

## ELEVATING SPEAKING SKILL THROUGH STICK PUPPET ROLE PLAY

*Yuli Astuti Hasanah*

Institut Agama Islam Negeri (IAIN) Kediri

Email: [yulihasan@gmail.com](mailto:yulihasan@gmail.com) or [yulihasan@iainkediri.ac.id](mailto:yulihasan@iainkediri.ac.id)

### **Abstract**

This research was to describe how the Stick Puppet role-play can improve the students' speaking skills in terms of fluency, grammatical accuracy, pronunciation, and vocabulary in delivering conversations for the language functions of inviting, accepting, or refusing the invitation, complimenting, and congratulating someone. The design used was classroom action research. The researcher is the teacher of the class and was assisted by the observer in implementing the strategy. It was conducted in one cycle for five meetings. The subjects were thirty-two students of VIII A class of SMP Laboratorium Universitas Negeri Malang. The research instruments were observation checklists, speaking tests, and questionnaire. Also, the data were analyzed and reported descriptively. This research was considered successful if the students' speaking mean scores met the success criteria for at least 70 for the whole class. The procedures of implementing stick puppet role-play cover five main steps: modeling, drafting, creating, rehearsing, and performing. The research findings showed that twenty-six students got fair from thirty-two students, two students got good, four students got very good, and none got excellent. It means that thirty-two students (100 %) could pass the success criteria as the students' scores were above 70. The students' average score was 74. The highest score was 85, and the lowest was 70. Moreover, the strategy implementation brought positive students' attitude in the range of vocabulary, the ease of getting an idea, the speaking skill improvement, the students' excitement, the students' enthusiasm, the students' confidence, and the effectiveness of stick puppet role play. Therefore, suggestions are delivered to English teachers to use stick puppet role-play in teaching speaking for other language functions such as agreeing and disagreeing and other genres such as narrative and descriptive. It is also offered to future researchers to conduct a study on stick puppet role-play to English receptive skills such as listening and reading as this study focused on speaking in which belongs to the productive skill.

**Keywords:** *speaking, stick puppet, role play*

### **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan bagaimana role play boneka tongkat dapat meningkatkan kemampuan berbicara siswa dalam hal kefasihan, ketepatan tata bahasa, pengucapan dan kosa kata dalam menyampaikan percakapan untuk fungsi bahasa mengundang, menerima atau menolak ajakan, memuji, dan memberi selamat kepada seseorang. Desain yang digunakan adalah penelitian tindakan kelas. Peneliti adalah guru kelas dan dibantu oleh pengamat

*English Journal of Indragiri (EJI):* 2021, Vol. 5, No.1 ISSN. 2549-2144  
*Studies in Education, Literature, and Linguistics.* E-ISSN. 2589-5140

dalam menerapkan strategi. Itu dilakukan dalam satu siklus selama lima pertemuan. Subjek penelitian adalah tiga puluh dua siswa kelas VIII A SMP Laboratorium Universitas Negeri Malang. Instrumen penelitian berupa daftar periksa observasi, tes berbicara, dan angket. Selain itu, data dianalisis dan dilaporkan secara deskriptif. Penelitian ini dianggap berhasil jika rata-rata nilai berbicara siswa memenuhi kriteria keberhasilan minimal 70 untuk seluruh kelas. Tata cara pelaksanaan role play wayang golek meliputi lima langkah pokok, yaitu: modeling, drafting, create, rehearsing, and perform. Hasil penelitian menunjukkan bahwa dari tiga puluh dua siswa, dua puluh enam siswa dinilai baik, dua siswa baik, empat siswa sangat baik, dan tidak ada yang sangat baik. Artinya, tiga puluh dua siswa (100%) dapat lulus kriteria sukses karena nilai siswa di atas 70. Nilai rata-rata siswa adalah 74. Nilai tertinggi 85 dan nilai terendah 70. Selain itu, penerapan strategi membawa sikap siswa yang positif dalam ragam kosakata, kemudahan mendapatkan ide, peningkatan keterampilan berbicara, kegembiraan siswa, antusiasme siswa, kepercayaan diri siswa, dan efektivitas penerapan role play boneka tongkat. Oleh karena itu, saran disampaikan kepada guru bahasa Inggris untuk menggunakan permainan peran boneka tongkat dalam mengajar berbicara tidak hanya untuk fungsi bahasa lain seperti setuju dan tidak setuju tetapi juga untuk genre lain seperti naratif dan deskriptif. Selain itu juga ditawarkan kepada peneliti selanjutnya untuk melakukan studi tentang penggunaan role play boneka tongkat terhadap keterampilan reseptif bahasa Inggris seperti mendengar dan membaca karena penelitian ini berfokus pada berbicara yang termasuk dalam keterampilan produktif.

