THE EFFECT OF HAND PUPPET SHOW VIDEO ON STUDENTS' SPEAKING SKILLS
(Pre-experimental Study at Eighth Grade of MTs N 02 Kepahiang)

THESIS

Submitted as a Partial Requirement for the Degree of Sarjana Pendidikan (S.Pd)
In English Study Program Tarbiyah and Tadris Faculty
UIN Fatmawati Sukarno Bengkulu

By

AFIFAH TIANA ROSA

NIM.1711230001

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTEMENT OF TADRIS
FACULTY OF TARBIYAH AND TADRIS
UIN FATMAWATI SUKARNO BENGKULU
2021/2022**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

ADVISORS SHEET

Subject : Afifah Tiana Rosa
NIM : 1711230001

To : The Dean of Tarbiyah and Tadris Faculty
Universitas Islam Negeri Fatmawati Sukarno Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

After reading throughly and giving neccessary advices, herewith, as the advisors, we state that the thesis of :

Name : Afifah Tiana Rosa
NIM : 1711230001
Title : The Effect of Hand Puppet Show Video on Students' Speaking Skills

(Pre-Experimental Study at Eighth Grade of MTs N 02 Kepahiang)

Has already fulfilled the requirements to be present before the board of examiners (munaqasah) to gain bachelor degree in english education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, January 2022
Pembimbing I   Pembimbing II

Riswanto, Ph.D   **Fera Zasrianita, M. Pd**
NIP.197204101999031004   NIP.197902172009122003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **The Effect of Hand Puppet Show Video on Students' Speaking Skills** (Pre-Experimental Study at Eighth Grade of MTs N 2 Kepahiang) by **Afifah Tiana Rosa** (1711230001) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. Ahmad Suradi, M. Ag   :
NIP. 197601192007011018

Secretary
Heny Friantary, M.Pd   :
NIP. 198508022015032002
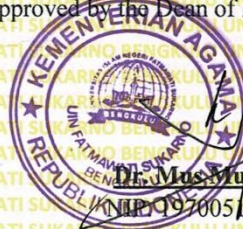
Examiner I
Feny Martina, M.Pd   :
NIP. 198703242015032002

Examiner II
Dedi Efrizal, M. Pd   :
NIP. 199012132020121008

Bengkulu, 18 January 2022
Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M. Pd
NIP. 197005142000031004

MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

"Sebaik-baik manusia adalah yang paling bermanfaat bagi manusia"

(HR. Ahmad, ath-Thabrani, ad-Daruqutni. Hadits ini dihasankan oleh

al-Albani di dalam Shahihul Jami' no:3289).

DEDICATION

I would like to dedicate my work, to my beloved parents, Mr.

Darmansyah and Mrs. Melda Susanti also my beloved siblings,

Hanifah and Fadhil without their support this Thesis would have not

been completed yet.

PRONOUNCEMENT

Name   : Afifah Tiana Rosa

NIM   : 1711230001

Study Program   : English Education Study Program

Faculty   : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled "The Effect of Hand Puppet Show Video on Students' Speaking Skills (Pre-Experimental Study at Eighth Grade of MTs N 02 Kepahiang)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu,   Desember 2021

Stated By

Afifah Tiana Rosa

NIM.1711230001

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Effect of Hand Puppet Show Video as Media for Teaching Speaking (study at eight grade at Mts Negeri 02 Kepahiang). Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Dr. KH. Zulkarnain Dali, M.Pd, the Rector of UIN Fatmawati Sukarno Bengkulu.

2. Dr. Zubaedi, M.Ag, M.Pd, the Dean of Tarbiyah and Tadris Faculty.

3. Dr. Kasmantoni, M.Si, the head of Tadris Department.

4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.

5. Supervisor I, Riswanto, Ph.d, and Supervisor II, Fera Zasrianita, M.Pd.

6. All English lecturers and administration staffs of IAIN Bengkulu.

7. Mr. Supriyadi, S.Pd.I as the Headmaster of MTs Negeri 02 Kepahiang.

8. My beloved parents.

9. All of my best friends, especially in English Program of IAIN Bengkulu 2017.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,   Agustus 2021

The researcher

ABSTRACT

Afifah Tiana Rosa. The Effect of Hand Puppet Show Video on Students' Speaking Skills *(Pre-experimental Study at Eight Grade of Mts Negeri 02 Kepahiang).* A Thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris**,** UIN Fatmawati Sukarno Bengkulu.

Supervisor : 1. Riswanto, Ph.D, 2. Fera Zasrianita, M. Pd

The aim of this research was to find out whether the using of hand puppet show video has significant effect on students' speaking ability at eighth grade of MTs N 02 Kepahiang. The method of this research used pre-experiment with one group pre-test and post-test design. The population of the research was the eighth grade students of MTs N 02 Kepahiang in academic year 2021-2022. Consist of 176 students (VIIIA, VIIIB, VIIIC, VIIID, VIIIE, and VIIIF). The sample of this research was VIIIA and the number of the students was 30. The data were collected by using a speaking test (pre-test and post-test). The result of data analysis showed that there was significant difference of the students' speaking ability after giving treatment by using hand puppet show video as a media for teaching speaking. It was verified by the value of sig. (2-tailed) was $0.000 < 0.05$. According to the result, it can be concluded that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Moreover there was significant effect on students' speaking ability using hand puppet show video as media for teaching speaking at the eighth grade of Mts Negeri 02 Kepahiang.

Keywords: Hand Puppet, Speaking.

ABSTRAK

Afifah Tiana Rosa. The Effect of Hand Puppet Show Video on Students' Speaking Skills *(Pre-experimental Study at Eighth Grade of Mts Negeri 02 Kepahiang)*. Skripsi Program Strata 1 Prodi Bahasa Inggris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Sukarno Bengkulu.

Pembimbing : 1. Riswanto, Ph.D, 2. Fera Zasrianita, M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan video pertunjukan boneka tangan berpengaruh signifikan terhadap kemampuan berbicara siswa kelas VIII MTsN 02 Kepahiang. Metode penelitian ini menggunakan metode pre-eksperimen dengan desain *one group pre-test and post-test*. Populasi dalam penelitian ini adalah siswa kelas VIII MTsN 02 Kepahiang tahun ajaran 2021-2022. Terdiri dari 176 siswa (VIIIA, VIIIB, VIIIC, VIIID, VIIIE, dan VIIIF). Sampel penelitian ini adalah VIIIA dengan jumlah siswa 30 orang. Pengumpulan data dilakukan dengan menggunakan tes berbicara (pre-test dan post-test). Hasil analisis data menunjukkan bahwa ada perbedaan yang signifikan kemampuan berbicara siswa setelah diberikan perlakuan dengan menggunakan video pertunjukan boneka tangan. Hal itu dibuktikan dengan nilai sig. (2-tailed) adalah 0,000<0,05. Berdasarkan hasil tersebut dapat disimpulkan bahwa Hipotesis Null (H0) ditolak dan Hipotesis Alternatif (Ha) diterima. Jadi, terdapat pengaruh yang signifikan terhadap kemampuan berbicara siswa menggunakan video pertunjukan boneka tangan sebagai media pengajaran berbicara di kelas delapan Mts Negeri 02 Kepahiang.

Kata Kunci: Hand Puppet, Speaking.

TABLE OF CONTENT

LIST OF TABLES

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, identification of the problem, limitation of the problem, research question, the objectives of the research, and the significance of the research.

A. Background

In learning a foreign language, the most important thing that students have to master is speaking fluently and clearly. Speaking is how we acquire verbal expressions to transfer meaning. Speaking is a difficult skill, and teachers have to teach this skill using an interactive method and media. According to (Tarigan, 1992), speaking is a competence that we acquire from listening skills, and this competence has already been acquired when we are young. It is easy to learn and comprehend our first language and speak it fluently, but we need to work hard to master a foreign language. Speaking is an important skill that is used by someone to communicate with others. Moreover, According to (Nunan, 2003), speaking competence cannot simply be acquired by students, because this skill is produced orally to transfer an idea. And also, school has to require the goal of teaching speaking to increase students' communicative skills, because they should be able to use these skills in their daily life. Moreover, students still face serious problems with their foreign language learning.

The first problem was that students still lack motivation to learn English. Whereas, according to (Brown, 1994), motivation is generally identified as an aspect that influences success in learning a foreign language, without motivation, students do not have a passion for learning a language. They will feel that learning a foreign language is not important for them. Moreover, there are two kinds of motivation; the first is intrinsic motivation, and the second one is extrinsic motivation. According to (Brown, 1994), states that intrinsic motivation is derived from the needs and wants of the students that come from within themselves, without any suggestions or stimulus from other people. Unlike with extrinsic motivation, it comes because of the suggestions from other people, for example, parents, friends, and teachers. Furthermore, if the students themselves have no motivation to learn English, it is a complication for the teacher in teaching English. As a result, teachers must increase students' motivation to learn a language.

On the other hand, the factors that make students afraid of speaking in English were that they did not have enough vocabulary and did not have an initiative to speak English. If the students do that, automatically they will never comprehend speaking English. However, according to (Edward & Richard, 2001), you could persuade your students to always practice language continuously to make them able to speak in English. Train your students to be brave enough to speak English in front of the class, using interactive and fun media to teach them and also keep reminding them to

memorize the vocabulary.

Moreover, in the teaching and learning process, teachers were still adopt the grammar translation method to teach speaking to the students. According to in (Brown, 1994), the grammar translation method is the method that the target language competence is based on grammar rules and vocabulary. Hence, the characteristics of GTM are that it uses the mother tongue in the process of teaching and learning and uses the target language in passive, that vocabulary is taught in monotone, long explanations of grammar, the translation exercise, and little attention to speaking competence. Also, this method is not suitable for teaching speaking because it makes the students feel bored, and because, nowadays, they are able to use the internet to find information to support their learning.

Besides, education was influenced by the development of technology and communication, especially in the era of the COVID-19 pandemic. Technology is used as a tool in the teaching and learning process. Since the letter of the Ministry of Education and Culture of the Republic of Indonesia (No.4 2020), which states that all teaching and learning processes are carried out at home or through the distance learning system (PJJ) (Kemendikbud, 2020), this has become a challenge for teachers and students to creatively use technology and operate it. However, the distance learning system or online is still not effective in the teaching and learning process.

The problems that were mentioned above are also faced on MTs N 02 Kepahiang. Based on the researcher's pre-observation in MTs N 02 Kepahiang with eighth grade students, the researcher discovered some issues in the process of teaching and learning English, particularly in speaking competence. The researcher was doing an interview with the English teacher of MTs N 02 Kepahiang, and the score of English was still low, especially in speaking. Besides MTs N 02, Kepahiang was school that uses the K-13 curriculum. Based on this curriculum, speaking was one of the English skills that the students have to master.

Furthermore, to solve the problem, the teacher has to be interactive and creative. Hand puppets show are one of the instructional components that should be included in the teaching and learning process. Hand puppets are inherently interesting things about animated inanimate objects, which even newcomers may be surprised by "activity" of puppets. According to (Mujahidah et al., 2021), puppets are often able to manage crowds in almost incredible ways. It enables you to capture and hold the attention of even the most devoted or youthful audiences. So, with hand puppets as a medium for teaching speaking, the students will not feel bored because hand puppets are a fun medium for teaching speaking. Additionally nowadays are technology eras whereas the using of technology is needed in teaching process. One of the technologies is using video for teaching and learning process. (Arianti et al., 2018) the use of video in the classroom to teach speaking provides students with engaging and

comprehensible content to help them improve their speaking skills. Based on the problem that findings above, the researcher believes that the using of hand puppet show that made to be a video will make the students enjoy learning speaking and it will be innovative media for teaching speaking.

Based on the problems that have been explained before, the researchers were curious to conduct the research at MTs Negeri 02 Kepahiang on the title **"The Effect of Hand Puppet Show Video On Students' Speaking Skills (Pre-Experimental Study at Eighth Grade of MTs N 02 Kepahiang)".**

B. Identification of Problem

Hence, based on the background above, the researcher identifies some problem and several phenomena, and determines the following:

a. The students were lack motivation to learn.

b. The students did not have enough vocabulary and did not have initiative to speaking English.

c. The methods and media that teachers used for learning activities were not suitable for teaching speaking.

d. Nowadays were technology eras, whereas the teacher should creative to use technology in teaching and learning process.

C. Limitation of Problem

This study was focused on the students' interested and using media. Again, this research was limited by using hand-puppet show video as media for teaching speaking at MTs N 02 Kepahiang.

D. Research Question

The researcher formulated the research problem as: Is there any significant effect of using hand puppet show video on students' speaking skills at eighth grade in MTs N 02 Kepahiang?

E. Research Objectives

The research objective of this research was to identify the effects of a hand puppet show video on eighth grade students of MTs N 02 Kepahiang.

F. Significant of the Research

There were some purposes of the research:

1. For the writer, this study would add her knowledge about the use of hand puppet show video as a media for teaching.

2. For the teacher, it would be an interactive media to teach speaking by using hand puppet show video.

3. For students, it would be a fun and interesting way to learn.

G. Definition of the key term

a. Hand Puppet Show

A hand-puppet is an object that imitates an animal or person and is able to move with the puppeteer. According to (Tambunan et al., 2014), a puppet will make people interested in the show, even if the audience is made up of kids. Puppets are human or animal duplicates that are typically seen in theater or drama performances. Furthermore, puppet shows are known as a medium, which is used by the teacher in learning and teaching activities, especially learning English in the classroom.

CHAPTER II

LITERATURE REVIEW

This chapter discusses literatures which related to the research those are, the definition of hand puppet show, media, definition of speaking, related study, and Assumption and hypothesis.

A. Hand Puppet

1. Definition of Hand Puppet

Puppets refer to an object imitated by a person who is called a puppeteer. Additionally, (Hornby, 1995) states that a puppet is a character that imitates the character of a person or animal that is able to move with the hand or string. It means a puppet is a small character like a person or an animal that has a body and is moved by the hand of the puppeteer. (Balfiore, 2013) states that puppets are things that are able to move if someone is controlling them by hand, ropes, or rods.

Puppets are human or animal duplicates that are typically seen in theater or drama performances. Furthermore, puppet shows are known as a medium, which is used by the teacher in learning and teaching activities, especially learning English in the classroom. According to (Ridayanti et al., 2021), puppets are a variety of child toys that are colorful and we are able to make them ourselves with various figures such as animals or humans. Afterwards, you can make a theater show by using puppets. This puppet show is like a theater or

drama, and it brightens up with a box theater. This kind of puppet is able to make the students interested in learning language.

