

## **The Effectiveness of Shadow Puppet Media (an Experimental Study at MAK Zidny Ilma Warzuqny Fahma)**

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### **Abstract**

*This research aims to use shadow puppet media, which will be used to improve speaking skills in narrative text learning material. The subjects of this study were at MAK Zidny Ilma Warzuqny Fahma students. The sample in this study were students of tenth grade at MAK Ziwfa. This quantitative study focused on student's achievement in the use of shadow puppet media to increase the student's speaking skills in narrative text. The finding of this study shows that shadow puppet media significantly gives effects on student's learning. The conclusion is based on the significance value calculation of the T count > T table, so H<sub>0</sub> is rejected; therefore, H<sub>a</sub> is accepted. It means that there was a significant difference between student learning outcomes taught by using a shadow puppet media through English speaking skill.*

**Keywords:** Shadow Puppet; Speaking Skill; Narrative text.

### **Abstrak**

*Penelitian ini bertujuan memanfaatkan media shadow puppet, yang akan digunakan untuk meningkatkan kemampuan berbicara Bahasa Inggris pada materi pelajaran narrative text. Subjek dari penelitian ini adalah siswa MAK Zidny Ilma Warzuqny Fahma (ZIWFa). Sampel dalam penelitian ini adalah kelas 10 dari MAK Ziwfa. Studi kuantitatif ini berfokus pada prestasi siswa dalam penggunaan media shadow puppet untuk meningkatkan kemampuan berbicara siswa dalam narrative text. Hasil penelitian ini menunjukkan bahwa media shadow puppet memberikan pengaruh yang signifikan terhadap pembelajaran siswa. Kesimpulan tersebut berdasarkan pada nilai signifikansi dari T hitung > T table, sehingga H<sub>0</sub> ditolak. Oleh karena itu, H<sub>a</sub> diterima. Artinya, ada perbedaan yang signifikan antara hasil belajar siswa yang diajarkan dengan menggunakan shadow puppet dengan siswa yang tidak menggunakan shadow puppet.*

**Keywords:** Shadow Puppet; Kemampuan Berbicara; Teks Naratif.

## A. Introduction

Speaking as one of the communication elements, learners need to acquire the communication skill of speaking to get the respective success fields. According to Harmer and Gilkani<sup>1</sup>, states that human communication is a complex process. When a person wants to say something and transmit information, it means that they need communication. Speakers use a connection when they are going to inform someone about something. Speakers apply language according to their own goals.

Thus, to acquire excellent communication skills and speaking skills, the classroom is a unique platform to get proper exercise in communication. The educators should be able to understand the problem of the learners and try to implement teaching strategies in the classroom to develop the students speaking skills in the English class. This implementation strategy will be possible for the teachers to get student attention when the teacher has an excellent method to teach the material, and the proper techniques followed by good media selection.

Regarding some difficulties and problems in learning speaking skills, the researcher tried to observe the English teaching and learning problems among tenth grade at MAK Ziwfa Purwodadi. The question which comes from the teaching situation is that the teacher does not select appropriate media for teaching speaking skill. The teacher only uses an LKS (Lembar Kerja Siswa), then the students were not interested in learning the material taught by the teacher. Another problem comes from the learners that they have difficulties in speaking performance. The students feel worried, could not express ideas, not speak fluently, not use the right structure, and lack of producing appropriate vocabulary. They uncomfortable speaking English in the class, so they spoke by using mother tongue language. The students feeling caused by inappropriate learning methods or the media that use by the teacher does not increase the student's motivation to practice the English language.

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<sup>1</sup> LM Leong, SM Ahmadi - Diario de investigación en educación en inglés, and undefined 2017, 'Un Análisis de Los Factores Que Influyen En La Capacidad de Hablar Inglés de Los Estudiantes', *Ijreeonline.Com*, 2017, 34–41

Following the problems faced by the students of MAK Ziwfa, it found that the use of an appropriate method in learning is essential. Besides, the teacher should not only focus on using the proper manner in teaching speaking skill, but also must be considered to select some exciting medium for learning. The right media will increase the student's interest and make the student quickly get the concept of the material.