**Kata kunci:** berbicara, boneka tongkat, permainan peran

## INTRODUCTION

In communication, language has a crucial role as it is used as a medium in delivering messages. Language has become a central role in developing the learners' intellectual, social, and emotional states (BSNP, 2006:277). Language is also an essential aspect of human life since humans use language to communicate with each other. Therefore, learning a language is essential as it helps the learners show ideas and feelings, social participation, and discover and use the learners' analytical and imaginative ability

(BSNP, 2006:277). Concerning that, the communication skill to use the language becomes essential to master as it is used to understand and deliver ideas in social interaction. It means that to be able to communicate, the learners need to develop their speaking proficiency.

Based on the researcher's observation at SMP Laboratorium UM, especially in the eighth graders of VII A class in which she was teaching, the researcher found that the students were not successful in learning English for speaking skills.

Some problems appeared in the speaking class. First, the students lacked two fundamental skills of speaking, which are motor-perceptive skills and instructional skills. For perceptive motor skills, the students lacked the practice in facilitating the basic knowledge of speaking itself, for example, in perceiving, recalling, and articulating the correct sounds and grammar. For instructional skills, the students had difficulties with what to say and how to say. They had little idea to speak, and in the way, they could express their speaking. Second, the teacher's strategy was not exciting and did not provide sufficient exposure or opportunities to interact using English. It was discovered that the teacher taught speaking mainly on the theory rather than on the real practice of speaking skills such as having role plays, speeches, or dramas. Thus, it made the students not actively involved in practical sessions to develop their oral skills. Third, the students lacked the confidence to contribute orally towards classroom activities through English and felt shy to respond orally as they were afraid

of making mistakes, and others laughed at their responses. Due to all those problems, the students' average scores in speaking class were under the minimal passing criteria, 70 in four components, namely fluency, grammatical accuracy, pronunciation, and vocabulary.

Furthermore, it is more favorable to apply role-playing activities together with the use of certain media. According to Harmer (2007:134-135), media use in the teaching-learning process provides several positive advantages. First, effectively used media are vital for encouraging and facilitating students' learning. Second, through the use of media, subject content can be more carefully selected and organized. Thus, a teacher's quality of instruction can be improved as subject content can be delivered in a well-organized, consistent, specific, and clearly defined manner. Third, instructional media usage can make instruction to be much more exciting and enjoyable.

Furthermore, classroom interaction can be interactive. Media can also promote student-student

interaction, student-teacher interaction, and teacher-student interaction. Thus, learners' interest can be aroused, maintained, and stimulated to promote their imaginative power. On the whole, media ensure the application of classroom-oriented communication strategies.

Therefore, the researcher is interested in enhancing the students' speaking skill of the eighth graders of SMP Laboratorium UM through role-play implementation. Moreover, considering the many advantages of applying role play to elaborate a meaningful speaking class and the benefits of media in the teaching-learning process, the researcher tries to combine the use of role-play strategy and media in teaching speaking to improve the students' speaking skills. For this study, the media used are stick puppets. Heinnich et al. and Scott & Ytreberg (as quoted by Rachmajanti, 2011: 301-302) state that the use of attractive and meaningful media can motivate

