CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problems, purpose of the study, hypothesis, basic assumption, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of The Study

Language is commonly divided into four language skills; they are listening, speaking, reading and writing. One of the skills which can be a parted from human's life is speaking. It happens when oral communication involves the negotiation of meaning between two or more people. Speaking is one of four languages skills which is considered as a basic of language as communication instrument. Speaking is an active usage of language to express meaning so the other people can make sense of them. According to Richards speaking is "one of the central skills of communication".[1]

Speaking is the interaction between two people or more to receive information in which there is a speaker and listener. Speaking is an active usage of language to express meaning so the other people can make sense of the meaning.[2] In order to learn and master both oral and written communication, Indonesia goverment through the Department of National Education has issued national curriculum, teaching English focuses on developing students' ability to communicate in oral communication first and then gradually in written

---

[1] Ari Prasetyaningrum. The Use of Puppets in Teaching Speaking for Junior High School Students. Voices of English Language Education Society (VELES); Vol. 1, No. 2; 2017 Page 48

[2] Richard Schmidt. Methodology. Cambridge: Cambridge University Press. 1992. Page 210

communication, and the objective of elementary school's curriculum is to enable students to use English for survival communication. One of the ways of communication is through speaking. [3]

Speaking is the most single important aspect of learning a foreign language, and success is measured in term of of the ability to carry out the a conversation in the language.[4] It is because the main goal in learning English to be able to speak English well. According to Ira, she states that speaking is a productive skill that can be directly and empirically observed, which are invariably collared by the accuracy and fluency". It must be remembered by everyone who wants to be professional in communication that speaking English is as foundation to step forward.[5] Speaking is one of four language skills which is basic function of language as communication instrument.[6]

In an effort to learn and master each oral and written conversation, Indonesia goverment through the department of countrywide education has issued national curriculum, teaching English focuses on developing students' ability to speak in oral conversation first after which steadily in written conversation, and the goal of elementary school's curriculum is to enable college students to use English for survival communication.[7] one of the approaches of conversation is through speaking. In speaking, the students learn how to organize the idea, express the language in the spoken form with good pronunciation and

---

[3] *Standar Nasional Pendidikan.* (Bandung: Focus media, 2005). Page 8
[4] Endang Fauziati, *Teaching of English as a foreign Language (TEFL),* (Surakarta : Muhammadiyah University press 2008).
[5] Ira Riyani. Utilizing Storytelling Technique Using Finger Puppet In Teaching Vocabulary Mastery To Young Learnes. Jurnal JOEPALLT Volume 7 Nomer 01 Maret 2019
[6] H. Douglas Brown *Principles of Language Learning and Teaching*. London :Prentice Hal.p 45
[7] *Standar Nasional Pendidikan.* (Bandung: Focus media, 2005). Page 8

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. In reality, the ability in speaking material does not meet the standard of curriculum. Their vocabulary, grammar, and pronunciation are low which make them unable to say something during the speaking class. Related to the competence of the students speaking proficiency, they are some indicators which show that they do not speak accurately.[8]

Speaking is the most single important aspect of learning a forign language, and success is measured in term of the ability to carry out the a conversation in the language.[9] It is because the main goal in learning English to be able to speak English well. According to Jeri, he states that speaking is a productive skill that can be directly and empirically observed, which are invariably collared by the accuracy and fluency". It must be remembered by everyone who wants to be professional in communication that speaking English is as foundation to step

[8] Dania Yolanda. Using Puppet Games in Teaching Speaking for Tenth Graders of Senior High School. English Language in Focus (ELIF), 2(1), 1–8 2019
[9] Endang Fauziati, *Teaching of English as a foreign Language (TEFL),* (Surakarta : Muhammadiyah University press 2008).

forward.[10] Speaking is one of four language skills which is basic function of language as communication instrument.[11]

English-learning activities done at an early age will produce different results from those under gone in adulthood. In this post-modern era of technology, teaching English to young learners has become common worldwide. It is significant to deepen our perception of Teaching English to Young Learners in diverse situations where English is taught.[12]

The most important characteristics of young learner are their tendency to be active, some of them are more active than others. Teacher should be concerned about children whose behavior is extremely passive or active. Another characteristic of children that is almost noticeable as their high level of activity and tendency to be curious. Young language learners are able to make some decisions about their own learning and they have defined views about what they like and do not like doing.[13] Children learn other language better than adults and this is often used to support the early introduction of foreign language teaching. Ellis states that in the education systems, young learners are children who are in primary or elementary school. Unlike adult learners who can concentrate hours and hours on the topic they are working on, children can hold their attention for about 15 to 20 minutes only. This relatively short attention

