

TEACHING SPEAKING BY USING PUPPET PLAY FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

English as an international language is very important subject to learn. In English teaching, there are four skills that need to master by students: listening, speaking, reading and writing. In Indonesia, teaching speaking must be improved because both students and English teachers still have problems with how to teach, to study, and to practice speaking efficiently. Unfortunately, many teachers still taught English using classical teaching technique, which affected students' achievement. In this problem the writer recommend using puppet play to improve students' speaking ability at junior high school students. The advantages of using puppet can help students to speaking freely and enjoying when they are speaking in front of the class. The writer hopes teachers use puppet play for junior high school students, they can give good material for students teaching learning process will be running well.

Key words : Teaching Speaking, English Class, Puppet

A. Introduction

English is a global language that is necessary for us to know. It is very important for us to communicate with everyone in the world. Nowadays, English has been taught in every school, starting from Junior High School and Senior High School. In addition, English is also used to be one of the major subjects at univesity in Indonesia. Many people cannot speak English well in Indonesia because it is a foreign language for us. So as an English teacher, we must pay attention to the students' competence in English,

especially, four language skills; speaking, reading, writing and listening.

Speaking is one of the skills that should be learnt by students in learning English. Through speaking, they can express their ideas and communicate with others. In speaking, the students learn how to organize the idea, express the language in spoken form with good pronunciation and stressing. They also learn about how to convey the meaning of the language according to the context they are speaking. If we can speak English well, our communication will be better because the

listener will understand what we talk about. Moreover, speaking and other skills need exercise and practice. Without exercise and practice the students cannot be a good speaker. Hence, a good speaker means that someone who can speak clearly and well. So, the other can understand what she/he talks about. Based on the writer's experiences when teaching speaking as an apprentice teacher at SMP N 10 Padang, most students are passive in speaking class. They are ashamed to speak or often unconfident if the teacher asks them to speak. Based on the writer's opinion, these problems are caused by two factors :

1. Teachers do not apply the appropriate and interesting technique and media in teaching learning process, they just give theory, text about speaking and asking students to do exercise. So almost all of the students cannot speak English well.
2. Students never want to try to practice their speaking English in daily activity, such as, conversation with their friend in the classroom, they are afraid of making wrong pronunciation, and they are shy to speak.

So based on problems above, the writer decided to choose puppet play in

teaching speaking to help the teacher and students in teaching learning process. Through this media, the students can speak freely and enjoyable without feeling afraid and shy when they speak in front of the classroom.

B. Discussion

Defenition of speaking

Cameron (2001:40) says speaking is the active use of language to express meanings so that other people can make sense of them. In speaking someone is required to be able to use the spoken language well.

According to Richards and Renandya (2002:210), speaking is one of the central elements of communication. It means that speaking is very important. Speaking is the interaction between two people or more in getting information where there is a speaker and listener. By speaking someone can express his or her feeling, emotion, and idea.

Elements of speaking

1) Accuracy

Recognizably, accuracy is one of the most important criteria to measure one's linguistic ability and to shelter language users from communication breakdowns. According to Richards

(1992:31), accuracy concerns “the ability to produce grammatically correct sentence.” In other words, accuracy in language means grammatical accuracy only. Nevertheless, Thornbury (2005) states that the terms “accuracy” seems to cover more than that. Specifically, speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well. He also sets the clear scale for assessment of accuracy:

a) Grammar

Students use correct words order, tenses, tense agreement, etc. Students do not leave out of articles, prepositions or difficult tenses.

b) Vocabulary

Foreign language is better served by vocabulary than grammar because if we want to process such four language skills as speaking, listening, writing, and reading we should have sufficient vocabulary in our mind.

c) Pronunciation

In speaking English, the students should pay attention to the pronunciation because it can influence the meaning of the words. Hornby (1978: 497) states that pronunciation is the way in which a language is spoken, person’s way of

speaking a language, a way in which a word of the language.

2) Fluency

Fluency is also used as a criteria to measure one’s speaking competence. Speaking fluently means being able to communicate one’s ideas without having to stop and think too much about what one is saying. Richards (1992:141) defines fluency as “the features which gives speech the qualities of being natural and normal.” More specifically, Thornbury (2005) points out the criteria for assessing fluency. They are as follows:

a) Lack of hesitation

Students speak smoothly, at a natural speech. They do not hesitate long and it is easy to follow what they are saying.

b) Length

Students can put ideas together to form a message or an argument. They can make not only the simple sentence pattern but also complex ones to complete the task.

c) Independence

Students are able to express their ideas in a number of ways, keep talking and ask questions, and many more to keep the conversation going.