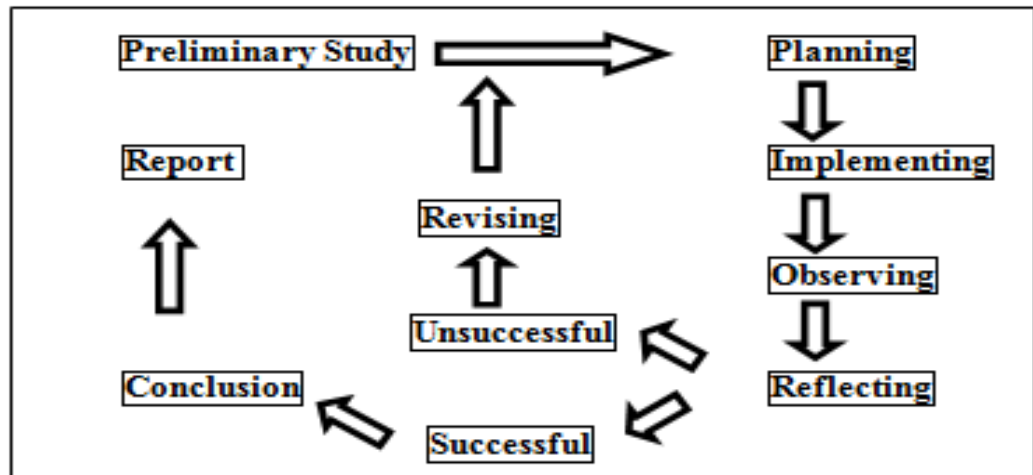
learners in that they make meaning more apparent. Additionally, teaching technique and instructional media are intertwined in the teaching of English to young-aged learners. For this study, there are five steps in performing stick puppet role-play proposed by the researcher as adapted from Huang's procedure (2008).

Based on the research background, the research problem is formulated as follows: how can the implementation of role-playing using stick puppets enhance the students' speaking skill of the eighth graders of SMP Laboratorium UM?

## METHOD

The CAR design applied in this study was in a cyclical process adapted from the model proposed by Kemmis and Mc-Taggart in Koshy (2005:4). It can be seen in Figure 1. This CAR model comprised four steps: planning, implementing, observing, and reflecting. The cycle was employed again until the criteria of success were reached.

**Figure 1 Action research cycle adapted from Kemmis and Mc-Taggart in Koshy (2005:4) and Mills (2007:14).**



The research was conducted at SMP Laboratorium UM; it is located at Jalan Simpang Bogor T-7 Malang 65145, East Java, Indonesia. The school had 6 six classes for each grade. Four class programs were applied: regular class, acceleration class, international standard class, and inclusion class. For regular class, each class consisted of 30 up to 40 students. The research subjects were the eighth graders of VII A consisting of 32 students in the academic year of 2012/2013. This class belonged to the regular class. It was selected as the research subject since the researcher found the problems within. It was found out that the students had some

difficulties and low scores in speaking. The data were based on the students' questionnaires in the preliminary study and the students' report of speaking performance.

The Classroom Action Research design contained some stages. They were preliminary study, planning, implementing, observing, and reflecting.

## FINDINGS AND DISCUSSIONS

The implementation of the stick puppet strategy was conducted during one cycle, which consisted of five meetings. The study's findings include the students' involvement, the students' performance, and the

students' response to the implementation of stick puppet role play. The findings in the first cycle have met the criteria of success that have been formulated by the researcher. Therefore, there is no need to have the second cycle.

### ***The Students' Activities and Participation in the Teaching and Learning Process***

An observation checklist and questionnaires were used to identify the students' involvement and performance during the stick puppet role-play strategy in the teaching and learning process. The data obtained from the observation checklist in the first meeting of the modeling stage showed that most students (81.25% of students) participated sufficiently in the teaching and learning activities (See Appendix 3c). The researcher acted as the teacher and tried to activate the student's background knowledge about English expressions of inviting and congratulating someone related to a particular topic while the collaborator acted as the observer. The modeling showed that when the students were shown a video

about inviting a friend to a party, the students can fill in the missing words in the dialog from the video shown. The missing words were included ten words and several expressions, such as marriage, anniversary, invited, invitation, party, home, start, cake, and dinner. The activity of filling in missing words was effectively warming up the students' background knowledge. The students actively participated in writing their answers in front of the classroom. Most of the students' answers were correct. The incorrect answers were misspelling, such as 'married'; 'marry'; 'merry' instead of the correct answer: 'marriage' and 'anyversary'; 'universary' instead of the correct answer: 'anniversary.' Next, the teacher asked several questions who were in the video, what the video was about, and the expressions used in the video such as "You are invited at the party with your family" which belonged to the expression of inviting someone; "Congratulation" which belonged to the expression of congratulating someone; and "Thank for your invitation" which belonged to

the expression of accepting the invitation. The students were active and correctly responded to the teacher's questions.