According to (Darusman., 2019), hand puppets are divided into some characters, as follows: (1) Sock Puppet, which is made from a sock, and then our hands are put into a sock. (2) Shadow Puppet: The scraps of the pictures are then given a light behind the screen to make a shadow puppet performance. (3) Glove Puppet: a puppet made of a glove. (4) Rod Puppet: similar to a glove puppet, but they are operated by rods. (5) Marionettes: These puppets are usually formed by carving them out of wood and using strings to operate them. (6) Abstract Puppets: This puppet usually just depicts a character or sense of, say, good, evil, love, etc. Other hand, the researcher uses hand puppets (puppets that are able to move by hand) as a medium for teaching speaking.

2. **Hand Puppet Show Video**

According to (Karo et al., 2019), a video is a form of technological product that displays a continuous stream of image sequences, film clips, animated pictures, or moving text, all of which are supported by audio or sound effects. The use of video in the classroom or using technology can provide new ideas for both teachers and students. Teachers might attempt something new in class by effectively utilizing technology. In the teaching and learning process, a teacher can make an effective attempt or take action. The material for

the hour is not explained. Teachers might use the internet to research instructional media or methods in order to develop a new way to teach in the teaching and learning process. Students, on the other hand, can have a beneficial impact on the teaching material or methods that are used in class. When teachers use technology as a teaching method, students learn more.

Again, (Kamelia, 2019) states that, according to several studies, using video as a medium for teaching and learning is quite beneficial. Additionally, (Arianti et al., 2018) the use of video in the classroom to teach speaking provides students with engaging and comprehensible content to help them improve their speaking skills. Video is a device that might include text and visuals, and the audience can view it by going from one scene to the next. As a result, depending on the situation, teachers can employ video. It can be performed like a television show, from start to finish, without halting, or it can be replayed by stopping on the part that is required. In teaching-learning activities, video is a versatile teaching medium for teachers.

Furthermore, hand puppets are controlled by the hand. They are fun and colorful, which can motivate students learning to speak. Puppets are one of the media that is suitable for teachers to use to teach speaking in the classroom. Nowadays, it is a digital and online era, where everything is easy to access, including the materials for learning speaking. Also, hand puppet shows are easy to access in video form.

Besides, education is influenced by the development of technology and communication, especially in the era of the COVID-19 pandemic, which used technology as a tool in the learning process. Hence, the writer used a hand puppet show video as a media for teaching speaking.

3. Procedures of Teaching Speaking by Hand Puppet

Before using hand puppets with students, the teacher should be properly prepared. The writer gives certain techniques for using hand puppets as basic instructions for teachers in order to conduct the right methods of providing the information using hand puppets. There are several processes for generating a productive class and innovative narratives and conversations using puppets, according to (Reyhner, 1997). They are as follows:

a. The students were asked to make simple characters of puppets from the classroom collection or from home.

b. Asked the student to perform and describe a puppet, focusing on the puppet's likes and dislikes.

c. Discussing and displaying ideas. Students were asked to form a group and present the puppet.

d. Choose two or three puppets from the group, as well as a setting from the list.

e. Using the chosen setting, jointly create a story map of the events that these puppets could part ways with.

f. Choosing the right actors and dialogue for each character.

g. Students are expected to volunteer to perform this play for the class.

h. Assisting with proper planning and practice.

i. During their play time, they can share plays with the class or with other kids to create creative narratives and dialogues.

It is obvious from the foregoing discussion that each technique has its own distinct properties. The first and last procedures were employed by the researcher. The researcher asked the students to make a puppet at home, because the teaching and learning process is online, using a picture that has been printed out by the students. And last, the students should practice a dialogue that has been given by recording or make a video using puppets that they made by themselves.

4. The Advantages of Hand Puppet

Puppets are colorful and interesting media that can motivate and help students easily comprehend the material that is given by the teacher. Moreover, the students of junior high school are still young and they are still using their imaginations. Using puppets can help them study with fun. The use of puppets was able to make the students brave enough to express their communication

and emotional feelings. According to (Louis Park., 2011), puppets grow students' creativity and are able to make students brave enough to express their emotions.

B. Media

According to (Naz., 2010) define a media as tools for transmitting and delivering communications, as well as conveying content to students in order to achieve successful instruction. Media are learning device that employ by the teacher in teaching-learning activities to motivate the students to add their knowledge and competencies in English classroom activity. Additionally, (Puspitarini & Hanif, 2019) state that when media is used in the learning process, it will become a more effective and efficient way to support teaching learning goals. Furthermore (Silmi et al., 2017) state that media are crucial in assisting students in acquiring new concepts, abilities, and linguistic competences. There are numerous types of media that teachers can employ in the teaching-learning process, but the teacher must be selective in determining the media. Moreover there are some types of teaching and learning media according to (Ritakumari, 2019):

1. Print media: Books, journals, periodicals, newspapers, workbooks, and textbooks are examples of print media. These are simple to use, transportable, and affordable.

2. Non- print media: Projected and non-projected media are

examples.

3. Electronic Media: Audio, visual, and audio-visual media, as well as projected and non-projected media, are all examples.

4. Audio Media: These are the auditory-based teaching-learning aids. These media can also be heard on their own since they carry sounds, such as audio tapes, record players, and radios.

5. Visual Media: These are media that appeal to the sense of sight (eyes) or can be seen, such as TV, laptop, and chalkboards.

6. Audio Visual: It refers to teaching materials that also provide learners with both aural and visual experiences by simultaneously appealing to the listening and seeing senses, such as television, video cassettes, and security cameras (CCTV).

7. Projected Media: Projected media are educational resources that can only be accessed by projecting their content onto a monitor screen using a projector machine designed specifically for the purpose. The majority of projected media is made up of a mix of software and hardware. These require a projection light source, such as film presentations, and etc.

8. Non- Projected Media: These devices do not need any screen projection. There is no need for a light source for these. They consist of three-dimensional items, two-dimensional objects,

prints, maps, and models, among other things.

9. Multimedia: The mixing of text, audio, still images, animation, video, and interactivity are all examples of multimedia content.

Media are learning device that used by the teacher in teaching and learning process to motivate the students to add their knowledge and competencies in English classroom activity. Moreover, as the teacher we also have to media to teaching and learning activity in the classroom. Media is tools that make the student enjoy and fun to allow the materials that explain by the teacher. Hence, the teachers also have principles for teaching speaking skill and select the best way to teach their students.

From the explanation about the definition of media above, we can conclude that media will increase the students' motivation to learn. Moreover, as the teacher we have to make media to teaching and learning activity in the classroom. Media is tools that make the student enjoy and fun to allow the materials that explain by the teacher. Hence, the teachers also have principles for teaching speaking skill and select the best way to teach their students.

Hand puppets are a medium that has the competence to attract the interest of students in learning English. Innovative teachers will use a device or medium to assist them in conveying the material while

teaching. The teacher is considering using technology to improve teaching so the students will pay attention and enjoy the teaching and learning process. With the use of puppets, the students are able to be more expressive and brave in expressing their emotions, so they can increase their speaking ability.

The puppets are things or objects that are made by someone and the figures are like people or animals. They are able to motivate the students to speak English. They are also media that are able to grow children's imaginations, and they will have a strong interest. They are able to improve the students' abilities in cognitive, emotional, and social relationships. They help the teaching and learning process. Besides, by using hand puppets as a medium for teaching and learning, the students can answer questions well without feeling shy and anxious.

C. Speaking

1. Definition of Speaking

(Kayi, 2006) pointed out that the concerned with establishing and conveying information with the use of verbal or nonverbal symbols is referred to as speaking. Spoken language is very important in language learning. It requires the speaker to produce and understand the target language in oral form. This means that speaking is a competence that students need to master in order to be able to communicate with each other. Speaking is the production of systematic verbal speech to convey meaning. Moreover, when someone is

mastering a foreign language, we sometimes interpret that they are able to convey sentences and ideas in that language. Many students are learning to speak a language to increase their ability to do so. Besides, mastery of speaking in a foreign language is what the students need. On the other hand, if the students are active in communicating or practicing in English or a foreign language, it will be easy for the students to learn to speak.

According to (Nunan, 2003), speaking is the activity in the classroom that needs to realize interactional and transactional goals, because language learners must speak the target language in transactional and interactional settings. (Brown and Yule, 1999) say, in transactional situations, where information transfer is the main reason the speaker chooses to speak, the language tends to be clearer, more specific, than in the main interaction situation. So they assume that normal language speakers reach the ability to express their needs, to communicate information. Speaking is also one of the most frequently used language arts by people throughout the world. The art of talking is very complex. This requires the simultaneous use of a number of abilities which often develop at different rates. In general, there are at least four components of speaking skills related to understanding, grammar, vocabulary, pronunciation, and fluency.

They will choose the language they believe is appropriate for this communicative purpose in order to attain this communicative goal.

The purpose of speaking is to create an interactive conversation between a speaker and a listener. There are two types of situations in which such a talent is required: interactive and semi-interactive. In the first instance, this would entail a conversation with another person or group of people, whether face to face or over the phone, in which two or more individuals communicate. What one must remember is that speaking is a process of using verbal language to transmit feelings or ideas to others, as well as a process of involving the speaker and listener in a communication line.

Based on the aforementioned argument, it can be concluded that speaking is an English language ability, and that speaking is a mechanism for individuals to communicate with one another and express their thoughts, information, requests, or ideas.

2. Types of speaking

There are some types of speaking, according to Brown in (Ounis, 2017) classify the types of speaking into five: (1) Imitative. The teacher asked the students to imitate a word, phrase, or sentence, (2) Intensive. The teacher asked the students to produce short stretches of oral language designed (Reading aloud) (3) Responsive. The students should practice short conversation, simple greetings and small talk, simple requests and comments, (4) Interactive. The typical of interactive are same as of responsive, but the difference between responsive and interactive speaking is; if responsive, the typical of

speaking is more complex and length, and the last (5) Extensive (monologue). The teacher asked the students to speeches, make oral presentation, and storytelling.

Furthermore the type of speaking in this research is responsive because the students should practice a dialogue or short conversation with using puppet.

3. Teaching Speaking

(Burns, 2019) opines that speaking is a key component of syllabus material and learning outcomes in every language education classroom. Not only does spoken language provide "opportunities" for learning as the principal interactive medium of the classroom, but it is also a crucial aspect of curriculum content. Most English teachers, however, find it difficult to teach speaking. And also according to (Pakula, 2019) state that, most language learners' primary goal is to be able to communicate fluently in a foreign language. However, it appears that spoken skills instruction in language classes plays a minor influence. There are a variety of causes for this, including the higher status of written language, teaching to tests (of written language), teaching the textbook (with an emphasis on written language), and a lack of understanding of how to teach speaking. Hence, (Adamson et al., 2013) argue that, the act of training children to be able to communicate and demonstrate any contact with another person

involved in the conversation is known as teaching speaking. As a result, when teaching speaking skills, it is critical to ensure that learners have such a clear concept of what speech entails. There are some principles that the teacher has to apply in their English classroom activity (Brown, 1994).

a. Approach

Approach is an assumption about the theory of the process in learning English, then the teacher apply it in their teaching and learning process in the classroom. As a teacher, an approach is giving a main impact for their teaching and learning process. The teachers have to give the best way to teach their students and also try to make innovative and effective teaching in their classroom. A motivate to make the process of teaching and learning more innovative its need an approach. Furthermore, according to (Brown, 1994) states that, as a teacher, the approach that you are using to teach a language is not just an assumption, but you have to practice and apply it in your classroom activities. How you can understand language learning and teaching is determine the successful in your classroom.

The application of your approach in the teaching and learning is the way to make your classroom is manageable. The best teachers is always exposure to their students in the classroom, brave to take a challenge to try new activities, method, techniques

and always acquired new innovation to make their students enjoy to leaning in the class. Moreover, according to (Brown, 1994) states that, there are some approach in teaching language; 1) communicative language teaching (the main focus on communicative competence. also focus on all aspect of English including grammatical, focus on the students fluency and accuracy, real world contents, the role of teacher as facilitator in the classroom also as guide for students), 2) Tasked Based Learning (real-world contents, and problem solving activity), 3) Learner centered instruction (focus on learners need, students group work, students creativity and innovation), 4) cooperative learning (students and teacher work together), 5) Interactive Learning (pair work and group work, real- word contexts, , meaningful communication), 6) Content Based Learning.

b. Method

A set strategic to gain successful in teaching and learning activity are called method. Methods have relationship especially with teacher and student roles and behaviors then with subject features such as linguistic. The teachers have to design and chose a creative method before the teaching and learning activity, hence the process of teaching and learning English more successful and the students will not fell bore. Hence there some method in teaching and learning English as follow:

1) Grammar Translation Method

   According to (Brown, 1994) grammar translation method is the method that the target language competence is grammar rules and vocabulary. Moreover, the characteristic of GTM are use mother tongue in the process of teaching and learning and using target language in passive, vocabulary is taught in monotone, long explanation about grammar, the translation exercise, and little attention in speaking competence.

2) Direct Method

   Direct method is a method that using target language in teaching and learning process, and without translating, besides the direct method is focus in speaking competence not grammar.

3) Audiolingual Method

   The characteristic of Audiolingual Method are the material presents with dialogue, drilling, focus on pronunciation, use target language.

4) Communicative Language Learning

   CLL or communicative Language learning is method that is effective for teaching speaking competence.

5) Sugesstopedia

Sugesstoedia is using music in the teaching and learning process. The method believes that, if students hearing a music they will be relax and enjoy the class.

6) Silent way

Consider creating a material then memorization, and the students have to solving the problem in the class.

7) Total physical response

The teacher using physic or body in teaching and learning, the teacher demonstrate and the students imitate.

8) Natural Approach

The natural approach method is focus on listening skill.

Furthermore, many teachers are already very good at teaching vocabulary and grammar to translate texts and prepare students for exams. However, organizing courses to practice spoken English is a huge challenge for both teachers and students. Teaching students to speak is a crucial technique to help them express their feelings and communicate their needs, connect with others in a variety of situations, and influence others. As a result, having a firm knowledge of what speech implies is essential when teaching speaking skills. English subjects are used as a means to increase English knowledge and skills to acquire and develop science, technology, and art. The

improvement of English knowledge is related to the skills of students mastering English rules. The improvement of the English language is related to the ability of students to use English for various purposes according to the situation, in speaking and writing. English subjects have different characteristics from other subjects. This difference lies in the function of language as a means of communication. In addition to mastering vocabulary and grammar, you also need to master some skills.

In English learning activities, teachers are required to be able to develop empathy for the language skills of students. Hence, the teachers have to develop the language skills of students based on the curriculum. The curriculum is the theoretical reference (speaking, reading, listening, and writing skills). MTs N 02 Kepahiang is using the K13 Curriculum. This curriculum is a curriculum of value which is occupied by character building.