[10] I Made Lanang Wedana. The Effect Of Puppets as Teaching Media on the Speaking Competency. Jurnal Penelitian dan Pengembangan Sains dan Humaniora Vol 3(2) 2019 h.128
[11] H. Douglas Brown. *Principles of Language Learning and Teaching*. London :Prentice.2004 Hal.p 45
[12] Rich, S., & Pinter, A..International perspectives on teaching English to young learners.ELT Journal, 70(1) 2016. .https://doi.org/10.1093/elt/ccv067
[13] Penny McKay. Assessing Young Language Learners. Cambridge: Cambridge University Press. 2008. P 176

span has a great implication for teaching procedures.[14] English teachers have resposibility in making their students able to speak English. In fact, there are many obstacles in teaching speaking. Boring or stressfull class room environments do not encourage students to be creative or analitical, and task that only require students to listen and imitate denotative them. Students have no responsibility in the classroom and they are negative learners. Even when they have the opportunity to participate, they will not take it, because they are afraid to make mistakes.[15]

However, speaking is still assumed to be a difficult part of learning English, especially for students in Elementary School in Indonesia. Students are still lack of ability in speaking English, even though English has become a compulsory subject in junior high school and senior high schools. Students who are able to speak a simple language are still very limited. Ira adds that Indonesian students are not good at speaking English because there are some teachers who still use traditional and monotonous ways of teaching.[16] Therefore, Indonesian students become passive and tend to be unconfident when they are asked by their teacher to speak in front of the class. Paulina mentions two reasons that make students hard in learning speaking namely, first, it comes from the students themselves who are shy and never try to practice their speaking.

---

[14] Ellis, G. „Young learners‟: clarifying our terms. ELT Journal, 68(1), 2013. 75.
[15] Ari Prasetyaningrum, *Ibid.*
[16] Ira Riyani. Utilizing Storytelling Technique Using Finger Puppet In Teaching Vocabulary Mastery To Young Learnes. Jurnal JOEPALLT Volume 7 Nomer 01 Maret 2019

Second, it is because their teachers do not apply interesting techniques and media in the teaching and learning process.[17]

Based on the preliminary study in MI Hidayatus Shibyan, the reseacrher found a trouble that the students have not been used to talk English and the technique that became utilized by the trainer became so monotous and uninteresting. From this primer problem the researcher discovered the another problem from itself such as the students are less confident to talk and also they got dull cloth from the trainer that makes them lazy to research.

Primarily based at the reasons above, English language teaching has been centered on teaching studying correctly: the teacher can use a few techniques in coaching studying system to assist college students' understanding about the material being explained. In implementing this approach, the teacher has to put together many things together with teaching material, classroom control and lots of different elements due to the fact the use of beside the point method can make the students get difficulties in information the teacher's explanation and it manner the trainer can also fail in teaching manner.

To enhance the students' interest in teaching and learning process especially in learning speaking. The teacher should take the best approach, method and strategies. So, the teacher can use media in teaching English language. In this regrad, this method helps the students to build the interaction between the teacher and students. The researcher tries to implement a good teaching speaking technique using Hand Puppet. By implementing this method,

---

[17] Paulina Verónica Bravo. Young Learners´ English Speaking Skill Development And Motivation Through The Use Of A Puppet. European Journal of Education Studies: Volume 7 Issue 8. 2020.

the researcher wishes to give new experience in learning English and have a fun situation in the classroom.

The reason of using hand puppets media is quite easy to find and to implement in learning process. So far, teachers at the school have not used hand puppets in learning yet, even though this is quite helpful in storytelling learning. The use of hand puppets can encourage students to be more creative in conveying story content. According to Cuenca and Fernandez, the advantages of using puppets as a media in teaching speaking are as follows; the student are being able to speak without feeling shy or insecure, to add variety through learning situations, to change the pace of lesson and maintain motivation, to increase students' communication and decrease the teacher's domination of the classroom, and to encourage students' participation and also remove the inhibition of those who feel intimidated by formal classroom situation.[18] Thus, it can be said that hand puppets serve as an educational tool for students at the elementary level.[19] In understanding the story by using hand puppet, there are some factors affecting the students' understanding. One of them is students' imagination level.

Imagination is the basis for cultivating creative thinking, and thus the driving force of innovation. Creativity related research has progressed for many years, but the understandings of imagination and its indicators still remain unclear. So far, few studies have clearly discussed how imagination manifests itself, let alone developed an evaluation tool for assessing imagination. Because of

[18] Cuenca, M., & Fernandez, C. R. Puppet shows in the English class. English Teaching Forum 1987. Page 44

[19] M. Nur Hakim. Hand Puppet: A Teaching – Learning Torytelling Media. Getsempena English Education Journal (GEEJ) Vol.6 No.2 November 2019

the potential applicability to the profession of educational technology and various fields, some general concepts of imagination must be explained before referring to them specifically with the indicators which might be observed or assessed.[20]

Based on the explanation above, the researcher would like to investigate more about the use of Hand Puppet to teach speaking, under the title **"The Effectiveness of Using Hand Puppet in Teaching Speaking for Students Having Different Imagination at MI Hidayatus Shibyan."**

B. **Problem of Study**

As stated on the background of the study, the researcher intended to investigate the effectiveness of using hand puppet in teaching speaking for students having different creative imagination. This study attempts to answer the following question, " Is the use of Hand Puppet effective in Teaching Speaking for students having different imagination level ? "

C. **Objective of The Study**

Based on the statement of the problems, the objective of the study is to investigate the effectiveness of using hand puppet in teaching speaking for students having different imagination at MI Hidayatus Shibyan Sumberejo.