Further, the students were given three other sorts of dialogs about other expressions about invitation, compliment, and congratulation. The students worked in pairs and were asked to identify the characters, the content, and the expressions within the dialogs. The students actively participated orally and correctly answered in identifying the characters and the content. In identifying the expressions within the dialogs, the students got some difficulties since they were some new expressions which were just taught by the teacher such as "Would you like come to ...", "I'm glad to come," "I'd like...", and "What a great achievement."

After that, the teacher trained the students how to pronounce the dialogs fluently using repetition and drilling. Most students seemed to enjoy the activity since they were encouraged to pronounce them correctly when they had mispronounced some words and had to repeat the words several times.

The words drilled for several times were tonight, town, would, incredible, Paris, taste, I'd, delicious, achievement, and celebrating. Moreover, few students also did not be hesitated to ask the correct pronunciation and the meanings of some words to the teacher, such as pick up, incredible, refreshment, crunchy, ordered, treat, celebrating, and victory. Then, the students worked in pairs and practiced the dialogs with the partner.

Next, in the second meeting, it is found 87.5% of the students' participation was achieved during the implementation of the strategy. The 32 students responded interestingly and seemed to be attracted by the teacher's lesson by asking the students to review the lesson of the previous meeting. Then, the researcher explained how to make a dialog using the expressions of inviting, accepting, or refusing the invitation, complimenting, and congratulating someone, including the theme, the characters, the setting, the content, and the expressions used. After that, the students were instructed to make their

draft of dialogs to perform stick puppet role play. The students were interested and actively involved during the implementation of the strategy. It can be seen from their high motivation in making groups as being instructed by the researcher and discussing what to write. The 29 students worked in pairs, and three others worked in a group of three. In their group, the students were assigned to make a draft based on the sheet of dialogs shown and distributed by the researcher. The students actively consulted their dialogs to improve grammar and challenge vocabulary to the researcher as most students did not bring dictionaries. Half groups had finished their dialogs and submitted them to the researcher, while the others had not finished yet. The unfinished work was because they wrote a long draft of dialogs. Thus, they had to continue their work at home and submitted for the next meeting. For the next meeting in creating stick puppets, the researcher asked the students to bring colorful pens and pictures that reflect their dialogs' characters.

In the third meeting, the data showed that 91.7% of the students participated actively. Students collected the draft of dialogs that had been written in groups. They were shown the stick puppet role-play videos and how to make a stage entitled "Three Little Pigs" and "How to Make a Portable Puppet Theater." The students were very interested and asked the researcher to replay the videos twice. Then, the researcher distributed four sheets of paper and sticks for each group. She modeled how to start making stick puppets. The students were excited about making the stick puppets as they were free to decide what character to draw as long as it reflected the dialogs they had already made in the previous meeting—students involved in making puppets and worked cooperatively with their partners. Most students were enthusiastic in drawing, coloring, cutting, and attaching the puppet to the sticks. In this activity, the researcher moved around the class, checked their work, and helped few students who were not useful in drawing. The students who had not yet finished their



stick puppets could continue making the puppets at home since they made more than two characters in which they needed extra time.

In the fourth meeting, the data showed that 83% of the students were actively involved in the teaching and learning process. It could be seen that the students were ready for their stick puppets and the dialogs. The researcher instructed them to have rehearsal time to practice their stick puppet role play. Some students did not want to be the first in rehearsal in this session as they were not ready enough. Thus, the teacher asked several groups to rehearse. Besides, not all the students had opportunities to have a rehearsal because of the limited time. There were five groups out of fourteen groups that had not had the opportunity to have rehearsal. Therefore, the teacher asked them to practice at home, and for difficulties, they could consult our classroom. For the anticipation of the performing stage, the teacher reminded the students to be well prepared.

In rehearsal, the teacher gave the students suggestions for improvements

in grammar, pronunciation, and fluency both in the students' draft of dialogs and the performance. The students were asked to revise their dialogs as corrected and suggested by the teacher. In addition, for the students' improvement in fluency and pronunciation, the teacher asked them to practice the dialogs several times at home.

