

## **EXPERIMENTAL INQUIRY OF PUPPETS AND VIDEO ON STUDENTS' SPEAKING SKILL OF TRANSACTIONAL AND INTERPERSONAL EXPRESSIONS**

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### **ABSTRACT**

This research was intended to investigate whether students who were taught by puppets had better speaking skill of transactional and interpersonal expression than those who were taught by video. This research was experimental research; nonrandomized control group pre-post test design. The treatments were done in both of classes; experimental I and experimental II class. Experimental I was taught by puppets while experimental II class was taught by video. Instrument used to collect the data was speaking test. Independent t-test was chosen to analyze data. Finding showed that students who were taught by puppets had better speaking skill of transactional and interpersonal expression than those who were taught by video. Puppets enhanced students' gain score of speaking skill.

**Keywords :** Puppets, Video, Speaking Skill, experimental class, transactional and interpersonal expressions

### **INTRODUCTION**

Speaking is one way of communicating between one people to another. It is an indicator of someone's successful in learning language. It is one of the skills that should be taught at senior high schools. The students should be able to express meaning in transactional and interpersonal conversation (to get things done), short functional texts, and monologue texts in daily life contexts either curriculum KTSP 2006 or K13 2013 (Depdiknas, 2006:30). It means that the students should be able to communicate or do conversation in transactional and interpersonal in daily life context, select the best expression that relates to the context of spoken language, able to show feeling and ideas and use language according to the function of the language itself, and able to express meaning of monologue texts. At grades tenth,

students should learn nineteen transactional and interpersonal expressions. Nine expressions are learned in first semester and ten expressions are learned in second semester. The teacher needs to use some methods and techniques in order to students are able to speak or express meaning those transactional and interpersonal expression. Besides, they should also use various media such as film, picture story, tape recording, situational cartoon, and puppets.

The media are very important in teaching speaking skill especially in teaching expression. Therefore, the teacher of SMA SERIRAMA YLPI Pekanbaru had been using audio (tape), picture sequences. These media were assumed to help the students gaining ideas and enhance their score of speaking skill. However, in fact, the

media did not help the students so that their speaking skill was still far from expectation.

Based on speaking test of students of SMA SERIRAMA YLPI Pekanbaru on first semester, it is found that some of the students were not able to express meaning in transactional and interpersonal conversation. It could be seen from their result of speaking skill on the first semester. Only ten of fifty students (20%) were able to express meaning in transactional and interpersonal conversation, twenty eight students (56%) do conversation by seeing text with grammatical error and expression, and the others (24%) were not able to do conversation at all. It caused by some phenomena. First, some of the students were not able to gain ideas to create conversation. Second, they could not produce appropriate pronunciation of words as the target language while speaking. Third, they did many errors in using language. Fourth, they paused and thought too much while speaking. Fifth, they were lack of vocabularies. Sixth, they did not use stress, intonation and rhythm in speaking. In addition, based on the result of interview some of the students said that they run out of the ideas when they were speaking and the others said that they forgot what they wanted to say. As the result, their score of speaking skill score was low.

Those problems were faced by the students in studying transactional and interpersonal expression in daily life context. Therefore, teacher has to use other media. The media to solve their problems were puppets and video. Puppet is an inanimate object. Sirigatti (2014:2) states that puppets come in a variety of shapes, sizes, colors, races, and ethnicities. Some puppets have mouths, legs, etc. that move, while others may not. Furthermore, she

mentions that there are many kinds of puppets that can be used by the teacher and students. First is people puppet. The students can use dolls. It is like the real human such as Barbie, Upin Ipin, Adit Sopo Jarwo, etc. Second is animal puppet. The students can use dolls or they create from paper or recycle things. It is like animal dolls such as Bear, cat, dolphins, etc. Third is finger puppet. The students can create or decorate their fingers with different style in each their finger. Fourth is glove puppet. The students can insert their arm and finger. It will be better if some students use their right arm and others use their left arm. So, the puppets can speak and communicate to one another. The fifth is hand puppet. The sixth is card. Students can use part of the color that has painted in many styles and colorful, they look like puppets. Last is string puppet. According to Muller (2001:2), puppets are excellent teaching aids. It will give effect on students' speaking. It brings out the silent students at same time providing an opportunity to realize the creative abilities of vocal students. In addition, Sirrigatti (2014: 3) says that puppets have positive effect on students' speaking skill. First is social skill. Puppets can increase students communication and social skills by providing structured opportunities to interact with the puppets. Students can also practice these skills by using puppets to interact with other children. Second is Emotional development. Puppets can support students emotionally by giving them a "friend" to talk to, or a way to talk to other students. Third is Confidence in speaking. Students who are reluctant to speak have more willing to talk. Fourth is Encouraging creativity. Students can use puppets to come up with stories, scenarios, drama, role play, and conversation. Fifth is Capturing