According to Mulyasa in (Zaim, 2017), whether learners can increase and use their knowledge, appraise the worth of character, and demonstrate positive attitudes in their daily conduct is unrelated to the execution of the 2013 curriculum. In the Core Competences (Kompetensi Inti/KI), the values are mentioned. There are four competencies in this set (KI 1 to KI 4). Spiritual aspects are addressed in KI 1, social aspects (behavior) are addressed in KI 2, knowledge is addressed in KI 3, and skills are addressed in KI 4. Basic Competences

(abbreviated as KD) are the benchmarks for building indicators' competencies. The teaching and learning activities in the 2013 curriculum are scientifically based. Observing, questioning, gathering information, associating, and communicating are the five steps of the strategy. As a result, communicative language learning, inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning are all incorporated into the teaching technique. Furthermore, communicative language learning (CLL) is an efficient way for developing speaking skills.

Furthermore, according to Brown 1994 in (Loukina et al., 2018), there are some aspects to evaluating and scoring speaking tasks as follows:

a. Pronunciation

According to (Darusman, 2019), students learning pronunciation are learning how to generate sounds and words clearly and fluently in English. The ability of students is determined in part by the teacher's involvement in teaching pronunciation to their students. We have been bringing in sounds since we were children. Indonesian phonemes, for example, will be developed by the Indonesian youngster. Then, developing a foreign language is a little more difficult and necessitates regular practice and serious learning. Teaching pronunciation, according

to (Brown, 1994), is surprisingly similar to a course of study. Grammar instruction is seen as critical in a course, as well as for ensuring that learners' mastery is fluid and accurate. It is necessary to learn how to pronounce words in order for students to improve their communicating abilities.

According to (Brown, 1994), Teaching Pronunciation is something unexpectedly to a course of study. at the middle of 1980, teaching grammar is consider to get much attention as crucial in a course, also to make learners mastery fluency and accuracy. it need pronunciation learning to make the learners able to increase their communicative competence. The factor that affect student's pronunciation according to Brown below:

1) Native language

The teachers have to consider the difficult of the students in pronunciation a foreign language. One of the aspects that influence student's pronunciation is their mother tongue (native language). It's will be simple If the teacher is get used with the students basic sound system.

2) Age

The change of kid's sounds become a teenager then adult, is the excellent aspect that giving an affect for the

students pronunciation. It is the opportunity of the teacher to train the students using foreign accent.

3) Exposure

The better quality of the explanation or how the teacher teach their students is determine students success in learning language whether if the teacher just full fill a meeting with the bore activity, the students will not enjoy the teaching. Moreover if the English class is fun, it is will be opportunity to focusing learn pronunciation because you have get the attention of your students in the class.

4) Innate phonetic ability

If pronunciation looks difficult to acquire naturally by the students, they should not give up to always learn foreign language, especially learn the pronunciation. So they can enhance their competence in English.

5) Identity and language ego

The Learners of foreign language have to positive behavior with the people who speak the language and the role of teacher is to always warning them because it is very importance things.

6) Motivation and concern for good pronunciation

As the teacher you may assist your students to grow

their motivation and show to them how crucial learning a pronunciation for make their image look master in that language.

According to (Brown, 1994), there are seven principles for teaching speaking skill; give attention to the fluency and accuracy, motivate the students, use authentic language in meaningful contexts, give feedback and correction, capitalize on the natural link between speaking and listening, give the students opportunity to initiate oral communication, and Encourage the development of speaking strategies.

a. Give attention to the fluency and accuracy

The teacher have to consider of student's needs, again as a teacher also require to look at the accuracy, interaction, meaning, and fluency of the students when they are learning English especially in learning speaking competence. When the teacher do a method or technique like a jigsaw group technique, game, or role play or discuss solution determine a test that you give to your students have linguistics (language practice). Furthermore you may not make your students feel not enjoy in your teaching and learning activity and make sure your students able to your students to death with lifeless, repetitious drills. As noted above, make any drilling you do as meaningful as possible.

b. Motivate the students

Make the students grow up their goals, interests, and target to increase their ability in English; for add their knowledge, for their competence, and status. Always motivate the students to learn English then help them to see how the activity will benefit them to do certain things.

c. Use authentic language in meaningful contexts

To design strategic to teaching and learning English based authentic contexts and meaningful interaction its need hard preparation and creativity. To make it, the teacher will help by a storehouse of a teacher resource material.

d. Give feedback and corrections

The knowledge about English of the teachers are useful for determine the best feedback that have to be given for the students in learning and teaching process.

e. Always connected the speaking and listening competence

There are many interactive and effective techniques that affect speaking and also listening. Remember; always connect the two skills to integrate the ability of the students in learning language.

f. Let the students try speaking in English

The teacher have not to be center of the class or only the teacher who speak in the class, any other way you also have to give

the opportunities for the students to speak up or practice speaking English in the learning and teaching activity. Let the students' initiative to speak in English without any command of you. The students that are ability to speaking in English well, if the students able to initiate to talk in English, chose the topic that they want to discuss, ask question, control the conversation and change the topic of conversation. Furthermore to make them master in speaking competence, the teachers have to choose best techniques to teach them.

g. Boost your technique for teaching speaking

Develop your technique in teaching speaking and use method, media that is fun for teaching, so the students will not able to bore and the interest of the students in learning speaking is increasing.

Furthermore, in teaching speaking the teacher have to know the ability of the students and prepare a test to measure the comprehension of them. According to (Brown, 1994) there are five item tasks for assessing speaking:

a. Imitative speaking task

Naturally it is the competence to imitate a word, phrase

and a sentence. "(Minimal pair, word/phrase repetition,

sentence repetition)"

b. Intensive speaking tasks (directed response, read –aloud, oral

sentence completion, oral cloze procedure, dialogue completion, directed response, picture-cued elicitation of a grammatical item, translation into the L2 of a word, Phrase, or sentence)

c. Responsive speaking tasks (picture-cued elicitation or response or description, map-cued elicitation of directions, question and answer)

d. Interactive speaking tasks (oral interviews, role plays, discussion and conversation, games)

e. Extensive speaking tasks (oral presentation, picture-cued, retelling a story or news event, translation).

The learning of English is a multi-step process. This means that any part of the language that is taught contributes to the overall improvement of the language. A coherent system, in which individual sounds are systematically related, connects pronunciation and listening comprehension. Students require this sense of a system in order to comprehend the various components Gilbert, 1984 in (Purwanto, 2019). If students' English pronunciation abilities improve, their listening and speaking skills will undoubtedly increase. When one's knowledge of English pronunciation improves, so does one's spelling ability.

b. Grammar

Grammar is taught for the purposes of writing competence. Grammar is not taught separately but is frequently required in speaking competence (Edward & Richard, 2001). Grammar is frequently required in writing skills, whereas speaking skills are acquired spontaneously without the need to think about grammar. However, grammar is sometimes required in certain conditions, such as when speaking skills are acquired spontaneously without the need to think about grammar. Remember, in speaking competence, the teacher does not need to teach grammar directly, the teacher is able to teach them with meaningful learning.

c. Vocabulary

Vocabulary is crucial for students in learning a language, especially a foreign language. Without having enough vocabulary, the students will face serious problems when they are speaking; it will be difficult to convey their ideas and opinions, and it will cause the students to not be confident when talking using English. Vocabulary deals with the basics of teaching and learning language. Vocabulary is a determining factor of language competence. Without a large vocabulary and the motivation to add vocabulary, it will be difficult for the students to master English (Edward & Richard, 2001).

d. Fluency

According to (Lopez et al., 2021) defines that fluency is when someone focus on the speech and speak with clearly and effectively as possible. When someone speaks with confidently without stammering is fluency. The word fluency is refers to the ability of using a language which fast and confidently without worry and afraid making mistake. Fluency is defined as the natural capacity to talk spontaneously, rapidly, and comprehensibly with minimal errors that may distract the listener from the speaker message. Again, (Azlina et al., 2015) the capacity to read, speak, or write fluently, smoothly, and expressively is referred to as fluency. In the other words, the speaker could read, comprehend, and react effectively and concisely in a language while also linking meaning and context to it. The capacity to talk accurately and fluently is known as fluency. Many language learners strive for speaking fluency.

e. Comprehension

Comprehension is the last part of speaking. The ability to teach the intended meaning of a document or spoken language is strongly reliant on understanding. According to (Qasim, 2021), persons who "know everything in both formal and informal speech that is required of an experienced native English speaker" earn the greatest comprehension scores. As a result, in a speaking

classroom, the teacher can determine whether or not the students comprehend the material by testing their comprehension.

The writer concludes from the foregoing description that speaking is what we express about what we are seeing, experience, and feel. Speaking, on the other hand, is referred to as communicative competence. As a result, teachers face a significant task in enabling their students to master English, particularly in speaking.

D. Related Previous Study

Previous studies that are relevant or related to this research include: first the research was conducted by Dwi Suci Amaniarsih entitled "Improving the Seventh Grade Students' English Speaking Ability of SMP Harapan 1 Medan by Using the Puppet Show Media". This study found that using Puppet Show medium to teach students speaking ability can increase students' English speaking ability. This study is using classroom action research (CAR). Furthermore, this research uses puppets as a medium for teaching speaking. Then the difference between this research and that is the skill study or the method of study.

The second research was conducted by Siti Zuraidah, Kastam Syamsi, and Ashadi, entitled: "Improving Story Telling Skills of Grade 1 Students through the Use of Hand Puppet Media". The result of this research shows that the use of hand puppet media in Indonesian language

learning could improve the storytelling skills of grade 1 students. The students' mean score increased from 62 in cycle 1 to 80 in cycle 2. (Siti et al., 2020). The similarities lie in the media of learning, that is, using puppets as a media. Then the differences in this research are the skills studied, the method of study, and the levels of school.

The last research was conducted by Anwar Senen, Dea Lesti Ameliandari, Pratiwi Puji Astuti, and Tusta Rika Purwanti, entitled: "Developing a Hand Puppet Book Media to Improve the Higher Order Thinking Skills and Character of Elementary School Students". Furthermore, the similarities between my research and the media of learning, that is, using puppets as a media, are striking. Then the differences in this research are the method, the skills, and the levels of school. The method that is used for development research is called hand puppet research. This research develops a hand puppet book, and the level of school is elementary school.

E. The Assumption and Hypothesis

1. **Assumption**

   The researcher assumes that the use of hand puppet show videos allows for significant differences and effects on teaching speaking.

2. **Hypothesis**

   Depending on the assumption above, the hypothesis of the research can be described as follows:

   Ho: There is no significant effect on students' speaking ability using hand puppet show video as media in teaching speaking at the eighth grade of MTs N 02 Kepahiang.

   Ha: There is a significant effect on students' speaking ability using hand puppet show video as media in teaching speaking at the eighth grade of MTs N 02 Kepahiang.

CHAPTER III

RESEARCH METHOD

This Chapter discusses the methodology of the research. It consists of research design, population and sample, technique of collecting data, research setting, validity and realibility, data analysis techniques.

A. Research Design

Research design is something that must be prepared before we start the research. Research design is the key to the structure and the connector between research questions and the implementation of research. Research design is a procedure that gives instructions about how to arrange, collect data, and analyze data in the correct way. In conclusion, research design is a method or way of gathering data scientifically.

This research used experimental design, according to (Morrison, 2017), experimental research is the research that carried out by manipulating the object of research and the existence of controls. The purpose of experimental research is to investigate whether there is an effect that influence the object after giving a certain treatments to the experimental group. According to (Best & Kahn, 1998) experimental method devide into three: Pre-experimental, True experimental and Quasi experimental.

This research used pre-experimental with 0ne-grup pre-test and post-test design. The cause for the researcher select these research design were: 1) the researchers did not want to randomization in determining the sample of research, 2) This design appropriated with the objectives of the research, specifically to knew the effect after being given teaching with hand puppet show video, 3) This research design begans with an initial test (pre-test), then given treatment (treatment), and the final test (post-test), and 4) with used these design the results of treatment could be known more accurately because it could be compared with the situation before treatment.

According to (Donald, 2010) describe 0ne group pre-test and post-test design usually concern with three steps: 1) The pre-test is implement to determine variables, 2) Operate the treatment X on the subject, 3) Implement post-test, and analyzing the pre-test and post-test scores to know the difference caused by the treatment.   And also a design of 0ne-grup time series adapted from (Donald, 2010) below:

Table III. 1
Design of Pre-test and Post-test

Pre-test	Treatment	Post-test
Y_1	X	Y_2

According to the table above, the way to conduct the pre-experimental with a 0ne-grup pre-test and post-test design includes pre-test (Y1), treatment (X), and post-test (Y2). For the first step, the

researcher arranged a pre-test to determine the speaking ability of the students before they accepted the treatment with hand puppet show video. Then the researcher gave a treatment with hand puppet show video to the students, and finally, the researcher held a post-test to measure the students' speaking ability after accepting the hand puppet video treatment.

The researcher would try to identify if there is any effect of the hand puppet show video on teaching speaking to eighth grade students of MTs N 02 Kepahiang.

B. Population and Sample

1. Population

A population is a group of creatures that live in the same place and have the same characteristics. The population is the entire research subject study. The subjects of this research were the eighth grade students of MTs N 02 Kepahiang in the academic year 2020/2021. There are six classes of eighth grade students; however the researcher would choose one class of eighth grades of MTs N 02 Kepahiang. The following list of the study's population:

Table III.2

The Population of the Eighth Grade of MTsN 02 Kepahiang

No	Class	Number Of Students	The English mean score
1	VIII A	30	$\sum$ 55
2	VIII B	31	$\sum$ 75
3	VIII C	28	$\sum$ 70
4	VIII D	29	$\sum$ 68
5	VIII E	30	$\sum$ 65
6	VIII F	28	$\sum$ 72
TOTAL POPULATION		176	

2. **Sample**

A sample is a component of the population. According to (Donald, 2010), a group that is selected from a population that is used for observation in research is called a sample. The researcher used purposive sampling, according to (Acharya et al., 2013) purposive sampling is a sampling method that confined to specific types of people who can provide the relevant information, also because they are the only ones who have it and they suit of the researcher's criteria.

The researcher chosed the VIIIA class because this class had the lowest mean score in English and the skills of English were still basic, especially the speaking competence. The researcher would see if there was any significant effect after the hand puppet show video was implemented in this class.

Table III. 3

The Sample of the Eight Grade of

MTsN 02 Kepahiang

No	Class	Male	Female	Number Of Students
1	VIII A	-	30	30

C. Research Setting

This research was carried out at MTs N 02 Kepahiang, which is located at Jalan Ki Agus Hasan, Pasar Kepahiang, Kec. Kepahiang, Kab. Kepahiang, Prov. Bengkulu**.**

D. Data Collecting Techniques

Data collecting techniques elaborate on how the researcher gets the data. The data for this research was collected by conducting tests. The researcher was using the speaking test as the instrument and then the oral speaking test as the type of speaking test. The test was to determine the students' speaking skills by using English. First, the researcher held the test to determine the speaking comprehension of the students.