Finally, in the fifth meeting, 87.5% of the students' participation was achieved during the strategy's implementation. All the students were ready for the stick puppet performance. Some students were not ready for performance without the script. Thus, the teacher allowed them to bring the paper during the performance. All students prepared for the performance well. There were fourteen groups formed; thus, fourteen titles of conversations were made by the students. They were "Rizal's Birthday," "English Singing Contest," "Chinese Festival," "Animal Racing," "Biology Olympiad Contest," "Photograph Contest," "Football Olympiad," "Hang out with Friends," "Game's Contest," "Revealing a

Mystery," "Sheep's Birthday," "Movie's Invitation," "SpongeBob's Party," and "Futsal Tournament." Those samples were taken based on the grammatical accuracy category, which was scored four or five in maximum score of five. The students' performances of stick puppet role-play were recorded and ran well.

The observation checklist result showed that the students were considered actively involved during the teaching and learning process achieved. The observation checklist notes revealed good points from both the students' side and teachers' side. From the students' side, the students were enthusiastic and able to imitate the teachers' pronunciation in drilling sessions. Unfortunately, most students did not bring a dictionary, so they kept asking the researcher every time, some students could not draw the picture, so the researcher helped them to draw the puppets, but they colored the puppets by themselves, although few were also colorless as they did not want to be too colorful.

To sum up, the result of the research finding showed a positive

impact of applying this strategy since the students speaking skills improve through these processes; modeling, drafting, creating, rehearsing, and performing. Moreover, the strategy led the teacher and students to memorize what they were going to say in a clear and systematic concept. Thus, for direct speaking, the students may not efficiently respond directly as this strategy is conceptual and guiding speaking, while for the direct response, the students may found difficulties.

### ***The Students' Speaking Performance***

The students' performances of stick role-play were analyzed by the researcher. The students' stick puppet role-play performances were scored using four language aspects: fluency, grammatical accuracy, pronunciation, and vocabulary. The scores were taken from two raters: the researcher and the observer. Based on those language aspects, there were fourteen students, or 44%, who got 70. There were six students, or 19%, who got 73, while six students, or 19%, achieved 75.

Furthermore, two students, or 6%, achieved 80, and four students, or 12%, achieved 85. Therefore, based on the criteria of success of minimal passing criteria, 70, it could be concluded that the result had already reached the criteria of success because all the students had already passed the minimal passing criteria. The result of the students' speaking performance of role-playing could be seen in Table 1.

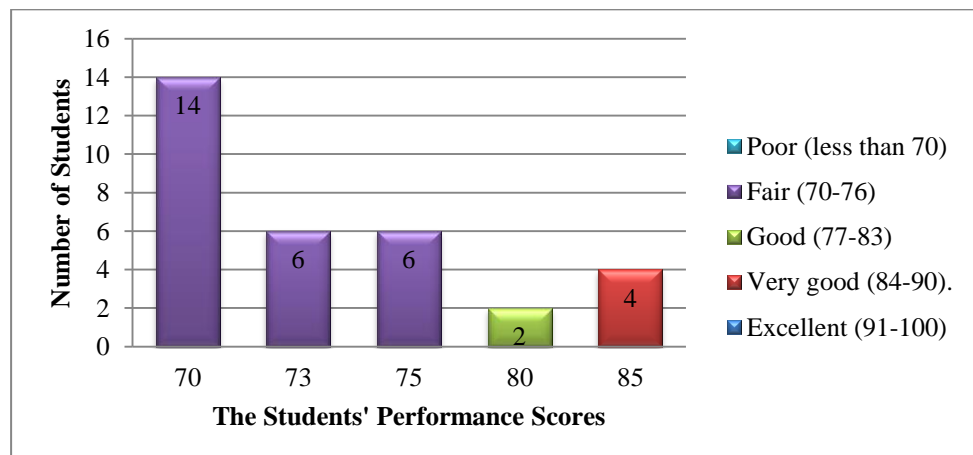
From the result of the analysis of the students' speaking performance of stick puppet role play, it could be seen

that the students made improvements compared to the students' scores in the preliminary study since all the students could pass the minimal passing criteria, 70. There were four improvements in terms of fluency, grammatical accuracy, pronunciation, and vocabulary. Furthermore, the students' performance scores were categorized into Excellent (91-100), Very Good (84-90), Good (77-83), Fair (70-76), and Poor (less than 70), as seen in Figure 2 below.