In the al-Qur'an also has said that:

با البيانات و الزبر، وانزلنا اليك الذكر لتبين للناس ما نزل اليهم ولعلهم يتفكرون ﴿٤٤﴾

*By bringing the details (miracles) and the books. And We bring down unto the Qur'an, that you shall explain to humankind what has handed down unto them and that they think (an-Nahl: 44)*

The ayat above was talking about the media in education. The media used by a teacher must represent a portion of the material that previously taught. This explanation was seen in the lafadz (*to explain to humanity what has handed down to them*). Besides, the use of a medium should also be able to provide the right image for the students. Students had the desire to rethink the material they learned in class. They wanted to think about everything about the equipment and apply the application. It is seen from the word (*found at the end of the passage*). Namely, Allah uses the Qur'an as a medium in conveying something that has been received by human beings so that they think.

According to Toledo <sup>2</sup>, puppetry started to gain it is popular in the world of education as a helpful and useful educational tool. One of many new media that may allow students to interest in learning is puppet media. There are kinds of puppets that can use in this research, namely; shadow puppet, hand puppet, finger puppet, string puppet, and rod puppet.

Many findings indicate that using puppets can have an impact on young learner's speaking, gives student motivation positively, and indicate that using puppets does impact young learners' spoken interactions and motivation

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<sup>2</sup> Flor Toledo and Steven Hoit, 'Developing Speaking Skills in First Grade: The Impact of Puppets on Young Learners' Spoken Interactions and Motivation', *Cambridge University Press. Teacher Research Program*. 2016.

positively. The puppetry creates an engaging and exciting atmosphere, which leads to fun learning. The finding eventually reduces the student's anxiety and develops their confidence to speak in English. When learners have the confidence to speak English, they tend to practice the language, and ultimately, it will enhance their speaking skills. It is an excellent chance for the teachers to create a pleasant atmosphere in learning speaking activities by a puppet.

Based on the statement above, the writer chooses a shadow puppet media for an experimental study at the tenth grade of MAK Ziwfa to improve their speaking skill. Shadow puppets are figures that put between light and wall. Changing position them creates the illusion of moving pictures on the wall. It is a simple media and one of the different media that may improve students speaking skills in learning.

This shadow puppet will teach for narrative material. In the narrative, students have to develop their ability to speak by exploring and expressing ideas, opinions, and experiences. It has moral values to be shared with other students. It is also taught the student about good things and shows the wrong thing, and things should be done. The narrative is one of the most powerful ways of communicating with others. When students can communicate with others, they will develop their ability in speaking class.

Based on the explanation above, this paper sheds light on the importance of speaking skills in English classrooms. First, this paper discloses the importance of using appropriate media for teaching speaking ability in English class. Furthermore, this paper suggests and explains the improvement of using shadow puppet media in lesson speaking skills among the learners in the English classroom.

## **B. Literature Review**

### **1. Speaking and Teaching Speaking**

According to Bygate <sup>3</sup>, there are two aspects to reach the communicative goal in speaking. First is language knowledge, and after the instruction is a skill

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<sup>3</sup> Erik Vilímec, "Developing Speaking Skills" (2006): 1–89.

in using this knowledge. The two elements are not enough to possess a certain amount of language knowledge, but the ability is using the knowledge in different situations is needing for the speakers.

According to Tarigan<sup>4</sup>, the indicator of speaking skill is the ability to pronounce the articulation sounds or words to express thoughts, ideas, and feelings. It can be said that speaking is a system of signs that can be heard and visible which utilizes muscle tissue of the human body for the purpose and goal of the idea that combined. And it can be said that someone able to speak when they can pronounce the articulation sounds, or explain their ideas and feelings.

Furthermore, speaking is the term that uses for verbal communication between people. When two people are engaged in talking to each other, they are doing communication. Communication between people is an extremely complex and ever-changing phenomenon<sup>5</sup>. According to Bygate<sup>6</sup> both speakers and listeners should be good communicators at processing spoken words. The communicators should be able to possess interaction skills to say something that makes the listeners understate with the speaker's means.

The vital key to improving student's ability in speaking skills is interaction<sup>7</sup>. As far as learning, the function of spoken language is interactional<sup>8</sup>. Through interaction, students can learn verbally and nonverbally as well as to create a discourse that conveys their intention in real-life communication.