The researcher was using tests (pre-test and post-test) to collect data. According to (Bryan & Karshmer, 2013), the pre-test and post-test

design is widely used in behavioral research, mainly to compare groups and/or to measure changes in experimental treatments. The technique that was used by the researcher is as follows:

1. Test

The researchers conducted tests to measure the students' speaking abilities in this study. The test is separated into two tests, the pre-test and the post-test, in order to acquire the data needed for this research. The procedure employed by the researcher was as follows:

a. Pre-test

A pre-test was conducted to determine the ability of the students before treatment was given to them. The pre-test was given to the class VIIIA students of MTs N 02 Kepahiang. The process of teaching and learning was conducted online using WhatsApp media, so to do a pre-test, the researcher asked the students to record or make a video to determine the speaking ability of the students before giving a treatment to them.

b. Treatment

The treatment would be conducted after the pre-test and the students would give the treatment three times. However, the researcher would give the students' hand puppet video show as media. 1) In the first meeting, the researcher gave motivation for the students and introduced the hand puppet medium: definition, steps, and what students would do. Then the researcher would

share the link to the video that was taken from YouTube. In this first meeting, the material was about "Getting and showing attention." The researcher let the students look at the video, and if the students didn't understand, the researcher would give the students an opportunity to ask the question. After that, the researcher would give the students a task to see if the students had understood the material. 2. In the second meeting, the material was about "Asking and Giving Opinions". The researcher would share the link video of a hand puppet that she took from YouTube. 3. In the third meeting, the material was about "Showing Appreciation to Others". The researcher would share the link to a video of a hand puppet that she took from YouTube. The researcher let the students look at the video, and if the students didn't understand, the researcher would give the students an opportunity to ask the question. After that, the researcher would give the students a task to see if the students had understood the material.

c. Post-test

A post-test was conducted after the treatment was given to determine the speaking ability after using hand puppets in the video. The researcher asked the students to make hand puppets and practice a dialogue while making a video using the hand puppet medium.

The researcher use Hughes's scale for scoring speaking ability of the students. The following way that adapted from Hughes in (Rahmawati, 2014):

Table III.4

Scoring of Speaking Ability

Aspect	Score	Description of Competency
Pronunciation	5	Pronunciation is often difficult to understand.
	10	Foreign accents necessitate careful attention, and mispronunciations can lead to misunderstandings and apparent grammatical or lexical problems.
	15	There is a distinct foreign accent and a few mispronunciations that do not obstruct understanding.
	20	There were no obvious mispronunciations, yet the speaker could not be mistaken for a native speaker.
Grammar	5	Grammar is almost completely made up of incorrect phrases.
	10	Common error reveal certain major tendencies that are out of control, generating irritation and confusion.
	15	Occasional error showing imperfect control of some patterns but no weakness that cause misunderstanding.
	20	There are not many mistakes, and there are not any failure patterns.
Vocabulary	5	Even the most basic communication requires a large vocabulary.

	10	Only basic personal and survival vocabulary is available (time, food, transportation, family, etc.)
	15	Some words are incorrectly chosen, and a lack of terminology prevents discussion of some frequent professional and societal issues.
	20	Professional language is adequate for discussing specific interests; generic vocabulary allows for some circumlocutions in discussing any non-technical subject.
Fluency	5	Conversation is nearly impossible due to the slow and fragmented nature of speech.
	10	Except for brief or customary utterances, speech is slow and inconsistent.
	15	speech is more fluency but inconsistent.
	20	speech is more fluency and consistent.
Comprehension	5	Very low of understanding
	10	Low of Comprehension.
	15	Quite good in comprehension.
	20	Able to comprehend and increase the skill in English

The speaking score is graded on five different factors, each with its own score and level. The highest score for each component was 20, and the total score for all aspects was 100. The following is the test's specification:

Table III. 5

The Specification of the Test

No	Speaking skill	The highest score
1.	Pronunciation	20
2.	Grammatical	20
3.	Vocabulary	20
4.	Fluency	20
5	Comprehension	20
Total		100

E. **Validity and Reliability of Test**
   1. Validity

   The most important aspect for the researcher to consider when creating, developing, and evaluating instruments is validity. Actually, according to (Donald, 2010), validity is how we measure the level of an instrument. The focus of validity is the scores of the instrument. The aim of the test was to test students' speaking ability through a hand puppet show video. To evaluated the students' speaking ability, they should speak English for 2 to 5 minutes. The content of the test, or its topic, must be relevant to the students' syllabus and textbook. The materials for the pre-test and post-test were determined by the school's textbook and syllabus.

The validity was tested using content validity and construction validity for the pretest and posttest. That was carried out by reviewing the suitability of the question that had been asked, consulting, and having it checked by the experts (lecturer). Moreover, according to Darusman (2021, p.11), five meetings are needed to get a result or to see whether the media that is being used as a treatment has a significant effect or not.

2. Reliability

Reliability is the consistency of measuring instruments. Tests or assessments are determined to be reliable if the repetition of measuring a test allows the same result. (Shweta et al., 2015) claims that reliability must be approached with caution. Inter-rater reliability was employed in this study to determine the degree to which various judges or raters agreed on their assessment decisions.

The researcher understood that the teacher more expertise to giving a score for the students. So, the researcher saw the pattern of the teacher in giving the score, then imitate it. And also asked the teacher's suggestion in giving the appropiate score. Moreover the teacher and the researcher also disscusion about the test and we conclude that concluded that the test was proper to tested.

F. Data Analysis Technique

The data that is collected from the research is a quantitative analysis; it is the results of the students' tests. Static analysis statistics are used in quantitative analysis. There are many techniques in quantitative research that are called: correlation product moment (to inspect the correlation between two intervals), and the t test (experimental research). Moreover, a paired-sample T-Test was used to analyze this research. According to (Pallant, J. (2001), a paired-sample t-test applies when a research project has one group that is the object of research. Furthermore, the used of a paired-sample T-test was after the researcher did the analysis, descriptive, normality testing, and uses a paired-sample t-test then.

1. Normality

Normality testing is essential to know whether the data is in normal distribution status or not. Non-parametric statistics must be used if the data is not normally distributed. Hence, the purpose of the normality test is to show that the sample of the data comes from a normally distributed population. Therefore, the researcher was using the SPSS 23 version to conduct normality testing. The normality testing hypotheses were the following:

a. Ho: The data is in normal

b. Ha : The data is not in normal

Depending on the hypothesis above, the data was able to be said to be normal if the Ho is accepted; moreover, the data is not normal if the Ha is accepted. Besides, Ho is accepted when the significance value is higher than 0.05 (> 0.05), but Ho is rejected when the significance value is lower than 0.05 (< 0.05).

2. Paired Sample T-test

According to (Mara & Cribbie, 2012) state that paired sample t-test is a parametric difference test on two paired data. In accordance, it can be explained that this test is a comparative test, which is to compare the differences between two groups in pairs and the data source comes from the same subject. Manually the t-test formula that used for paired sample:

$$t = \frac{\delta}{SD\delta\sqrt{n}}$$

Remember:

δ　　: Standard mean deviation

SD δ : Standard deviation of δ

n　　　:Number of samples

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result of the research and its discussion. In this chapter, the data which had been collected were analyzed and interpreted.

A. Findings

1. The Students' Pre- Test and Post-Test Scores

The results of the research were used in the form of tables, and narratives (Written). The researcher started the research from July 12th until Agustus 22th 2021. This population was 176 students consist of VIII A, VIII B, VIII C, VIII D, VIII E, VIII F and the sample of this research was VIII A consist of 30 studesnts. The results showed that using of hand puppet show video as a media for teaching a speaking was gave an effect for the students' speaking skills at MTs N 02 Kepahiang. Data analyzed using SPSS version 22. In the following description presented the findings of the research. After the writer conducts the research, they obtain two kinds of data; the pre-test and post-test scores:

Table IV.1

The Score of Pre- Test and Post-Test

No	Respondent	Pre-Test	Post-Test
1	AB	70	80
2	AS	65	75
3	AJA	65	70
4	APD	45	55

No	Respondent	Pre-Test	Post-Test
5	ASM	65	75
6	CM	50	65
7	CFA	45	60
8	DCL	65	75
9	DAS	60	65
10	GER	55	60
11	GP	55	65
12	KW	60	70
13	KMO	60	75
14	KAF	40	60
15	LV	70	85
16	LPS	60	70
17	MA	40	55
18	MA	50	65
19	NKN	70	85
20	NP	70	85
21	RA	55	65
22	RL	60	75
23	RAL	55	70
24	RA	60	75
25	SA	45	60
26	SN	60	70
27	TNI	65	70
28	TRL	70	85
29	YS	65	70
30	ZNH	55	65
	Total	1750	2100
	Mean	58.33333	70

Based on the table above, the highest pre-test score of the students was 70, and the lowest was 45. Meanwhile, the highest post-test score was 85 and the lowest score was 60. After the writer collected the data in Ms. Excel 2010, the writer found that the mean score of the pre-test was 58.3 and the mean score of the post-test was 70.

2. Data Testing

1) Normality of Pre-Test

Table IV.2

Normality of Pre-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test	.173	30	.022	.919	30	.025

a. Lilliefors Significance Correction

The writer got the result of a normality test using SPSS 23, which used Lilliefors Significance Correction. From the table 4.2 above, it can be seen that the significance value of the data was 0.022>0.05. It can be concluded that H_0 is accepted and the data from the pre-test was in normal distribution.

2) Normality of Post-Test

Table IV.3

Normality of Post-Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Post-Test	.133	30	.183	.941	30	.095

a. Lilliefors Significance Correction

The writer got the result of a normality test using SPSS 23, which used Lilliefors Significance Correction. From the table 4.3 above, it can be seen that the significance value of the data was

0.183>0.05. It can be concluded that H_0 is accepted and the data from the post-test was in normal distribution.

3) **The Hypothesis of Testing**

The writer used a paired sample T-Test to analyze this research. A paired-sample t-test is conducted when a research study only has one group object.

Table IV.4
Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	T	Df	
Pair 1	Pre-Test - Post-Test	-11.66667	4.01148	.73239	-13.16458	-10.16876	-15.930	29	.000

The research was conducted to answer the research problem of whether the use of hand puppet video shows has any significant effect on students' speaking skills at eight grade MTs N 02 Kepahiang. Furthermore, to explain the answer to the question above, the Alternative Hypothesis (Ha) and Null Hypothesis (H0) are assumed as follows:

H0: There is no significant effect on students' speaking   ability using hand puppet show video as media for teaching speaking at

the eighth grade of MTs N 02 Kepahiang.

Ha: There is significant effect on students' speaking ability using hand puppet show video as media for teaching speaking at the eighth grade of MTs N 02 Kepahiang.

To verify the hypothesis, the data from the pre-test and post-test are calculated by using the t-test (paired samples t-test) formula with the assumption as follows:

If the value of sig. (2-tailed) > 0.05, it means that there is no significant effect on students' speaking ability using hand puppet show video. H0 (the null hypothesis) is accepted and Ha is rejected.

If the value of sig. (2-tailed) < 0.05, it means that there is significant effect on students' speaking ability using hand puppet show video. H0 (the null hypothesis) is rejected and Ha is accepted.

Based on the table above, the value of sig. (2-tailed) was 0.000<0.05. According to the result, it can be concluded that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Moreover, there was a significant effect on students' speaking ability when using hand puppet show video as a medium for teaching speaking at the eighth grade of Mts. Negeri 02 Kepahiang. Furthermore, the table above also shows that t_0 (count) = 15.930, and df (degree of freedom) =29. Gay states that the value of t_{t} = 2.145. As a result of (t0 >

tt), 15.930 > 2.145, it can be concluded that t0 was greater than tt and that there was a significant difference before and after teaching English using a hand puppet show video.

B. Discussions

The discussion focuses on the interpretation of findings produced from observations of students' speaking abilities during the teaching and learning process utilizing with hand puppet show video. It is showed by the succed of students in pre-test and post-test. Because of disparities in treatment during the learning process, average students in pre-test and post-test have different learning results. As evidenced by the students' difficulties in speaking, such as, the students were lack motivation to learn; the students did not have enough vocabulary and did not have initiative to speaking English, the methods and media that teachers used for learning activities were not suitable for teaching speaking, and nowadays were technology eras, whereas the teacher should creative to use technology in teaching and learning process.

(Hornby, 1995) states that a puppet is a character that imitates the character of a person or animal that is able to move with the hand or string. It means a puppet is a small character like a person or an animal that has a body and is moved by the hand of the puppeteer. According to (Mujahidah et al., 2021), puppets are often able to manage crowds in almost incredible ways. It enables you to capture and hold the attention of even the most devoted or youthful audiences. So, with hand puppets as

a medium for teaching speaking, the students will not feel bored because hand puppets are a fun medium for teaching speaking. Additionally nowadays are technology eras whereas the using of technology is needed in teaching process. One of the technologies is using video for teaching and learning process. (Arianti et al., 2018) the use of video in the classroom to teach speaking provides students with engaging and comprehensible content to help them improve their speaking skills. Based on the problem that findings above, the researcher believes that the using of hand puppet show that made to be a video will make the students enjoy learning speaking and it will be innovative media for teaching speaking.

By using Hand Puppet, students could practice English with using videos; in using hand puppet as medium, students would be brave and not shy in speaking English. The teacher explained the material about speaking skills and procedures for using Hand puppet. Based on the data obtained, pre-test and post-test the highest pre-test score of the students was 70, and the lowest was 45. Meanwhile, the highest post-test score was 85 and the lowest score was 60. After the writer collected the data in Ms. Excel 2010, the writer found that the mean score of the pre-test was 58.3 and the mean score of the post-test was 70.

When the students were given the responsibility of creating videos using hand puppets and conducting dialogue, they were ecstatic and unafraid. Because they could study English in a fun, easy, and fun way,

they can increase their motivation and creativity in the learning process by using this medium. Furthermore, because they can express themselves through hand puppet show, the students feel more confidence in speaking English. In this research, researchers' selected VIII A grade to be a sample of the research took a speaking test.

The researchers conducted tests to measure the students' speaking abilities in this study. The test is separated into two tests, the pre-test and the post-test, in order to acquire the data needed for this research. The procedure employed by the researcher was as follows: Pre-test, was conducted to determine the ability of the students before treatment was given to them. The pre-test was given to the class VIIIA students of MTs N 02 Kepahiang. The process of teaching and learning was conducted online using WhatsApp media, so to do a pre-test, the researcher asked the students to record or make a video to determine the speaking ability of the students before giving a treatment to them.

the treatment would be conducted after the pre-test and the students would give the treatment three times. However, the researcher would give the students' hand puppet video show as media. 1) In the first meeting, the researcher gave motivation for the students and introduced the hand puppet medium: definition, steps, and what students would do. Then the researcher would share the link to the video that was taken from YouTube. In this first meeting, the material was about "Getting and showing attention." The researcher let the students look at the video, and if the

students didn't understand, the researcher would give the students an opportunity to ask the question. After that, the researcher would give the students a task to see if the students had understood the material, 2) In the second meeting, the material was about "Asking and Giving Opinions". The researcher would share the link video of a hand puppet that she took from YouTube, 3) In the third meeting, the material was about "Showing Appreciation to Others". The researcher would share the link to a video of a hand puppet that she took from YouTube. The researcher let the students look at the video, and if the students didn't understand, the researcher would give the students an opportunity to ask the question. After that, the researcher would give the students a task to see if the students had understood the material, and the last post-test was conducted after the treatment was given to determine the speaking ability after using hand puppets in the video. The researcher asked the students to make hand puppets and practice a dialogue while making a video using the hand puppet medium.