D. **The Hypothesis of the Study**

L.G. Ray stated that a hypothesis is tentative explanation for certain behaviors, phenomenon or evens that have occurred or will occur.[21] Based on the objective of the study, this researcher wants to know the effectiveness of using

---

[20] Professor Dr. Chaoyun Liang. The Exploration of Indicators Of Imagination. TOJET: The Turkish Online Journal of Educational Technology – July 2012, volume 11 Issue 3

[21] Gay, L.R. *Educational Research: competencies for analysis and application*. (New York: Macmillan Publishing Compani, 1987), p. 66

Bamboo dancing Method in teaching speaking skill. Then the researcher builds the hypothesis to make purpose of the study clear. Those are :

Ha: There is a significant effect of using hand puppet in teaching speaking for students having different imagination at MI Hidayatus Shibyan.

Ho: There is no a significant effect of using hand puppet in teaching speaking for students having different imagination at MI Hidayatus Shibyan.

E. Significances of the study

This research will give a contribution to some parties such as the language teacher, the students and the next researcher.

1. For the students

The findings of the research may be able to improve the students' speaking skill and increase the students' interest in speaking English. So Hand Puppet can encourage and motivate the students in teaching learning process.

2. For the English teacher

It can give an objective description to the teacher on how to teach speaking to the students by using Hand Puppet. And also it can give a reference in the teaching method for the teacher.

3. For the next researcher

This research is expected to give frame work to conduct a new research in the field of teaching speaking and as a reference for the next researcher.

F. Scope and Limitation

The researcher has limited the study on the effectiveness of using hand puppet in teaching speaking. The participant of the study are the fifth grade students of MI Hidayatus Shibyan.

G. Definition of key terms

Key terms are defined to clarify some terms in order to avoid misunderstanding. They are defined as follows.

1. Speaking skill

Speaking is one of language skills which is very important to be mastered. Anjaniputra maintains that speaking is a verbal use of language to communicate with others. It means that speaking is a delivery of language through the mouth, to great the massage that is going to be delivered. Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking.[22] Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication.

---

[22] Anjaniputra, A. G. Teacher"s strategies in teaching speaking to students at secondary level. Journal of English and Education 2013. 1(2), page 3.

2. Teaching Speaking

According to Hughes, "the goal of teaching speaking is communicative efficiency". So, in learning speaking, students should be able to make themselves understood 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.[23] So, teaching speaking must be an enjoyable and fun activity that makes the student feels secure to speak up and express their feeling freely.

3. Hand Puppet

Hand-puppet is something innately intriguing about an animated inanimate object, and even beginning puppeteers will likely experience the power of puppets. A puppet will frequently be able to manage a crowd in an almost magical way, and it can enable you to gain and retain the attention of even very young or unfocused audiences. There is one of the most well-known types of puppet in the United States, for a variety of reasons.[24]

4. Picture Series

Picture is one of the visual aids that can be used in teaching speaking. It makes something clearer. It is also can be used to create situation for speaking classes more clearly. Pictures can come from a

---

[23] Hughes, R. Teaching and Researching Speaking. Great Britain: Pearson Education. 2002. Page 6
[24] Dwi Nur Hadiyansah. Using Puppet Media In Improving The Speaking Ability Of Junior High School Students 4 Waru Sidoarjo. Jo-ELT (Journal of English Language Teaching) December 2020, Vol.7 No.2

variety of sources. Such as drawings, magazines, professionally published material, post cards, photographs, etc. One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts. A picture or series pictures as a stimulus for a longer story or description.[25]

5. Imagination

The term imagination has its root in the Latin verb imaginary, meaning "to picture oneself". This root indicates that imagination belongs to an individual scope, and has a denotation of self-reflection, an examination of one's own feelings and thoughts. Imagination is thus viewed as "a creative faculty of the mind" or "a power of the mind". Imagination enables people to go beyond actual experience and construct alternative possibilities in which a fragmented situation becomes a meaningful whole. Individuals have the potential to make creative discoveries through their imagery. It is possible to demonstrate this experimentally for many types of creative discoveries. The most of imagination is emotive content, with a meaning which is apprehended intuitively. Therefore, imagination can be viewed as the basis for cultivating creative thinking, and thus the driving force of innovation.[26]

---

[25] Harmer, Jeremy. How to Teach English. England: Person Education Limited: 2007. Page 182

[26] Alp Aslan And Karl-Heinz Bäuml. 2008. Memorial consequences of imagination in children and adults. Psychonomic Bulletin & Review 2008, 15 (4), 833