**Table 1 The Frequency Distribution of the Students' Speaking Performance**

Students' Speaking Performance Scores	Frequency	% f
Score 70	14	44%
Score 73	6	19%
Score 75	6	19%
Score 80	2	6%
Score 85	4	12%
TOTAL	32	100%

**Figure 2 The Level of the Students' Performance Scores**



The figure above described the level of the students' performance scores. The students' average score was 74. The highest score was 85, and the lowest was 70. The data showed that twenty-six students got fair from thirty-two students, two students got good, four students got very good, and none got excellent. It means that thirty students (100%) could pass the success criteria as the students' scores were above 70.

### ***The Students' Attitude to the Implementation of the Strategy***

To perceive the students' attitude toward the implementation of the use of stick puppets role play in learning to speak, the researcher employed questionnaires which the students responded. The questionnaire covered seven issues in English teaching: the range of vocabulary, the ease of getting an idea in speaking performance, the speaking skill improvement, the students' excitement, the students' enthusiasm, the students' confidence, and the effectiveness of the implementation of stick puppet role play.

Based on the students' responses to the questionnaire, the students had a positive attitude to implementing stick puppet role play in English teaching. To the first issue of the questionnaire, 16% of the students out of 32 students were immensely improved their vocabulary range, 44% of the students were improved, 34% of the students insignificantly improved, and 6% of the students were not improved.

The students' responses to the second issue that the stick puppet role-play strategy can help the students to get the idea in speaking performance were: 31% of the students were significantly help, 50% were helped, 16% of the students were insignificantly helped, and 3% of the students were not helped.

Furthermore, related to the third issue, 25% of the students were significantly improved on their speaking skills, 44% of the students were improved, 28 % were insignificantly improved, and 3% were not improved.

The students' responses to the fourth issue regarding the students' excitement to the use of stick puppet

role-play in teaching speaking, 41% students out of 32 students responded very excitedly while 31% of the students were excited, 19% of the students responded that they felt insignificantly excited, and 9% felt unexcited.

Regarding the fifth issue about the students' enthusiasm in the implementation of stick puppet role play, 19% of the students were highly enthusiastic while 44% of the students were enthusiastic, 28% of the students were insignificantly enthusiastic, and 9% of the students felt not enthusiastic through the application of the strategy.

Moreover, the students' responses to the sixth issue were: 25% of the students responded that the strategy's implementation could positively improve their confidence, 38% of the students were improved in confidence. In comparison, 31% of the students have insignificantly improved their confidence, and 6% of the students responded that the strategy could not improve their confidence in speaking performance.

For the last issue, 31% of the students responded that the stick puppet role play was a very effective

strategy for teaching speaking. In comparison, 47% of the students responded that the strategy was effective, 19% of the students responded it as an insignificantly effective strategy, and 3% responded to it as ineffective.

In short, it concludes that the students' responses to the strategy implementation bring a positive attitude to them as the range of vocabulary of the students got improved. The strategy helped the students get the idea in speaking performance, the students' speaking skill got improved, the students felt excited about the strategy, the students felt enthusiastic about the strategy, the students' confidence got improved, and the strategy was adequate to be applied.

## Discussion

This section describes how the implementation of stick puppet role-play in teaching speaking can enhance the students' speaking skills, the students' attitude towards implementing the strategy, and the comparison between this research and previous related research.

### ***The Teaching and Learning Procedures of Stick Puppet Role Play***

Having the finding that showed the success of role-playing using stick puppets, it is essential to know how it can improve the students' speaking skills and motivation in learning English.

In connection with this, there are five significant steps to be followed in the implementation of stick puppet role-play in teaching speaking; modeling, drafting, creating, rehearsing, and performing. Modeling is essential in implementing this strategy since it activates the students' background knowledge following the materials in the transactional and interpersonal dialogs. A video is used in order to attract the students' attention and activate their background knowledge. Similarly, Harmer (2007:282) argues that a video beneficially can add a unique, extra dimension to the learning experience. The students also are drilled in some words to improve their pronunciation. Bygate, as cited by Nunan (1989:30), discusses that the use of model dialogs, pattern practice, and oral

drills can develop perceptive motor skills for communication. In addition, the teacher roles play importantly during the teaching and learning process. Richards and Rodgers (2001:43) discuss that the teacher serves as a model, setting up situations where the need for the target structure is created and then modeling the new structure for students to repeat.