Furthermore, after treatment using hand puppet show video in class VIII A to teach speaking skills, there are significant effects of students' speaking skill. This can be seen in pre-test and post-test students' average scores the data have been analyzed by using T-test (paired samples t-test) standard of signification 5% with the value of sig. (2-tailed) was 0.000<0.05. According to the result, it can be concluded that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis

(Ha) is accepted.

In the application of hand puppet show video as medium, students could increase their speaking skills by using these medium. The students did not feel shy if they asked for speak English, and students could grew their emotivation and creativity. However, the researcher encountered several challenges in practice, such as the fact that some students were still uninterested in studying, making it harder for them to improve their speaking skills. This is a natural occurrence; all we can did as educators is motivate and guide students through the learning process.

The results of this study are in line with the three researchers in previous finding the first research is first the research was conducted by Dwi Suci Amaniarsih entitled "Improving the Seventh Grade Students' English Speaking Ability of SMP Harapan 1 Medan by Using the Puppet Show Media". This study found that using Puppet Show medium to teach students speaking ability can increase students' English speaking ability. This study is using classroom action research (CAR). Furthermore, this research uses puppets as a medium for teaching speaking. Then the difference between this research and that is the skill study or the method of study.

The second research was conducted by Siti Zuraidah, Kastam Syamsi, and Ashadi, entitled: "Improving Story Telling Skills of Grade 1 Students through the Use of Hand Puppet Media". The result of this research shows that the use of hand puppet media in Indonesian language

learning could improve the storytelling skills of grade 1 students. The students' mean score increased from 62 in cycle 1 to 80 in cycle 2. (Siti et al., 2020). The similarities lie in the media of learning, that is, using puppets as a media. Then the differences in this research are the skills studied, the method of study, and the levels of school.

The last research was conducted by Anwar Senen, Dea Lesti Ameliandari, Pratiwi Puji Astuti, and Tusta Rika Purwanti, entitled: "Developing a Hand Puppet Book Media to Improve the Higher Order Thinking Skills and Character of Elementary School Students". Furthermore, the similarities between my research and the media of learning, that is, using puppets as a media, are striking. Then the differences in this research are the method, the skills, and the levels of school. The method that is used for development research is called hand puppet research. This research develops a hand puppet book, and the level of school is elementary school.

As conclusion, the differences this study from the other research was; the writer conducted the research using hand puppets, and the students taught and gave treatments using these media. The students were not shy when given a task to make a video and perform a dialogue. They could grow their motivation in the learning process and were also interested in seeing the hand puppet video show, because they were able to learn English in a fun, easy, and enjoyable way. Moreover, the students were more confident in speaking English because they were using hand

puppets to help them express their emotions.

In this research, the researcher was choosing eighth class for being a sample that has a lowest score. The researcher conduct a research on class VIII A at MTs N 02 Kepahiang for took the speaking test. Furthermore after a treatment by using hand puppet video show had given on VIIIA class to teach speaking, there is significant effect of the students speaking ability. It can be seen in the pre-test of the students' mean score is 58.3 and the students' in the post-test mean score is 70. The data have been analyzed by using T-test (paired samples t-test) standard of signification 5% with the value of sig. (2-tailed) was 0.000<0.05. According to the result, it can be concluded that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted.

Hence t_0 $_{(count)}$ = 15.930, and df (degree of freedom) =29. The value of t_t $_=$ 2.145. Hence ($t_0 > t_t$), 15.930 > 2.145, based on the result, it can be conclude that t_0 was higher than t_t and there was significant different before and after teaching English with using hand puppet video show.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of research findings and the recommended suggestions in order to be considered as a reference for the enhancement for the next follow-up research.

A. Conclusion

Speaking is a competence that students need to master in order to be able to communicate with each other. Speaking is a difficult skill, and teachers have to teach this skill using an interactive method and media. There are many methods and media which can be used to improve students' speaking skills. Hand puppets are one of the media that can be used to teach speaking skills. This research was conducted to see the effect of the Hand Puppet Show Video on the speaking ability of the students. Based on the statistical calculations in chapter four, the use of Hand Puppet Show Video had a significant effect on the students. It can be proven by the differences in the average scores of the pre-test and post-test of the students.

Pre-experimental with 0ne-grup pre-test and post-test design was used to collect data. And the result of the data; the value of sig. (2-tailed) was 0.000<0.05. According to the result, it can be concluded that the Null Hypothesis (H0) is rejected and the Alternative Hypothesis (Ha) is accepted. Moreover there was significant effect on students' speaking

ability using hand puppet show video as media for teaching speaking at the eighth grade of MTs N 02 Kepahiang.

B. Suggestion

There were some suggestions that were formulated by the researcher for the teachers, the students, and the next researchers. For teachers, they can apply hand puppet show videos as a medium for teaching English, especially in these pandemic eras, because nowadays, creating motivation and growing interest in learning is difficult. The teacher should use cutting-edge media and methods to keep students engaged in the online teaching and learning process. Students should maintain their spirit, be brave and active in English class, and always strive to improve their speaking skills because they are critical to their future life and education. And last is for future researchers to explore more about hand puppets and try to conduct research using these media and see the effect on writing, reading, and also listening competence. This media gives a significant effect on improving all the skills in English.

REFERENCES

Acharya, A. S., Prakash, A., and Nigam, A. (2013). Sampling : Why and How of it. *Indian Journal of Medical Specialities,* 3–7.

Adamson, K., Adamson, K., Santau, A., and Lee, O. (2013). The Impact of Professional Development on Elementary Teachers ' Strategies for Teaching Science with Diverse Student Groups in Urban Elementary. *Journal of Science Teacher Education*, 1-21.

Arianti, A., Nurnaningsih, M., and Pratiwi, V. (2018). A Media For Teaching Speaking Using Youtube Video. *International Conference on Applied Science and Engineering (ICASE),* 71–73.

Belfiore, C. (2013). Puppets Talk, Children Listen. How puppets are effective teaching aids for kids. *TEACH Magazine*.

Best, J. W., and Kahn, J. V. (1998). Research In Education. J*ournal of a Viacom Company,* 1-14.

Bryan, J. E., and Karshmer, E. (2013). Assessment in the One-Shot Session : Using Pre- and Post-tests to Measure Innovative Instructional Strategies among First-Year Students. *College and Research Library of Saint Leo University,* 574–586.

Brown and Yule.(1999). Teaching the Spoken language, New York, *Cambridge University Press.*

Brown, H. Douglas. (1994). Teaching by Principles An Interactive Approach to Language Pedagogy. *New Jersey: A Paramount Communication Company.*

Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. *Learn Journal: Language Education and Acquisition Research Network,* 12(1), 1–11.

Darusman, Guntur Nur. (2019). The Effect Of Using Hand Puppet On Students' Speaking Ability At An Namiroh Junior High School Pekanbaru.*Pekanbaru, Universitas Sultan Syarif Kasim Riau.*

Donald, A. (2010). Introduction to Research in Education, 8th Edition (eighth edition). *Wadsworth Cengange Learning,* Canada.

Edward, L., and Richard, M. (2001). Extrinsic rewards and intrinsic motivation in education . *Journal of Educational Research*, 1–27.

E. Mulyasa. (2013). Manajemen Pendidikan Karakter, *Jakarta: Bumi Aksara.*

Harmer, Jeremy. (2007). The Practice of English Language *Teaching*, 4th ed. *England: Pearson.*

Hornby, A. S. (1995). Oxford Advanced Learner's. *Oxford Advanced Learner's Dictionary,* 545.

Hughes, Arthur. (2003). Testing for Language Teachers. *Cambridge: Cambridge University Press.*

Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. *Utamax : Journal of Ultimate Research and Trends in Education,* 1(1), 34–38.

Karo, Meyke Pratiwi Br. (2019). Developing Video As The Teaching Media Of Writing Descriptive Text For Grade Viii Students In Smp Brigjend Katamso 1 Medan. *Medan: UNIMED.*

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal,* 12(11), 1.

Kurniati, Azlina. (2018). A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru. *Universitas Riau: Riau.*

Mujahidah, N., Afiif, A., and Damayanti, E. (2021). The Role of Storytelling Methods Using Hand Puppets in Early Children ' s Language Development. *Child Education Journal,* 3(2), 78–91.

Naz, A. A. (n.d.). Use of Media for Effective Instruction its Importance : Some Consideration. *Journal of Elementary Education*, 18, 35–40.

Nunan, David. (2003). Practical English Language Teaching. *New York, The Mc Graw Hill Companies.*

Pakula, H.-M. (2019). Teaching speaking. Apples - *Journal of Applied Language Studies,* 13(1), 95–111.

Pallant, J. (2001). SPSS Survival Manual. *Open University Press,* 1-350.

Park Louise. (2011). Puppets: Make them and use them fall. *Austin Texas: Texas Child Care Quarterly,* Vol 35. P.02

Purwanto, Andri. (2019). Teaching Pronunciation Using Varieties Of Pronunciation Teaching Materials And Practices. *Scope: Journal of English Language Teaching: University of Indraprasta PGRI.* Vol. 3(2).

Puspitarini, Yanuari Dwi and Muhammad Hanif . (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education: Universitas Sebelas Maret.* Vol. 4(2) /53-60.

Rehymer. 1997. Play With Puppet. *New York: MC. Graw-Hill Book Company.*

Richards, Jack C. (1992). Longman Dictionary of Language Teaching and Applied Linguistics. *Malaysia: Longman.*

Ridayanti, P. W., Marleni, K. D., Nyoman, N., and Ratnadi, A. (2021). The Influence of Role Play Method by Hand Puppet Media in Speaking Class of Santo Rafael Kindergarten's Students.Yavana Bhāshā: *Journal of English Language Education*, 4(1).

Ritakumari, Singh. (2019). Educational Media In Teaching Learning Process. *Bhartiyam International Journal ff Education & Research*. Vol. 8 (III).

Shweta, Bajpai, R. C., and Chaturvedi, H. K. (2015). Evaluation of inter-rater agreement and inter-rater reliability for observational data: An overview of concepts and methods. *Journal of the Indian Academy of Applied Psychology,* 20–27.

Silmi, Muh. Rajib .(2017). Types of Media And Teaching Techniques In Teaching Speaking At Smp Brawijaya Smart School Malang. *Suar Bétang,: University of Brawijaya Malang.* Vol.12 (2) /223-233.

Suci, Dwi Amaniarsih. (2021). Improving the Seventh Grade Students' English Speaking Ability Of SMP Harapan 1 Medan by Using The Puppet Show Media. *Universitas Potensi Utama,* 15(1), 77-94.

Tarigan, H.G. (1990). Menulis sebagai Suatu Keterampilan Berbahasa. *Bandung: Angkasa.*

Tambunan, I., Yus, A., and Lubis, W. (2014). Development of Hand Puppet Media Based on Surroundings in Storytelling Learning of Children at Pembina State Kindergarten. *BirLe Journal,* 204–214.

Zaim, M. (2017). Implementing Scientific Approach to Teach English at Senior High School in Indonesia. *Asian Social Science*, *13*(2), 33.

APPENDICES

APPENDIX I

SILABUS

Sekolah   : **MTs N 02 Kepahiang**
Mata Pelajaran   : **Bahasa Ingggris**
Kelas   : **VIII (Delapan)**
Tahun Pelajaran   : **2020/2021**
Guru   :

Kompetensi Inti
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, d alam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata .
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian,	Teks interaksi interpersonal: meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat	• Mengamati interaksi yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan	10 x 40 Menit	BSE Bahasa Inggris Kelas VIII "When English Rings aBell"

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya. 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Struktur teks dapat mencakup memulai dan menanggapi. • Unsur Kebahasaan a. Ungkapan Baku, a.l. Excuse me, Is it clear?, Great, I think so . b. Ungkapan lain yang sesuai, c. Ucapan, tekanan kata, intonasi d. Ejaan, tanda baca e. Tulisan tangan • Topik Interaksi di kelas yang melibatkan ungkapan-ungkapan di atas, serta perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri.	mengungkapkan pendapat serta menanggapinya secara kontekstual. • Membaca interaksi diatas untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam interaksi tersebut dan menanggapinya secara kontekstual. • Mempertanyakan fungsi sosial, struktur teks dan fungsi sosial yang terkait dengan tindakan yang sedang dipelajari, serta menanggapinya secara kontekstual. • Mencoba secara mandiri berinteraksi dengan orang-orang di sekelilingnya melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat serta menanggapinya secara kontekstual.		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will) 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Teks interaksi transaksional: kemampuan dan kemauan melakukan suatu tindakan - Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dsb. - Struktur teks dapat mencakup - Memulai - Menanggapi (diharapkan/di luar dugaan) dengan menyatakan/ menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan - Unsur kebahasaan - Ungkapan kemampuan dan kemauan yang sesuai -Modal: can , will . - Kosa kata terkait topik/tema - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their , dsb. - Ucapan, tekanan kata, intonasi, - Ejaan dan	- Menyimak, interaksi yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan ☐ Bertanya dan mempertanyakan fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam interaksi yang sedang dipelajari secara kontekstual. - Mengumpulkan Informasi - Mencoba secara mandiri berinteraksi dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari.	10 x 40 Menit	BSE Bahasa Inggris Kelas VIII "When English Rings a Bell"

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
	tanda baca - Tulisan tangan • Topik Interaksi di kelas yang melibatkan ungkapan-ungkapan di atas, serta perilaku jujur, disiplin, tanggung jawab, peduli, santun, percaya diri			
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan must, should 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan	Teks interaksi transaksional keharusan, larangan, dan himbauan. • Fungsi sosial Menunjukkan perhatian dan menjaga hubungan interpersonal dengan teman, diri sendiri dan orang lain. • Struktur teks memulai menanggapi • Unsur Kebahasaan Ungkapan yang sesuai -Tata bahasa: kata bantu kata kerja: must, don't ..., should, - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their , dsb	Menyimak, interaksi yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan melakukan suatu tindakan • Membaca percakapan yang disimak untuk mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaannya. • Bertanya dan mempertanyakan hal-hal yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam interaksi yang sedang dipelajari secara kontekstual. • Mengumpulkan	10 x 40 Menit	BSE Bahasa Inggris Kelas VIII "When English Rings a Bell"