attention. A puppet can be a good tool to capture the attention in large-group and small-group settings. Fifth is Promoting dramatic play. Puppets can be easy-to-manipulate characters in a variety of dramatic play themes and stories. Last is tone of voice to reveal transactional and interpersonal expression.

There are many ways to use puppets. Stewart (2010:2) says that Puppets can be used as part of the classroom experience in numerous ways. Muller (2011: 3) also says that teacher can use puppets in the classroom activities. It means that puppet can be used in all teaching methods and techniques. It can be applied creative art, in performance, on stage, social interaction, communication, role playing, imagination, story telling, listening, and much more. Therefore, in this research, puppets will be applied in role play, drama, dialogue or conversation in learning transactional and interpersonal expressions. According to Stewart (2010:3), the procedures of using puppets in teaching are clear instruction, modeling, grouping, building character, discussing, performing. It means that teacher should explain how to use puppets. She/he also gives model how to speak through puppets. Teacher can group students into some group and give them time to discuss about their characters. Then, she/he asks students to perform it. Before applying puppets, the teacher had been giving information about puppets

and asked students to have their own puppets.

Video is one of useful media for helping students in doing conversation of transactional and interpersonal expressions. According to Lin (2002:50), video enhance all English skills; listening, speaking, reading, and writing skill. Even though some video have scripted, students can listen to and see the real expression learned. It will present authentic material. Besides, Eken (2003:2) says that video is useful material for conversation. It can function as the core content and become an integral of curriculum. Moreover, Stempleski (2002:43) states that apply video in teaching have some advantages. They are students get motivation to speak, they have ideas for conversation, they learn language components such as vocabulary, grammar, pronunciation, accuracy, and fluency, and they can imitate the expressions. Furthermore, Lin (2002:56) mentions the procedure of using video in teaching. They are clearing instruction, grouping, note, listen to and watch, discussing and performing. Based on explanation above, puppets and video were useful medium in teaching speaking skill. They were predicted as an alternative medium to solve the students' problem. The research is carried out to find out whether students who are taught by using puppets have better speaking skill than those who are taught by video or conversely.

## **RESEARCH METHOD**

The type of this research was experimental research; nonrandomized control group pre-post test design.. It is aimed to investigate cause and effect of the research variable, observes effect of treatments, and measure hypothesis. To know the effect of variable, the researcher gave treatment in

experimental class I by using puppets and taught the students of experimental class II by using video. The subjects of this research were 50 students that consisted of three classes. Two classes were tenth science and other was social class. Population of this research was all of students and sample of this research

was tenth science. They were sixteen students of X.1. It was experimental class I. sixteen students of X.2 was experimental class II.

The instrument of this research was speaking test. Therefore, the data were gathered from the result of speaking test. The researcher gave the test in experimental class I and experimental class II. She conducted pre-post-test to know students' speaking skill after treatments. In this research, the researcher focused on content validity. It was appropriated with Bachman's Theory (1990:40). He states that the test has content validity if the test design measured what should be measured in teaching learning process reflect to syllabus or instructional program. The test needed instruction to do it. Therefore, the researcher arranged the instruction of test based on syllabus and students' book. Moreover, it had been discussed the researcher's colleagues and also appropriated with experts' judgment. Besides, transactional and interpersonal expressions were considered suitable with which studied by the students. It means that the instrument had been valid and could be used for measuring

students' speaking skill of narrative text.