3) Appropriateness

According to Winski (1998), defenition of appropriateness is not

practically possible. Intuitively, an utterance is appropriate in context if it is not unexpectedly conspicuous (marked) in some way. Appropriateness is also used as a criterion to measure one's speaking competence.

According to Spratt, Pulverness, and Williams (2005), appropriacy in speaking shows the different levels of formality, that is more or less relaxes ways of saying things. It is important to use the level of formality that suits with situation. In speaking activity, appropriateness is very important to be mastered by the students because it will indicate whether the students really understand what they said or not. The appropriateness in speaking in formal, informal and natural situations. In a conversation, it will show their ability in understanding the context and situation of the conversation in English.

Types of Speaking

Brown (2004: 271) describes six types of speaking skill. Those six types are as follows:

a. Imitative

This types includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase

or sentence. The important thing here is focusing on pronunciation.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work).

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments.

d. Transactional

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Teaching speaking

For many years, English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students communicative skills because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

There are some explanations about teaching speaking. According to Nunan (2003), teaching speaking is to teach English language learners to produce the English speech sounds and sound patterns;

1. Use words and sentence stress, intonation patterns and the rhythm of the second language.
2. Select appropriate words and sentences according to the proper

social setting, audience, situation and subject matter.

3. Organize their thoughts in a meaningful and logical sequence.
4. Use language as a means of expressing values and judgments.
5. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to Hughes (2002:6), the goal of teaching speaking is communicative efficiency. So, in learning speaking students should be able to make themselves understand and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation.

According to Murcia (2001: 110), when teaching speaking, teacher needs to be particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class fun and enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends.

So, teaching speaking must be an enjoyable and fun activity that makes the student feels secure to speak up and express their feeling freely.

The Importance of Speaking

Speaking is the main skill among the other skills. They are speaking, listening, reading, and writing. In addition, speaking is needed in communication. If we want to communicate with other people anywhere, we must speak. The importance of speaking skills is enormous for the learners. Without speech, a language is reduced to a mere script. Fletcher (1990:1) states that speaking becomes a vital skill to be used in every field, such as ; industry, technology, agriculture. Art, culture and education. Taylor (1979:12) expresses that all revolutionary events have been produced not by the written but by spoken words.

Stageberg (1982:3) supports this idea, that speaking plays a highly dominant role in communication. This statement indicates that how important is speaking in communication. As a means of communication, language is used to communicate the idea or messages effectively.

From the interaction, people will know how far someone has capability in a language. Taylor (1997:7) supports this idea that by practicing speaking to others, people can learn a great deal about themselves, about their strength and weaknesses.

From the opinion above, it can be concluded that :

- a. Speaking is related to listening and reading. Speaking is a language skill firstly learnt by listener at childhood age and of course related to the vocabulary development of children through listening and reading activities.
- b. Speaking as a way of communication

Human beings are social ones. They always do social action conveying ideas and feeling, sharing experience or giving opinion. Those actions urge them to communicate with others.

Puppet

Defenition of Puppet

Puppet is a kind of play thing for children. It is usually like a doll such as small figure of animals like monkey, dog, cat, and etc. According to Hornby (1997:674), puppet is a doll, a small figure of an animal moved by wires or strings, used in plays or shows called puppet show.

Torribio (2002) states that puppetry is recognized as a grand teaching tool. Puppets are inherently interesting, often humorous, and first-rate story tellers. They bring focus and interest to subject matter,

they teach without the students recognizing they are being taught.

In short, puppet is a doll, small figure of an animal moved by wires or strings, used in plays or show. The puppet can be used in English teaching which is interesting and humorous for the students.

Kinds of Puppet

1. Bunraku Puppet
2. Hand Puppet
3. Finger Puppet
4. Shadow Puppet
5. Rod Puppet
6. Sock Puppet
7. Marrionette Puppet

Using Puppet in Teaching Speaking

Based on Wright (1997:48), there are some media that can be used in teaching Speaking. Some ways in prompting the speaking skill are a sequence of picture which prompts their memory. Then, a sequence of picture these can be card picture or paper. A sequence of key words, in addition, mime, where students try to speak based on the gesture. Finally, teacher can use figurines or puppet, teacher and students operate the figure of puppet. Puppet is one of media to improve speaking. It can be used as a model especially performing in front of the

class. The students can see the performance of the model first and then, they can imitate the performance.