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	secara tepat dalam frasa nominal Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca - Tulisan tangan • Topik Berbagai hal terkait dengan interaksi di kelas yang melibatkan ungkapan-ungkapan di atas dengan memberikan keteladanan tentang perilaku peduli dan disiplin	Informasi dari beberapa teks serupa dari berbagai sumber untuk menarik kesimpulan • Mencoba secara mandiri berinteraksi dalam memberi dan meminta informasi menggunakan ungkapan yang telah dipelajari.		
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya 4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan	Teks interaksi interpersonal menyuruh, mengajak, meminta ijin • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks Memulai Menanggapi • Unsur Kebahasaan. - Ungkapan yang sesuai - Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal may Penggunaan nominal singular dan plural secara	• Mengamati teks interaksi interpersonal yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya secara kontekstual. • Menirukan membaca teks interaksi interpersonal yang diamati dan mengidantifikasi fungsi sosial, struktur teks, dan unsur kebahasaan • Mempertanyakan fungsi sosial, struktur	10 x 40 Menit	BSE Bahasa Inggris Kelas VIII "When English Rings a Bell"

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	tepat, dengan atau tanpa a, the, this, those, my, their , dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca - Tulisan tangan • Topik Berbagai hal terkait dengan interaksi di kelas yang melibatkan ungkapan-ungkapan di atas dengan memberikan keteladanan tentang perilaku peduli dan bertanggung jawab.	teks dan unsur kebahasaan terkait dengan tindakan/ ungkapan yang sedang dipelajari, serta menanggapinya secara kontekstual. • Mengumpulkan Informasi dengan cara membaca beberapa teks interaksi serupa lainnya dari sumber lain. • Mencoba secara mandiri berinteraksi dengan orang-orang di sekelilingnya menggunakan ungkapan ungkapan yang telah dipelajari secara kontekstual.		
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card , dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks	Teks khusus greeting card , terkait dengan hari-hari spesial • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur Teks Struktur greeting card	Membaca beberapa model teks khusus greeting card secara kontekstual. • Berdiskusi mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks yang dibaca • Mempertanyakan hal-hal	10 x 40 Menit	BSE Bahasa Inggris Kelas VIII "When English Rings a Bell"

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
penggunaannya 4.5 Menyusun teks khusus dalam bentuk greeting card , sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/pemberitahuan (notice) lisan dan tulis, sangat pendek dan sederhana, terkait kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	dapat mencakup - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan Ungkapan baku, a.l. Congratulations. Well done. Good job. Unsur kebahasaan - Kosa kata terkait dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru - Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their , dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca - Tulisan tangan • Topik Berbagai kegiatan, kejadian, peristiwa, dan hari	lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari , secara kontekstual. • Membedakan beberapa teks greeting card lainnya dari sumber lain • Mencoba secara mandiri nenulis teks greeting card menggunakan ungkapan yang telah dipelajari. Mencoba secara mandiri mencari dan mempelajari fungsi sosial, struktur teks dan unsur kebahasaa beberapa teks khusus bentuk pesan singkat, pengumuman, lisan dan tulis dari beberapa sumber lain • Memberi dan meminta informasi secara lisan dan tulis terkait kegiatan sekolah dalam bentuk pesan singkat, pengumuman,		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
	penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun dan peduli. • Multimedia : Layout dan dekorasi yang membuat tampilan teks lebih menarik.	pemberitahuan (notice), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.		
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs 4.13 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	Lagu pendek dan sederhana • Fungsi sosial Menghibur, menyampaikan pesan moral tentang apa yang disampaikan dalam lagu - Contoh: "You raise me up" - Unsur kebahasaan Kata, - Ungkapan, dan tata bahasa dalam lagu. - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their , dsb secara tepat dalam frasa nominal - Ucapan, tekanan kata, intonasi - Ejaan dan tanda baca. - Tulisan tangan	• Menyimak dan menirukan lirik lagu secara lisan. • Mengidentifikasi makna yang terkandung dalam lagu • Menanyakan fungsi sosial dan unsur kebahasaan dari lirik lagu yang sedang dipelajari secara kontekstual. • Menyalin lirik lagu yang telah di-pelajari dengan memperhatikan fungsi sosial dan unsur kebahasaan.	10 x 40 Menit	BSE Bahasa Inggris Kelas VIII "When English Rings a Bell"

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
	• Topik Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan percaya diri.			

RPP

	MTS N 02 Kepahiang	No. Dokumen	……/RPP/IPL/TITL
		No. Revisi	…………………….
	RENACANA PELAKSANAAN PEMBELEJARAN	Tanggal Berlaku	…………………… 2021
		Jumlah Halaman	…….. halaman

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Identitas Sekolah

Satuan Pendidikan : MTSN 02 Kepahiang

Kelas/Semester : VIII / Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : It's English Time (Show Appreciation to Others)

Alokasi Waktu : 2 x 30 Menit

B. Tujuan Pembelajaran

Melalui pembelajaran ini siswa dapat:

1. Memahami ungkapan Show Appreciation to Others dalam Bahasa Inggris dengan baik.

2. Mampu memperaktekan dialog Show Appreciation to Others dalam Bahasa inggris dengan benar dan percaya diri.

C. Media Pembelajaran dan Sumber Belajar

Media : WA group

Alat dan Bahan : Android, internet, Laptop.

Sumber Belajar : Internet, buku penunjang K13 mata pelajaran Bahasa

Inggris, *When English Rings Bell*.

D. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran	
elakukan pembukaan dengan salam pembuka, berdo'a, dan memeriksa kehadiran pserta didik melalui WA Group.	
emberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat)dengan mempelajari materi: Menyebutkan/ Menayakan waktu dalam Bahasa inggris.	
enjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti	
egiatan Literasi	serta didik diberi motivasi dan panduan untuk melihat dan

	mengamati, membaca, dan menuliskannya kembali. Mereka diberi tayangan video https://youtu.be/m7ntPX0u6eo yang diunduh melalui WA Group.
itical Thinking	uru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan memberikan kesempatan kepada siswa untuk bertanya.
llaboration	serta didik mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai show appreciation to others dalam Bahasa inggris.
mmunication	serta didik diinstruksikan untuk menulis hasil kerja secara individu terkait materi show appreciation to others dalam Bahasa inggris dan mengumpulkannya di WA Grup.
eativity	uru dan peserta didik membuat kesimpulan terkait materi, dan kemudian peserta didik diberi kesempatan untuk bertanya ulang tentang materi.
Kegiatan Penutup	
serta didik	swa melakukan refleksi pelaksanaan pembelajaran dan pelajaran apa yang diperoleh. mbuat tugas yang telah diberikan oleh guru terkait materi pembelajaran show appreciation to others.
uru	mberikan Penilaian. mberikan tugas sebagai tugas siswa diakhir pembelajaran. nutup kegitan pembelajaran dengan berdo'a melalui WA Grup.

E. Penilaian

Penilaian sikap: Keaktifan peserta didik dalam mengikuti pembelajaran daring.

Mengetahui   **Kepahiang, Juli 2021**

Kepala MTSN 02 Kepahiang   **Guru Bidang Studi**

MTs N 02 Kepahiang	No. Dokumen	……/RPP/IPL/TITL
	No. Revisi	…………………….
RENACANA PELAKSANAAN PEMBELEJARAN	Tanggal Berlaku	…………………… 2021
	Jumlah Halaman	…….. halaman

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Identitas Sekolah

Satuan Pendidikan : MTSN 02 Kepahiang

Kelas/Semester : VIII / Ganjil

Mata Pelajaran : Bahasa Inggris

Materi Pokok : It's English Time (Asking and Giving Opinion)

Alokasi Waktu : 2 x 30 Menit

B. Tujuan Pembelajaran

Melalui pembelajaran ini siswa dapat:

1. Memahami ungkapan asking and giving opinion (memberi dan meminta pendapat) dalam Bahasa Inggris dengan baik.

2. Mampu memperaktekan dialog asking and giving opinion dalam Bahasa inggris dengan benar dan percaya diri.

C. Media Pembelajaran dan Sumber Belajar

Media : WA group

Alat dan Bahan : Android, internet, Laptop.

Sumber Belajar : Internet, buku penunjang K13 mata pelajaran Bahasa

Inggris, *When English Rings Bell*.

D. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran
elakukan pembukaan dengan salam pembuka, berdo'a, dan memeriksa kehadiran pserta didik melalui WA Group.
emberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat)dengan mempelajari materi: Menyebutkan/ Menayakan waktu dalam Bahasa inggris.
enjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

Kegiatan Inti	
egiatan Literasi	serta didik diberi motivasi dan panduan untuk melihat dan

	mengamati, membaca, dan menuliskannya kembali. Mereka diberi tayangan video https://youtu.be/IV4nY3EpTEM yang diunduh melalui WA Group.
itical Thinking	ru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan memberikan kesempatan kepada siswa untuk bertanya.
llaboration	serta didik mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai asking and giving opinion dalam Bahasa inggris.
mmunication	serta didik diinstruksikan untuk menulis hasil kerja secara individu terkait materi asking and giving dalam Bahasa inggris dan mengumpulkannya di WA Grup.
eativity	ru dan peserta didik membuat kesimpulan terkait materi, dan kemudian peserta didik diberi kesempatan untuk bertanya ulang tentang materi.
Kegiatan Penutup	
serta didik	swa melakukan refleksi pelaksanaan pembelajaran dan pelajaran apa yang diperoleh. mbuat tugas yang telah diberikan oleh guru terkait materi pembelajaran asking and giving opinion.
ru	mberikan Penilaian. mberikan tugas sebagai tugas siswa diakhir pembelajaran. nutup kegitan pembelajaran dengan berdo'a melalui WA Grup.

E. Penilaian

Penilaian sikap: Keaktifan peserta didik dalam mengikuti pembelajaran daring.

Mengetahui   **Kepahiang, Juli 2021**

Kepala MTSN 02 Kepahiang   **Guru Bidang Studi**

![MTs N 02 Kepahiang logo]	**MTs N 02 Kepahiang**	No. Dokumen	……/RPP/IPL/TITL
		No. Revisi	…………………….
	RENACANA PELAKSANAAN PEMBELEJARAN	Tanggal Berlaku	…………………… 2021
		Jumlah Halaman	…….. halaman

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Identitas Sekolah

Satuan Pendidikan   : MTSN 02 Kepahiang

Kelas/Semester   : VIII / Ganjil

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : It's English Time (Getting Attention)

Alokasi Waktu   : 2 x 30 Menit

B. Tujuan Pembelajaran

Melalui pembelajaran ini siswa dapat:

1. Memahami ungkapan asking and giving opinion (memberi dan meminta pendapat) dalam Bahasa Inggris dengan baik.

2. Mampu memperaktekan dialog asking and giving opinion dalam Bahasa inggris dengan benar dan percaya diri.

C. Media Pembelajaran dan Sumber Belajar

Media   : WA group

Alat dan Bahan   : Android, internet, Laptop.

Sumber Belajar   : Internet, buku penunjang K13 mata pelajaran Bahasa

                            Inggris, *When English Rings Bell*.

D. Langkah-Langkah Pembelajaran

Kegiatan Pembelajaran
elakukan pembukaan dengan salam pembuka, berdo'a, dan memeriksa kehadiran pserta didik melalui WA Group.
emberikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat)dengan mempelajari materi: Menyebutkan/ Menayakan waktu dalam Bahasa inggris.
enjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.

Kegiatan Inti	
egiatan Literasi	serta didik diberi motivasi dan panduan untuk melihat dan

	mengamati, membaca, dan menuliskannya kembali. Mereka diberi tayangan video https://youtu.be/IV4nY3EpTEM yang diunduh melalui WA Group.
itical Thinking	uru memberikan kesempatan kepada siswa untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan memberikan kesempatan kepada siswa untuk bertanya.
llaboration	serta didik mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai getting attention dalam Bahasa inggris.
mmunication	serta didik diinstruksikan untuk menulis hasil kerja secara individu terkait materi getting attention dalam Bahasa inggris dan mengumpulkannya di WA Grup.
eativity	uru dan peserta didik membuat kesimpulan terkait materi, dan kemudian peserta didik diberi kesempatan untuk bertanya ulang tentang materi.
Kegiatan Penutup	
serta didik	swa melakukan refleksi pelaksanaan pembelajaran dan pelajaran apa yang diperoleh. embuat tugas yang telah diberikan oleh guru terkait materi pembelajaran getting attention.
uru	emberikan Penilaian. emberikan tugas sebagai tugas siswa diakhir pembelajaran. enutup kegitan pembelajaran dengan berdo'a melalui WA Grup.

E. Penilaian

Penilaian sikap: Keaktifan peserta didik dalam mengikuti pembelajaran daring.