To get the reliability of the instrument, she analyzed using interrater reliability based on statement of Brown (2010:27). He says that inter-reliability is two or more scorers in same test. Thus, the raters of the test were two lecturers and the researcher herself. To know students' speaking skill, they were assigned to reveal transactional and interpersonal expressions on post test. After teacher explained and modeled how to reveal transactional and interpersonal expressions in role play, drama, and dialogue or conversation, students were grouped in some group. Then, students were asked by the teacher to perform in front of class. Their speaking skill was measured based on five aspects of scoring which are adapted from theories of Henning (1987: 35), Hughes (2005:123), Tsang and Wong in Richard and Renandrya (2002:222), and O'malley and Pierce (1996:156) They are pronunciation, grammar, vocabulary, fluency, and comprehension. The result of students' speaking skill was analyzed by using independent t-test

## FINDING AND DISCUSSION

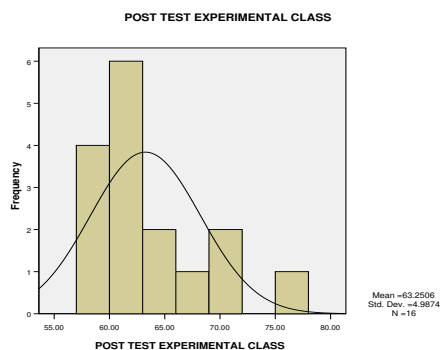
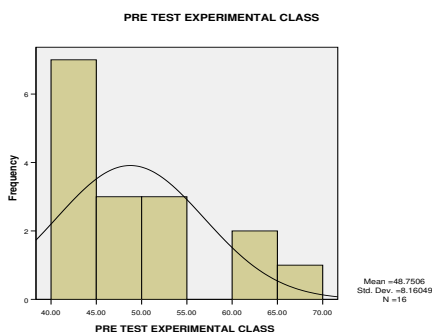
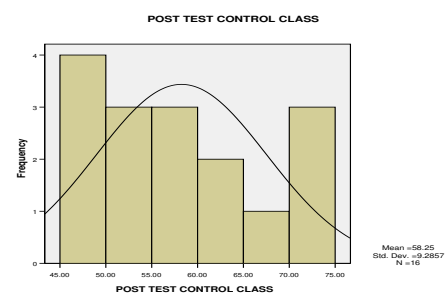
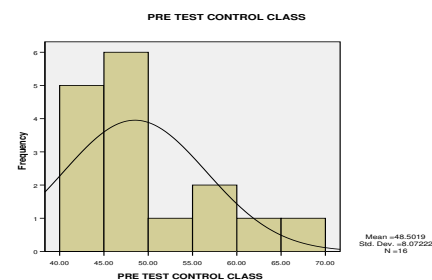
### a. Data Analysis

All of the data were gathered from students' speaking skill on pre-post test. The test that given on pre-post test was the same in experimental class I and experimental class II. The data were gathered from 32 students. It

consisted of 16 students in experimental class I and 16 students in experimental class II. The result of research finding was analyzed statictically by using SPSS. It could be summarized in the table below;

Table 1  
The Result of Students' Speaking Skill

		PRE TEST EXPERIM ENTAL CLASS II	POST TEST EXPERIM ENTAL CLASS II	PRE TEST EXPERIM ENTAL CLASS I	POST TEST EXPERIM ENTAL CLASS I
N	Valid	16	16	16	16
	Missing	0	0	0	0
Mean		48.5019	58.2500	48.7506	63.2506
Median		46.6700	58.0000	46.6700	62.6700
Mode		46.67	45.33(a)	42.67	58.67(a)
Std. Deviation		8.07222	9.28570	8.16049	4.98740
Variance		65.161	86.224	66.594	24.874
Minimum		40.00	45.33	40.00	57.33
Maximum		66.67	73.33	66.67	76.00
Sum		776.03	932.00	780.01	1012.01



The table.4 and figure.2 shows that the results pre-test and post test of students' speaking skill of transactional and interpersonal expressions were different. The students' score of pre test of experimental class II ranged from 40-49 were 68.75%. However, their score of post test ranged from 40-49 was only 25%. Then, their score of pre test above 50 were 31.25%. Meanwhile, their score of post test above 50 were 75%. It

means that their scores had improvement. In addition, the students' minimum score of pre test was 40 while their score of post test was 45.33. Then, the students' maximum score of pre test was only 66.67 while their score of post test was 73.33. It means that their score increased on post test. Moreover, the students' mean score of pre-test was 48.5 while their mean score of post-test was 58.25. It means that the different

was 9.75 point among both of tests. The students' standard deviation score of pre-test was 8.07 while their score of post test was 9.28. The different was 1.21 point. The students' sum score of pre-test was 776.03 while their score of post-test was 932. It had difference 155.97 point among both of the tests. It means that students' speaking skill after post-test was better than pre-test.