Using puppet to learn about the oral language or speaking is the first application of puppet to learning language arts. Brainstorming about the students' puppet was the beginning of teaching them how to express their feelings and observations. Teacher can apply stimulation by having their students to create their own words by using puppet, and then ask them questions about the puppet's personalities. The students will be motivated to use their own words to describe their ideas using puppet. The teacher can help the students by tossing out new and unfamiliar vocabulary words, and talking about the parts of speech to describe how the puppet act and feel.

The teacher can also ask the students to touch, feel, and move their puppet around to become familiar with them and to ease the process of describing it. This is a way to help the students speak up to describe subject using their own words and their new vocabulary.

In conclusion, the puppet that used in the classroom can help to serve as a very effective aid for teaching language arts. Oral language skills that selected can be developed through the use of puppet are parts of speech, vocabulary, public

speaking, and expressions of thoughts and feelings.

The advantages of puppet

There are some advantages of using puppet in English speaking class :

1. The puppet can help to serve as a very effective aid for teaching language arts.
2. The puppet can bring about the development of many aspect of language in junior high school
3. The puppet encourages students to talk and express their own creative ideas verbally.
4. The puppet can help the students not only think of what to say, but also feel comfortable when they are speaking.
5. The puppet is a way for students to speak in front of the other students without feeling intimidated.
6. The puppet gives the students a means to express themselves and their ideas without the stress of having something to completely understand that language.
7. The puppet can help the students to relate and play better with other students who speak English fluently.

8. The puppet can increase the students' communication, and so reduce the teacher's domination of the classroom

Procedures of Teaching Speaking by Using Puppet

Preparation

Before the teacher begins to teach speaking, the teacher must prepare everything that is important in teaching learning process. Teacher should consider the students' characteristic in choosing teaching material, time arrangement and media. Beside that, the teacher can choose kinds of media. One of them is puppet that will be used in teaching activities. The teacher can also ask the learner prepare themselves in the former meeting. The teacher can ask the student directly as the way to measure their capability in speaking English.

3.2 Presentation

- Pre-teaching Activity

Pre-teaching activity is the activity done at the beginning of teaching and learning process it is used to give the student background knowledge and build their confidence. Pre-teaching activities have several functions. They can

give new information, increase the students concentrations, and stimulate curiosity. Besides, they could make the students understand about what they are going to study.

- Whilst-teaching Activity

- a. The teacher shows puppet to keep attention of students. In this condition, the teacher use a hand puppet as media.
- b. The teacher introduces the topic of the lesson using hand puppet
- c. The teacher use hand puppet to guide them to talk further about the topic.
- d. The teacher asks the students to repeat what the teacher say.
- e. The teacher invites one or two of the students to have a dialogue about personal information using hand puppet.
- f. The teacher asks the students to discuss about asking personal information in pairs.
- g. The teacher asks the students to practice in front of class by using hand puppet and make conversation about personal information with their own voice.

- Post-teaching Activity

- a. The teacher leads students to conclude the lesson.
- b. The teacher tells what they will learn next week and close the lesson.

Evaluation

Evaluation is something important to do because by evaluating the students' work, the teacher knows how far the students understand about the topic given. Before evaluating the students' work, the teacher may give exercise. For example, The teacher asks the students to speak in front of the class. While the activity is going on, the teacher evaluates how the students speak and pronounce the word and if the student gets false when he/she is speaking, the teacher gives the correct answer how to speak it, and the teacher should give reward to the students as their effort. It is very important because it can motivate the students to study more.

Conclusions

Puppet is a kind of play things for children. It is usually like a doll such as : small figure of animals. Using puppet in the classroom can bring about the development of many aspects of language in junior high school. Puppet can be used to develop such skills as learning parts of speech, vocabulary, public

speaking, particularly in apprehensive children and also the oral expression of thoughts, and feeling. Using Puppet in teaching speaking make the students feel more confident when talking through the puppet and express their own creative ideas verbally.

Suggestions

- a. The teacher is suggested to use puppet in teaching speaking. This media, can help the teacher to deliver the material and it also helps the students to be active in sharing their idea by speaking and they can speak freely, enjoyable without afraid and shy when they speak in front of the class.
- b. The students are suggested try to use puppet in speaking to make the students freely to express what they want to talk.
- c. The teachers should use puppet to gain more attention from the students, puppet is a good way to make students pay longer attention.
- d. The teachers who are interested in applying puppet in speaking activity, they should act out use good gestures to make the conversation atmosphere alive.

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