Further, this study used instructional media of stick puppets, which successfully gain the students' interest in the teaching-learning process. Similarly, Richards and Rodgers (2001:44) argue that visual aids such as wall charts, flashcards, pictures, and stick figures have an essential role in instructional materials.

The strategy of using stick puppet can improve the students' speaking skills as it provides opportunities for the students to practice and produce the language through stick puppet role play on the stage. Richards and Rodgers (2001:43-44) also discuss that during the practice, the students are given more opportunities to use the language in less controlled situations, but the

teacher looks at the grammatical and structural errors that may happen.

From the findings of this research, it is found that stick puppet role-play can improve the students' speaking skills. Compared to the previous related research, this is in line with Khudriyah (2010:56), who states that role play is very useful in teaching speaking and contributes to improving the students' speaking ability. Additionally, Syafii (2011:86) argues that the role-playing technique could improve the students' speaking ability in which shown 90% of the students could pass the speaking test.

In this study, the research is done for the eighth-graders, while in Khudriyah's research is done for the fourth-semester students. Furthermore, the subject of Syafii's study was taken from eleventh-grade students. This study steps used Huang proposed steps with some modifications done by the researcher through five major steps: Modeling, Drafting, Creating, Rehearsing, and Performing. Compared to Khudriyah's study (2010), she used eleven steps, namely: brainstorming by turning the video related to the topic and questioning the

students about what they have watched, telling students what is going to be done, dividing students into pairs, giving the handouts, drilling the handout to the students, distributing the cards containing the situation to each student, guiding the students to make conversation and improvised it, modeling the students by performing role play with one of them, asking them to make their conversation and practiced on their seat, asking them to perform the role play in pair, and asking them to report their experience to relate to the topic orally. In addition, her finding also indicated that role play was effective in enhancing the students to be actively involved in the teaching and learning process. The students also gave positive responses toward the strategy and recommended for the upcoming speaking activities. Compared to the study by Syafii (2011:37-38), the procedures he proposed were deciding materials, asking questions, drilling, providing materials, organizing the students, giving examples, providing the role-playing cards, explaining the simulation, creating a short dialog, and performing the dialog in pairs.

To sum up, the research findings discussed above showed a positive impact of applying this strategy of role-playing in improving the students' speaking skills. However, the role-playing strategy used several innovations based on the students' needs as this study used role-play combined with sticking puppets while Khudriyah and Syafii used the role-playing technique.

### ***The Improvement of Students' Speaking Skill and Attitude***

The findings also revealed that stick puppet role play could enhance the students' enthusiasm, motivation, and confidence. It could be seen from the students' responses to the questionnaires. Cohen et al. (2004:178) argue that motivation for learning is a function of the learner's expectancies and the likelihood of success, and the value that the learner attributes to the learning goals and outcomes. Additionally, he continues that high self-esteem will improve the emotional ambiance; it is in the student teacher's best interests to enhance and develop this factor in individual students, mainly by

*English Journal of Indragiri (EJI):  
Studies in Education, Literature,  
and Linguistics.*

fostering harmonious interpersonal relationships and providing success opportunities.

Furthermore, as the use of the media of stick puppet in this research is combined with role-play performance, it positively impacts the teaching-learning of speaking. In this case, the students derive significant benefits from role play. As discussed by Harmer (2007:274), role play can encourage general oral fluency or train students for specific situations, especially where they are studying ESP.

Therefore, it can be concluded that the implementation of stick puppet role-play positively brings good improvement to the students' speaking skills and positive impacts to the teaching-learning process. The strategy increases the students' interest in the speaking class and creates a good atmosphere of learning.

### **CONCLUSION**

The first conclusion deals with the procedures applied by the researcher in implementing the stick puppet role play. In this study, the researcher implemented five steps.

2021, Vol. 5, No.1

ISSN. 2549-2144  
E-ISSN. 2589-5140



They are modeling, drafting, creating, rehearsing, and performing.

The second conclusion deals with the improvement of the students' speaking performance. Stick puppet role-play is considered as an appropriate technique to improve the speaking skills of eighth grades.

The third conclusion deals with the students' response toward the implementation of the stick puppet role play. It concluded that the strategy brings a positive attitude to the students attitude.