The students' scores of pre test of experimental class I ranged from 40-49 were 62.5%. Then, the students' scores of pre test above 50 were 37.5%. Meanwhile, their scores of post test above 50 were 100%. It means that there were not students' scores of post test lower than 50. In addition, the students' minimum score of pre test was 40 while their score of post test was 57. Then, the students' maximum score of pre test was only 67 while their score of post test was 76. It means that their score increased on post test. The students' mean score of pre-test was 48.75 while their mean score of post-test was 63.25. It means that there was raising score about 14.5 point from pre test to post test. Next, the median and mode score between pre-test and post-test had difference. Those scores

increased from pre-test to post-test. The students' standard deviation score of pre-test was 8.16 while their score of post-test was 4.98. The students' sum score of pre-test was 780.01 while their score of post-test was 1012.01. It had significant difference about 232 point among both of the tests. It means that students' speaking skill after post-test was better result than result of pre-test. In conclusion, the students' scores of experimental class were higher than students' scores of control class. Then, the gain scores of pre test and post test of experimental class were greater than gain scores of pre test and post test of control class.

Furthermore, the normality of data used Kolmogorov-Smirnov test (K-S test) and variance of samples used *Levene* formula. The result of tests showed that the data either in experimental class I and experimental class II were normal distribution and variance of samples was homogenous. To know whether hypothesis of the research was accepted or not, the researcher computed the t-calculated using independent t-test. The result of testing could be seen as below

Table 2  
The Result of t- Calculated

		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
EXPERIMENTAL CLASS I,	Equal variances assumed	1.451	.238	-2.640	30	.000	4.75188	1.79985	8.42766	1.07609
EXPERIMENTAL CLASS II	Equal variances not assumed			-2.640	29.328	.000	4.75188	1.79985	8.43119	1.07256

The table shows that t-calculated both of classes were 2.640. Degree of freedom (df) was 30. The t-calculated was compared t table  $\alpha 1\% = 2.750$  and t table  $\alpha 5\% = 2.042$  with df (30). As the result, t calculated was bigger than t table  $\alpha 5\%$  and t table  $\alpha 1\%$  ( $2.750 < 2.640 > 2.042$ ). In addition, Sig (0.000) was smaller than  $\alpha$  (0.05). Thus, null hypothesis (H0) was rejected and alternative hypothesis (Ha) was accepted. It means that puppets helped the students to enhance their speaking skill of transactional and interpersonal expression than video. In conclusion, students who were taught by puppets had better speaking skill than those who were taught by video at grade X SMA Serirama YLPI Pekanbaru. The result of students' speaking skill of narrative text (pronunciation, grammar, vocabulary, fluency, and comprehension) in experimental class I was greater than the students' speaking skill in experimental class II. It caused puppets proven helped to enhance students speaking skill of transactional and

interpersonal expression than video. Puppets have some types and all of it can be used in all transactional and interpersonal expressions. The students can buy or bring puppets from home or they can create puppets. It is very interesting. It facilitated students to speak, give motivation, and have chanced to take turn for speaking. It was in line with Yunus' statement (2011:99-104). He states that puppets have effect on students' speaking. It gives chance for silent students at same time providing an opportunity to show off their speaking skill. In addition, Sirrigatti (2014: 3) says that puppets have many effects on students' speaking skill. It can increase students' social skills by providing interaction with others. Then, it reduces students' reluctant, anxiety, and raise students' confidence in speaking. Next, through puppets students are able to check themselves and their friends' pronunciation, fluency, and accuracy directly.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the finding and discussion, the result of study shows that students' speaking skill of transactional and interpersonal expression in experimental class II is better than students' speaking skill of transactional and interpersonal expression in experimental class II at grade X SMA Serirama YLPI Pekanbaru. It could be concluded that students who are taught by puppets have better speaking skill of

transactional and interpersonal expression with those who are taught by video.

### **Suggestion**

Based on the conclusion above, the English teachers are suggested to apply puppets and video in teaching speaking skill in all of transactional and interpersonal expressions.

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