Mengetahui   **Kepahiang, Juli 2021**

Kepala MTSN 02 Kepahiang   **Guru Bidang Studi**

APPENDIX II
THE STUDENTS' PRE-TEST AND POST-TEST SCORE

THE STUDENTS' PRE-TEST SCORE

NO	RESPONDEN	PRONOUNCATION				GRAMMER				VOCABULARY				FLUENCY				COMPREHENSION				JUMLAH
		5	10	15	20	5	10	15	20	5	10	15	20	5	10	15	20	5	10	15	20	
1	AB		√					√					√		√					√		70
2	AS	√							√				√		√				√			65
3	AJA	√							√				√		√				√			65
4	APD	√					√				√				√			√				45
5	ASM	√							√				√		√				√			65
6	CM	√					√				√			√					√			50
7	CFA	√					√				√				√			√				45
8	DCL		√				√				√					√			√			65
9	DAS		√				√				√				√			√				60
10	GER		√				√				√					√			√			55
11	GP		√				√				√			√					√			55
12	KW	√					√				√					√				√		60
13	KMO		√				√				√				√				√			60
14	KAF	√					√			√					√				√			40
15	LV		√				√						√		√					√		70
16	LPS	√					√				√					√				√		60
17	MA		√			√					√			√					√			40
18	MA	√					√				√				√				√			50
19	NKN		√				√						√		√					√		70
20	NP		√				√						√		√					√		70
21	RA	√					√				√				√			√				55
	RA		√				√				√				√				√			60

NO	RESPONDEN	PRONOUNCATION			GRAMMER			VOCABULARY			FLUENCY			COMPREHENSION			JUMLAH
22																	
23	RAL	√			√			√		√				√			55
24	RA		√			√			√			√				√	60
25	SA	√			√				√			√		√			45
26	SN	√				√		√				√				√	60
27	TNI		√			√			√			√			√		65
28	TRL		√			√				√	√					√	70
29	YS		√			√			√		√				√		65
30	ZNH	√			√			√		√				√			55
	Total Mean															∑58.3	

THE STUDENTS' POST-TEST SCORE

NO	RESPONDEN	PRONOUNCATION				GRAMMER				VOCABULARY				FLUENCY				COMPREHENSION				JUMLAH
		5	10	15	20	5	10	15	20	5	10	15	20	5	10	15	20	5	10	15	20	
1	AB		√					√					√			√					√	80
2	AS		√					√					√		√						√	75
3	AJA		√						√		√				√					√		70
4	APD		√					√			√			√					√			55
5	ASM		√					√					√		√						√	75
6	CM		√					√			√					√			√			65
7	CFA	√						√			√					√				√		60
8	DCL		√					√					√		√						√	75
9	DAS		√					√			√					√			√			65
10	GER	√						√			√					√				√		60
11	GP		√					√			√					√			√			65
12	KW		√						√		√				√					√		70
13	KMO		√					√					√		√						√	75
14	KAF	√						√			√					√				√		60
15	LV		√						√				√			√					√	85
16	LPS		√						√			√			√					√		70
17	MA	√					√				√		√					√				55
18	MA		√					√			√					√			√			65
19	NKN		√						√				√			√					√	85
20	NP		√						√				√			√					√	85
21	RA		√					√			√					√			√			65
22	RA		√					√					√		√						√	75
23	RAL		√						√		√				√					√		70
	RA		√					√					√		√						√	75

NO	RESPONDEN	PRONOUNCATION			GRAMMER			VOCABULARY			FLUENCY			COMPREHENSION			JUMLAH
24																	
25	SA	√				√		√				√			√		60
26	SN		√			√			√			√			√		70
27	TNI		√			√			√			√			√		70
28	TRL		√			√				√		√				√	85
29	YS		√			√			√			√			√		70
30	ZNH		√			√			√			√		√			65
Total Mean																	∑**70**

APPENDIX III
THE OUTPUT OF SPSS 23

The Normality of Pre-test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-Test	30	100.0%	0	0.0%	30	100.0%

Descriptives

			Statistic	Std. Error
Pre-Test	Mean		58.3333	1.64934
	95% Confidence Interval for Mean	Lower Bound	54.9601	
		Upper Bound	61.7066	
	5% Trimmed Mean		58.7037	
	Median		60.0000	
	Variance		81.609	
	Std. Deviation		9.03378	
	Minimum		40.00	
	Maximum		70.00	
	Range		30.00	
	Interquartile Range		11.25	
	Skewness		-.553	.427
	Kurtosis		-.563	.833

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test	.173	30	.022	.919	30	.025

a. Lilliefors Significance Correction

Pre-Test

Histogram

Mean = 58.33
Std. Dev. = 9.034
N = 30

Normal Q-Q Plot of Pre-Test
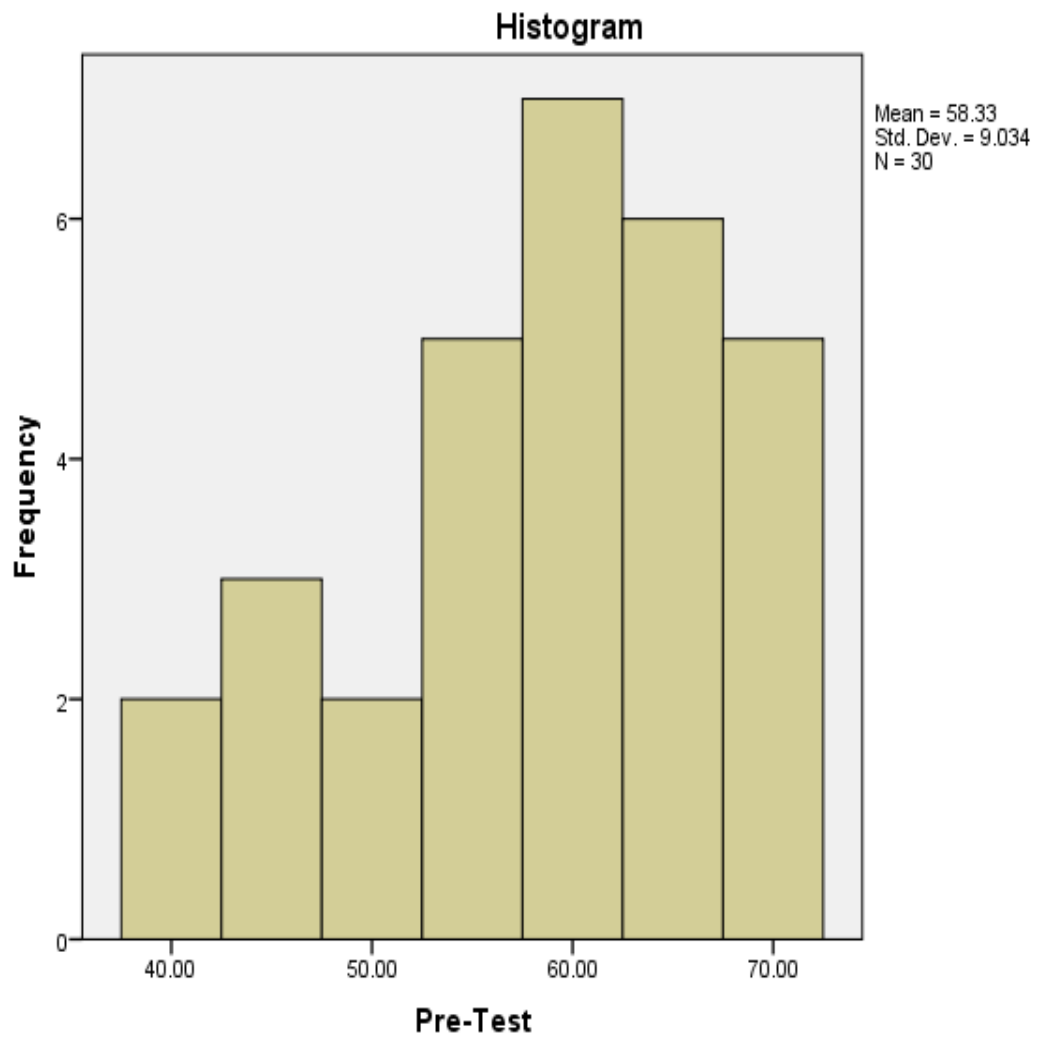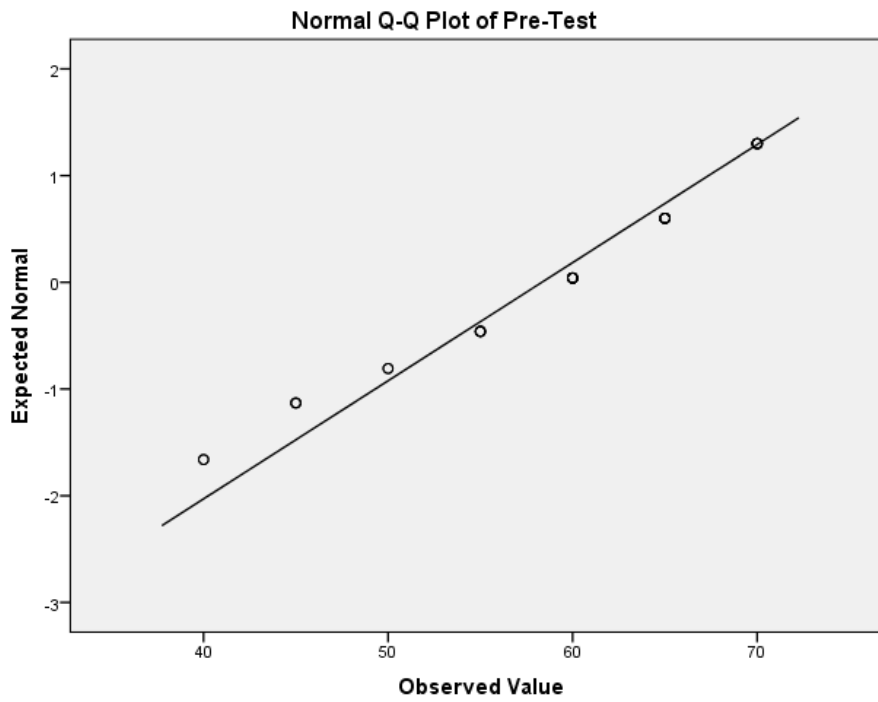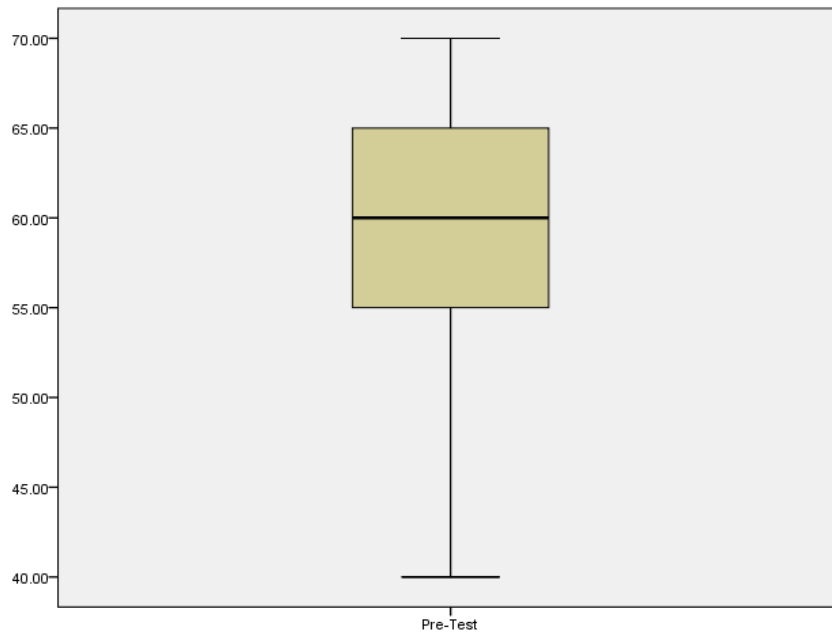
The Normality of Post-test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Post-Test	30	100.0%	0	0.0%	30	100.0%

Descriptives

			Statistic	Std. Error
Post-Test	Mean		70.0000	1.57203
	95% Confidence Interval for Mean	Lower Bound	66.7848	
		Upper Bound	73.2152	
	5% Trimmed Mean		70.0000	
	Median		70.0000	
	Variance		74.138	
	Std. Deviation		8.61034	
	Minimum		55.00	
	Maximum		85.00	
	Range		30.00	
	Interquartile Range		10.00	
	Skewness		.217	.427
	Kurtosis		-.549	.833

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Test	.133	30	.183	.941	30	.095

