3	14	56
14	S-14	3	3	4	3	3	16	64
15	S-15	3	3	3	3	3	15	60
16	S-16	2	3	3	2	3	13	52
17	S-17	2	3	3	2	3	13	52
18	S-18	2	3	3	2	3	13	52
19	S-19	2	3	3	2	3	13	52
Σ	19	46	54	66	46	57	269	1076

* **P** = Pronunciation

G = Grammar

V = Vocabulary

F = Fluency

C = Comprehension

The Result of the Students' Achievement in the First Cycle

No.	Students' Code	Component of Conversation Scoring					Score	%
		P	G	V	F	C		
1	S-01	2	3	4	3	4	16	64
2	S-02	2	3	4	2	3	14	56
3	S-03	3	3	4	3	4	17	68
4	S-04	3	3	3	2	4	15	60
5	S-05	3	3	3	2	3	14	56
6	S-06	3	3	3	2	3	14	56
7	S-07	3	3	4	3	4	17	68
8	S-08	3	3	3	3	4	16	64
9	S-09	3	2	4	3	4	16	64
10	S-10	3	3	4	3	4	17	68
11	S-11	3	3	4	2	4	16	64
12	S-12	3	3	3	2	4	15	60
13	S-13	3	3	4	3	4	17	68
14	S-14	2	3	4	2	3	14	56
15	S-15	3	3	3	3	4	16	64
16	S-16	2	3	3	2	4	14	56
17	S-17	3	3	3	3	4	16	64
18	S-18	3	3	3	3	4	16	64
19	S-19	2	3	3	2	3	13	52
Σ	19	52	56	66	48	71	293	1172

The Result of the Students' Achievement in the Second Cycle

No.	Students' Code	Component of Conversation Scoring					Score	%
		P	G	V	F	C		
1	S-01	3	4	4	3	4	18	72
2	S-02	4	4	4	3	4	19	76
3	S-03	4	4	4	2	4	18	72
4	S-04	3	4	3	3	4	17	68
5	S-05	3	4	3	2	3	15	60
6	S-06	3	4	3	3	3	16	64
7	S-07	4	4	4	3	4	19	76
8	S-08	3	4	3	3	4	17	68
9	S-09	3	4	4	2	4	17	68
10	S-10	3	4	4	2	4	17	68
11	S-11	4	4	4	3	4	19	76
12	S-12	4	4	3	3	4	18	72
13	S-13	4	4	4	2	4	18	72
14	S-14	4	4	4	3	3	18	72
15	S-15	4	4	3	3	4	18	72
16	S-16	3	4	3	2	4	16	64
17	S-17	3	4	3	3	4	17	68
18	S-18	4	4	3	3	4	18	72
19	S-19	3	4	3	3	3	16	64
∑	19	66	76	66	51	72	331	1324

The Result of the Students' Achievement in the Post-Test

No.	Students' Code	Component of Conversation Scoring					Score	%
		P	G	V	F	C		
1	S-01	3	4	4	4	4	19	76
2	S-02	4	4	4	4	4	20	80
3	S-03	4	4	4	3	4	19	76
4	S-04	3	4	4	3	3	17	68
5	S-05	4	4	4	3	3	18	72
6	S-06	3	4	4	3	3	17	68
7	S-07	4	4	4	3	4	19	76
8	S-08	3	4	3	3	4	17	68
9	S-09	4	4	4	3	4	19	76
10	S-10	4	4	4	4	4	20	80
11	S-11	4	4	4	4	4	20	80
12	S-12	4	4	3	4	4	19	76
13	S-13	3	4	4	3	4	18	72
14	S-14	4	4	4	4	4	20	80
15	S-15	4	4	3	3	4	18	72
16	S-16	3	4	4	3	4	18	72
17	S-17	4	4	4	3	4	19	76
18	S-18	4	4	4	3	4	19	76
19	S-19	3	4	4	3	4	18	72
∑	19	69	76	73	63	73	354	1416

The Result of the Students' Achievement during Action Research

No.	Students' Code	The Result of the Test			
		Pre-Test	Cycle I	Cycle II	Post-Test
1	S-01	56	64	72	76
2	S-02	64	56	76	80
3	S-03	56	68	72	76
4	S-04	48	60	68	68
5	S-05	48	56	60	72
6	S-06	52	56	64	68
7	S-07	64	68	76	76
8	S-08	56	64	68	68
9	S-09	60	64	68	76
10	S-10	60	68	68	80
11	S-11	64	64	76	80
12	S-12	60	60	72	76
13	S-13	56	68	72	72
14	S-14	64	56	72	80
15	S-15	60	64	72	72
16	S-16	52	56	64	72
17	S-17	52	64	68	76
18	S-18	52	64	72	76
19	S-19	52	52	64	72
Σ	19	1076	1172	1324	1416
	%	56.63%	61.68%	69.68%	74.52%

RENCANA PEMBELAJARAN

Sekolah	: SDN 4 Model Islam Gubug Grobogan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VI/ 2
Tahun Pelajaran	: 2008/2009
Standar Kompetensi	: 6. Speaking
	Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks sekitar pendidik.
Kompetensi Dasar	: 6.4. Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <i>Would you please...</i> dan <i>May I...</i>
Skill	: Speaking
Alokasi Waktu	: 2 X 35 menit

INDIKATOR

Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: *Would you please...* dan *May I...*

TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat menggunakan kesantunan secara berterima yang melibatkan ungkapan: *Would you please...* dan *May I...*

MATERI POKOK PEMBELAJARAN

Donald: Would you bring this book, please?

Tiger : Sure.

Donald: Thank you.

Tiger : You are welcome.

Tiger : May I use your ruler?

Donald: Yes, you may.

Tiger : Thank you.

Donald: You are welcome.

STRATEGI PEMBELAJARAN

Cycle 1

1. BKoF

- Greeting
- Check the students' attendance.
- The teacher asks some question related to the material.
- The teacher writes down some expressions, which are used in requests expressions.
- The teacher and the students find the meaning of those expressions.
- The teacher reads the expressions loudly and asks the students to repeat after her.
- The teacher shows the puppets to the students.
- The teacher by using puppet's voice (as a puppet) does a dialogue that related with the material.
- The teacher explains the activity that will be done with puppets.

2. MoT

- The students are lent the puppets as a media to practice the conversation in front of the class.
- The teacher reads a dialogue and is repeated by the students.
- The students repeat the dialogue by using puppets.

3. JCoT

- The students are asked to practice a conversation by using puppets with their friends.
- In pairs, the students are asked to perform the conversation in front of the class.

4. ICoT

- The students practice the conversation.
- The teacher assesses their conversation.

Cycle 2

1. BKoF
 - Greeting
 - Check the students' attendance.
 - The teacher and the students review the material about requests expression.
 - The teacher asks the students some questions related to those materials.
2. MoT
 - The teacher asks the students to use their own puppets.
 - The teacher read a dialogue and asked the students to repeat after her.
 - The students repeat a dialogue by using their own puppets.
3. JCoT
 - The students are asked to practice the material with their partner.
4. ICoT
 - The students practice the material in front of the class and do the dialogue with their own puppet.
 - The teacher assesses their conversation.

Grobogan,
Mengetahui,

Guru Mata Pelajaran

Peneliti

Diah Astuti

Amalia Hayati
NIM. 2201405687