Finally, apart from the strength shown by the strategy's use, however, there were some limitations of this study. The stick puppet role-play strategy was only appropriate for planning speaking as this study emphasized speaking through systematical steps, namely: modeling, drafting, creating, rehearsing, and performing. Therefore, for spontaneous speaking, the strategy might result differently. The scoring rubric of this study used four language aspects to be evaluated (fluency, grammatical accuracy, pronunciation, and vocabulary), while another aspect

needs to be included: the language function used.

## REFERENCES

- Arifin, W. 2011. *Role-Play Using Eurotalk in Modeling Stage Strategy to Improve Speaking Skill of the Tenth Graders of MAN Pacet*. Unpublished thesis. Malang: Graduate Program, State University of Malang.
- Blatner, A. 2009. *Role-Playing in Education*. (<http://www.blatner.com/adam/pdntbk/rlplayedu.html>). Retrieved September 20, 2012.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition)*. New York: Pearson Education.
- Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- BSNP, 2006. (<http://bsnp-indonesia.org/id/wp-content/uploads/isi/SMP-MTs.pdf>), (Online), Retrieved April 14, 2011.
- Bygate, M. 1987. *Speaking* (C.N. Candlin & H.G. Widdowson, Eds.). New York: Oxford University Press.
- Cohen, L., Manion, L. & Morrison, K. 2004. *A Guide to Teaching Practice (5<sup>th</sup> edition)*. London: Routledge.

- Harmer, J. 2007. *The Practice of English Language Teaching* (3<sup>rd</sup> edition). New York: Pearson Education.
- Huang, I. Y. 2008. Role Play for ESL/EFL Children in the English Classroom. *The Internet TESL Journal*, (Online), 14 (2). (<http://iteslj.org/Techniques/Huang-RolePlay.html>). Retrieved September 20, 2012.
- Kayi, H. 2006. Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, (Online), 12 (11), (<http://iteslj.org/Articles/Kayi-Teaching-Speaking.html>), Retrieved September 20, 2012.
- Khudriyah. 2010. *The Implementation of Role Play to Improve the EFL Speaking Ability of the Fourth Semester Students of STIT Al Urwatul Wutsqo Jombang*. Unpublished thesis. Malang: Graduate Program, State University of Malang.
- Koshy, V. 2005. *Action Research for Improving Practice: A Practical Guide*. London: Paul Chapman.
- Livingstone, C. 1983. *Role Play in Language Learning*. Harlow: Longman.
- Mills, G. E. 2007. *Action Research: A Guide for the Teacher Researcher* (3<sup>rd</sup> edition). Upper Saddle River: Pearson Education.
- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- O'Malley, J. M. & Pierce, L. V. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. New York: Pearson Education.
- Rachmajanti, S. 2011. *Shadow Puppets for Multicultural Story Telling* (in Best Practices in the Teaching of English (Cahyono, Bambang Yudi & Cahyani, Hilda, Eds). Malang: State University of Malang Press. Pages 301-314
- Richards, J. C. 2008. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.
- Richards, J. C. & Renandya, W. A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, Jack C. & Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching (Second Edition)*. Cambridge: Cambridge University Press.
- Shumin, K. 2002. *Factors to Consider: Developing Adult EFL Students' Speaking Abilities* (in Methodology in Language Teaching: An Anthology of Current Practice (Richards, Jack C. & Renandya,

Willy A, Eds). Cambridge:  
Cambridge University Press.

Sulistyo, G. H. 2002. *Language Testing: Some Selected terminologies and Their Underlying Basic Concepts*. State University of Malang: Unpublished Book.

Syafii, M. L. 2011. *Improving the Speaking Ability of the Eleventh Graders of Madrasah Aliyah "Al Islam" Kapas Sukomoro Nganjuk through the Role-Playing Technique*. Unpublished thesis. Malang: Graduate Program, State University of Malang.

Tompkins, P. K. 1998. Role Playing/Simulation. *The Internet TESL Journal*, (Online), 4 (8). (<http://iteslj.org/Techniques/Tompkins-RolePlaying.html>). Retrieved September 20, 2012.

Ula, A. H. 2008. Effects of Creative, Educational Drama Activities on Developing Oral Skills in Primary School Children. *American Journal of Applied Sciences*, (Online), 5 (7): 876-880. Retrieved September 20, 2012.