a. Lilliefors Significance Correction

Post-Test

Normal Q-Q Plot of Post-Test
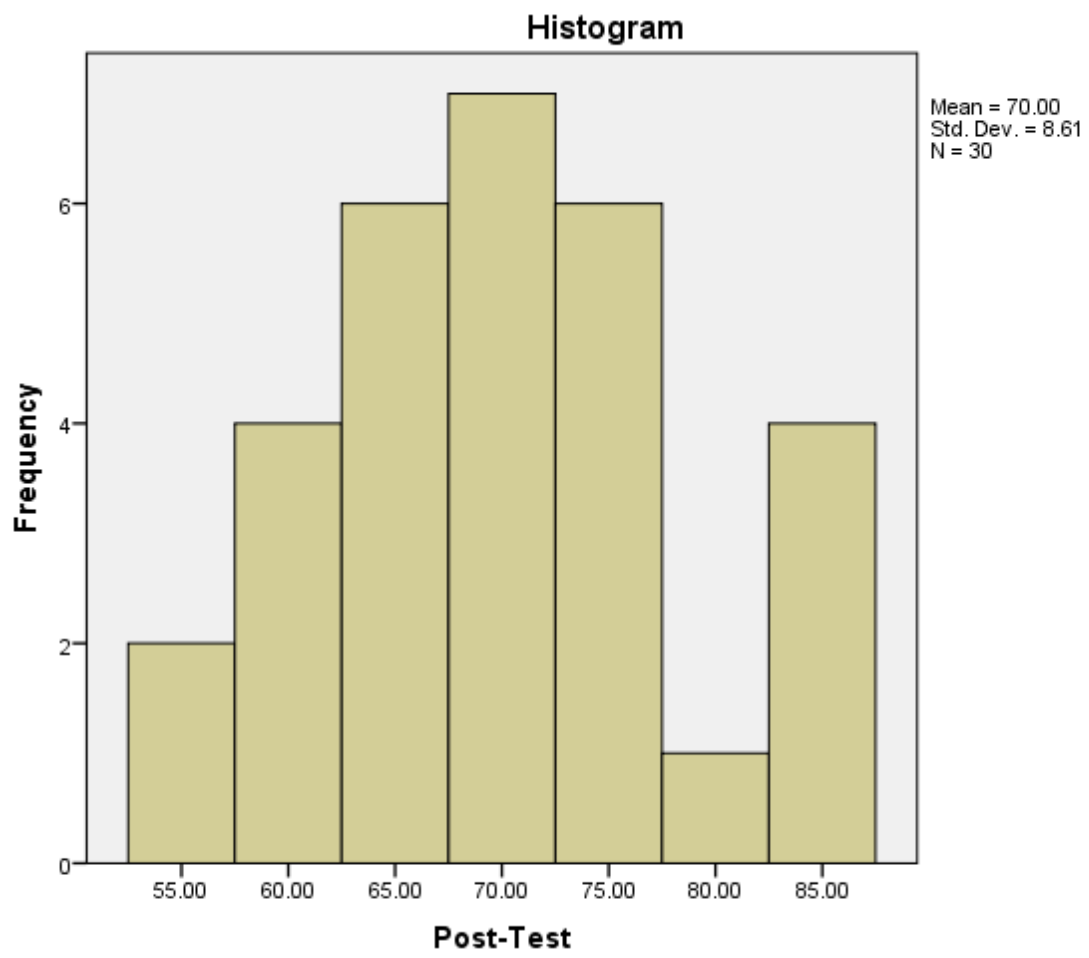
Detrended Normal Q-Q Plot of Post-Test
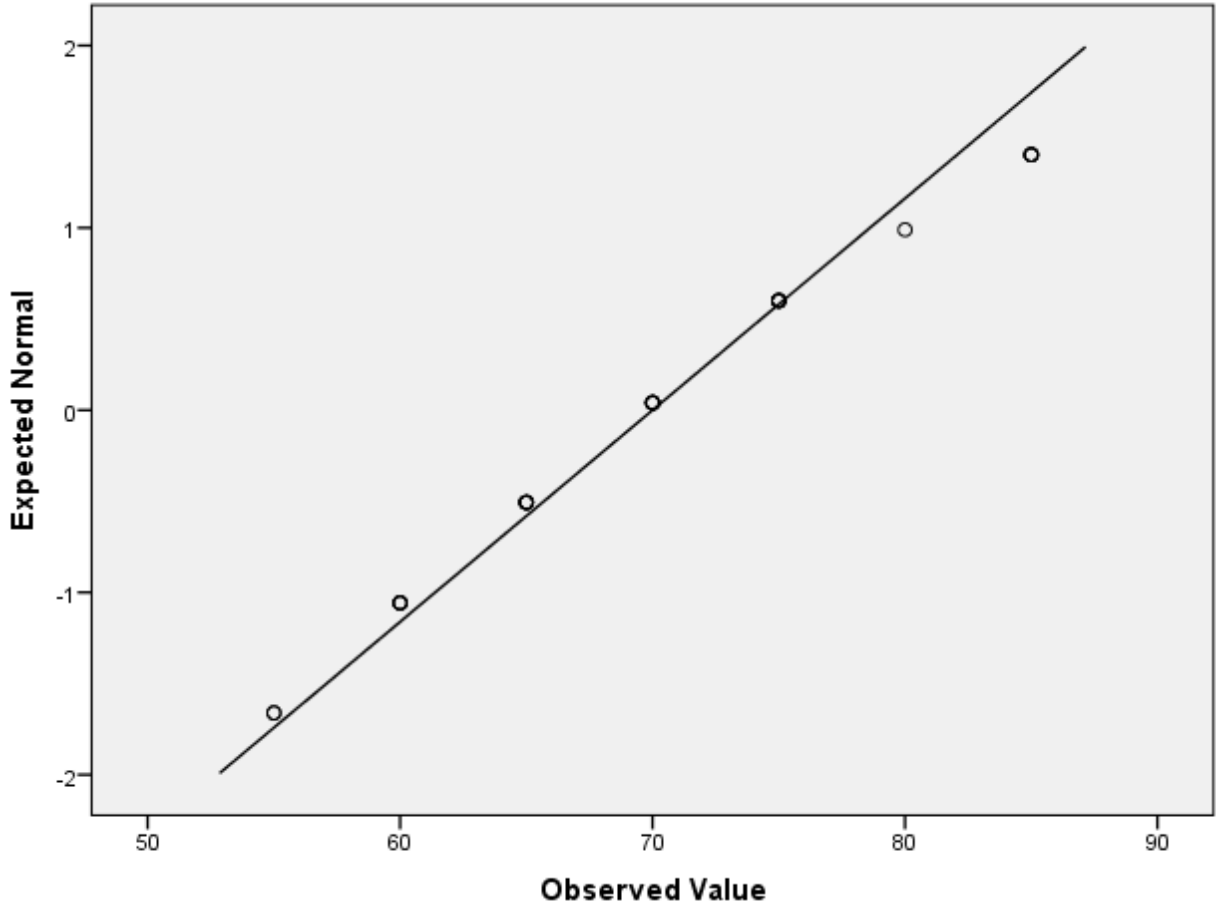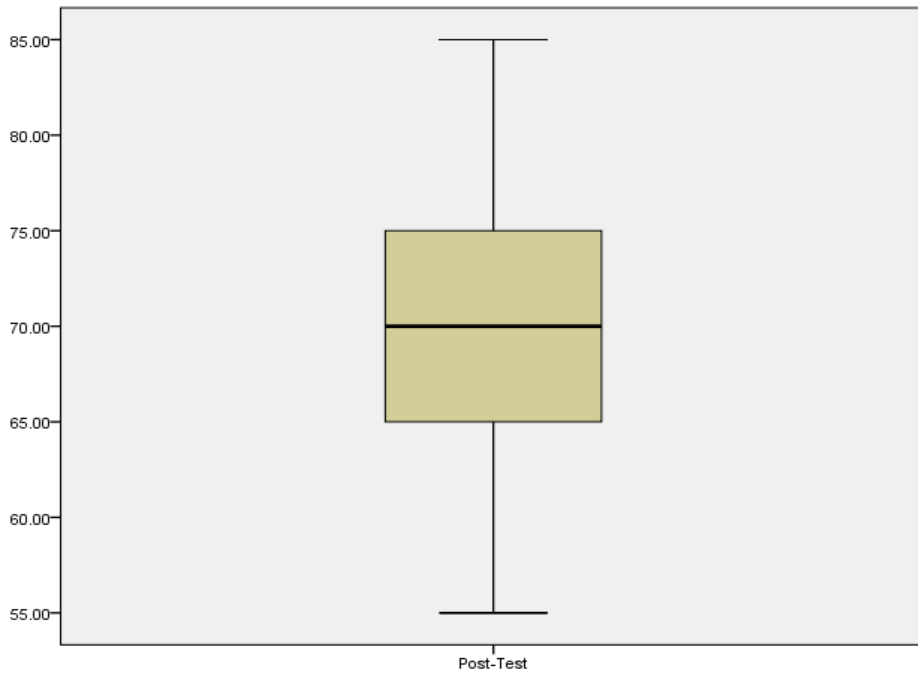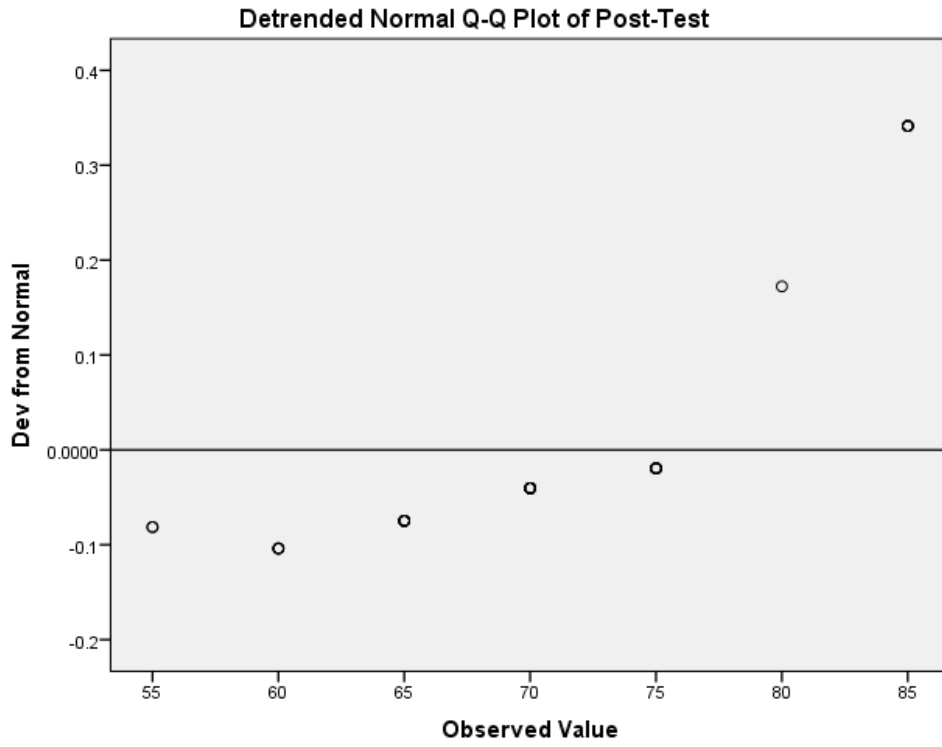
Paired Samples T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	58.3333	30	9.03378	1.64934
	Post-Test	70.0000	30	8.61034	1.57203

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	30	.898	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower				
Pair 1	Pre-Test - Post-Test	-11.66667	4.01148	.73239	-13.16458				

Paired Samples Test

		Paired Differences			
		95% Confidence Interval of the Difference			
		Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-Test - Post-Test	-10.16876	-15.930	29	.000

PRE-TEST
INSTRUMENT FOR SPEAKING SKILL

Instruction:
1. Please read the dialogue below and try the conversation.
2. Present the conversation pair in front of the class.
3. The test is about Introduction yourself.
4. The time for presentation is only 2-4 minutes.
5. Thank you for your participation.

Topic:

A   : Hello. My name is Ryan and what is your name? (helo, nama saya Ryan
       dan siapa namamu?

B   : hai, My name is John nice to meet you. (hai, nama ku John senang bertemu
       denganmu.

A   : Nice to meet you too. By the way, where dou you live? (senang bertemu
       Denganmu juga. Ngomong-ngomong dimana alamatmu?)

B   : I live at JL. Pahlawan. And you?(alamat saya di Jl. Pahlawan dan kamu?)

A   : I live at Jl. Soekarno-Hatta. By the way what is your favourite food?
       (saya tinggal di jalan Soekarno-Hatta. Ngomong-ngomong apa makanan favoritmu?

B   : My favourite food is meatball and how about you? (makanan favoritku
       Bakso dan makanan favoritmu?

A   : I like noodless and fried rice. My mother always make it for me everyday.
       (saya suka makan mie dan nasi goreng, ibuku selalu membuatnya setiap hari)

B   : how lucky you are. By the way, do you want to be my friends? (beruntung
          banget kamu, ngomong-ngomong. Mau kah kamu jadi temanku?)
A   : of course, I am so happy to be your friends too.(tentu saja, saya sangat
          Sangat senang menjadi temanmu juga.

POST-TEST
INSTRUMENT FOR SPEAKING SKILL
Alat dan Bahan:

1. Gambar animasi atau kartun
2. Kardus Bekas
3. Lem Kertas/Glukol, lem selotip
4. Gunting

Cara Membuat:

Membuat Boneka Tangan Kertas

1. Carilah 2 gambar atau animasi bebas di internet, lalu print.

2. Gunting gambar sesuai pola.

3. Buat sketsa atau gambar pola pada kardus bekas lalu gunting.

4. Tempelkan kardus yg telah digunting pada gambar menggunakan lem kertas/glukol.

5. Buatlah pegangannya menggunakan sisa kardus, lalu gabungkan.

6. Boneka tangan kertas sudah siap digunakan untuk praktek.

Instruction:

1. **Setelah membuat boneka tangan kertas, silahkan buat video berdialog dengan menggunakan media boneka tangan tersebut!**
2. **Praktekan dialog bahasa inggris dibawah ini**
3. **Video dikirim via Whats up**

shutterstock.com · 1709259751

A : hi! How are you?

B : hi! I am fine thank you and how about you?

A : I am fine too. Wow you look so beautiful this night

B : thanks, so what do you think about my new hairstyle?

A : I think it's nice, that make you more pretty

   B : Thanks on your complement, you look so handsome too this night.

A : seriously! Oh thank you, it is make me shy.

Artinya:

A : hai! Apa kabar?

B   : hai! Saya baik, dan bagaimana kabarmu?

A   : saya juga baik.Wow kamu cantik sekali malam ini

B   :terimakasih,menurutmu rambut baruku gimana?

A   : sangat cocok denganmu terlihat sangat manis

B   : Terimakasih atas pujianmu, kamu juga ganteng banget malam ini

A   : Serius! Aku jadi malu

APPENDIX III
CLASSROOM ACTIVITIES
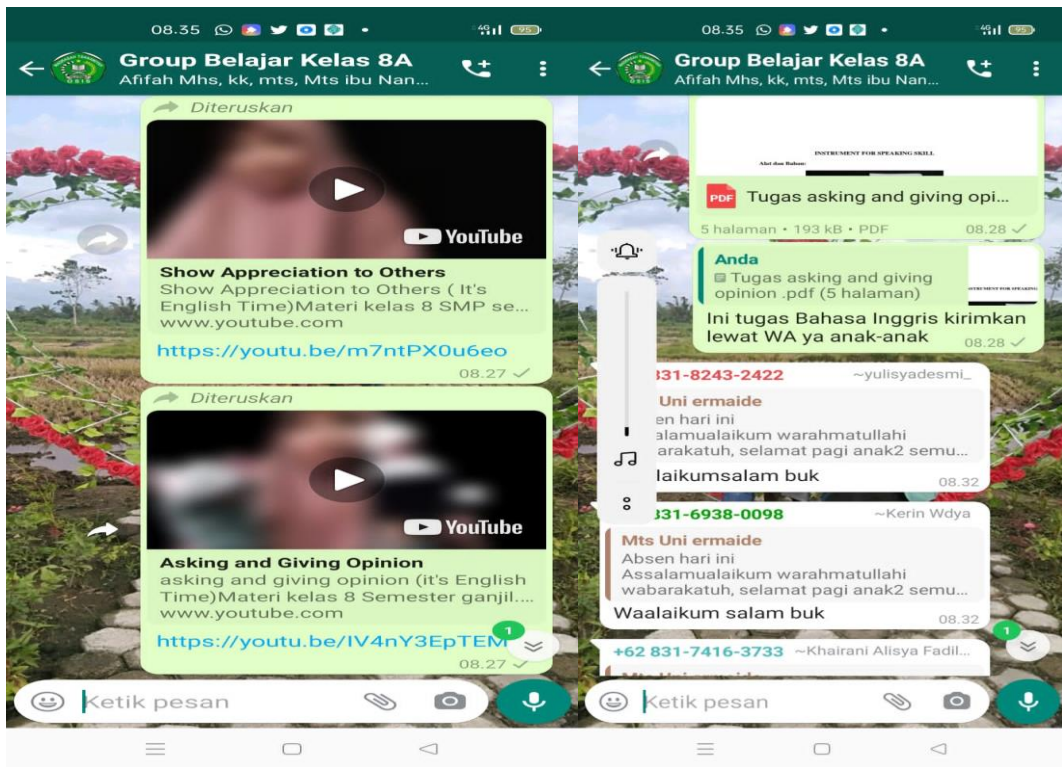
HAND PUPPET SHOW VIDEO

can you turn the radio down? Because I want to phone my mom.
bisa tolong matikan radio ny? saya mau telpon ibu saya.

Expressing of Getting Attention (It's English Time)

121 x ditonton · 4 bulan yang lalu

👍 4	Tidak suka	Bagikan	Download	Simpan

Afifah Tiana Rosa
17 subscriber · SUBSCRIBE

Komentar

---

hi binggo! I like your shirt, that colour looks great on you
(hai binggo!saya suka kaos mu warna ny sangat cocok dengan mu)

Lazada App Bela... DOWNLOAD
Iklan ⓘ 4,5 ★ GRA...

Show Appreciation to Others

169 x ditonton · 4 bulan yang lalu

👍 5	Tidak suka	Bagikan	Download	Simpan

Afifah Tiana Rosa
17 subscriber · SUBSCRIBE

---

hah,a good friend?well,a good friend helps you,when you have a problem.
hah,teman yang baik?oke,teman yg baik adalah teman yg menolongmu ketika kamu memiliki masalah

Asking and Giving Opinion

118 x ditonton · 4 bulan yang lalu

👍 11	Tidak suka	Bagikan	Download	Simpan

Afifah Tiana Rosa
17 subscriber · SUBSCRIBE

Komentar 1

STUDENTS PRACTICE A DIALOGUE USING HAND PUPPET