Several keys to teaching speaking class should be applied to teaching a speaking class<sup>9</sup>. The first key is to make sure the teaching takes place in an intended way is motivation. Motivation is the combination of effort to achieve

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<sup>4</sup> Erik Vilímec, "Developing Speaking Skills".

<sup>5</sup> Leong, inglés, and 2017, "Un Análisis de Los Factores Que Influyen En La Capacidad de Hablar Inglés de Los Estudiantes."

<sup>6</sup> G. Raja Sekhar and Sujata Chakravorty, *TESL/TEFL: Teaching English as a Second or Foreign Language, ACADEMICIA: An International Multidisciplinary Research Journal*, vol. 7, 2017.

<sup>7</sup> Michael Sautter, "High-Impact Approaches to Teaching and Learning" (2019): 39–46.

<sup>8</sup> Molly Zhou and David Brown, *Educational Learning Theories: 2nd Edition, Education Open Textbooks*, 2017.

<sup>9</sup> Yulia Shinta K, Dwi Rukmini, and Sri Wuli Fitriati, 'Children ' s Production of Interlanguage in Speaking English As The Foreign Language', 8.4 (2018), 452–60.

the learning goal towards learning the language. That is the critical consideration in determining the preparedness of learners to communicate.

The second key is that teachers can create interest in the topic by talking about the topic and by communicating enthusiasm. The teacher can ask the student if they know about the topic. Ask them to tell their friends before the main activity begins. Also, teachers can ask students to make guesses about the content and to discuss what happens, which inspires student's curiosity, and they want to find out the truth. So, they have a reason to attend to the lesson and talk for themselves. Additionally, teachers can ask several guiding questions before the activity and provide the necessary information without telling what students have already known to create stronger motivation.

The third key is creating a relaxed atmosphere in learning. Motivation is raised in a lesson also by the fact that teachers help to create a relaxed atmosphere that helps even weak and reluctant students. This motivation can be done through some activities such as playing guessing games, doing rehearsal in small groups before speaking in front of many people, or practicing speaking under the guidance of the teachers through drills, repetition, mechanical exercises first.

The fourth key to improve student's ability in speaking skills is interaction. As far as learning, the function of spoken language is interactional. Through interaction, students can learn verbally and nonverbally as well as to create a discourse that conveys their intention in real-life communication.

Therefore, the teacher should provide learners opportunities for meaningful communication about relevant topics by using an interaction between one learner to the other learners. Teachers also give students communication devices that help to teach them how to listen, to talk, and negotiate meaning in a shared context.

Some other activities are telling stories, telling jokes, describing a person and place in detail, recounting the plot of a film, a play, a book, giving a short talk, or arguing a case, and all of the activity for the intermediate and upper

language activities. Furthermore, maybe to provide them with extensive exposure to authentic language through audiovisual and with the opportunities to use the language.

## 2. Media as a Tool for Learning

In the teaching and learning process, the teacher may need a component which will help, and it is a media. The medium involved in the teaching and learning process hopefully can make the students getting more comfortable and more interested in the learning process. Therefore, the teacher should formulate an excellent medium for their teaching class<sup>10</sup>.

According to Harmer<sup>11</sup>, media is an aid of the teaching and learning process, which makes the students understand better to the material. Media is the basis of the material itself, and it can relate to the whole of the material topic and content<sup>12</sup>. Media is an essential motivator in the teaching and learning process. Besides, Baidawi<sup>13</sup> states that media in teaching English as a foreign language is a physical device that is being tools in the teaching and learning process. It has also had a significant influence in delivering material to the students.

According to Palmer<sup>14</sup>, using more media is useful. When teachers speak and collaborate, their utterance makes the listeners (students) more engaging. So, when speaking class uses media, it can help the visual one. Media help the teacher to motivate students by bringing a slice of real-life into the classroom and by presenting language in its more complete communicative context. The

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<sup>10</sup> Nur Rohmah Hayati, 'Peran Pesantren Menghadapi Konstelasi Era 4.0', *Islamic Review : Jurnal Riset Dan Kajian Keislaman*, 2019

<sup>11</sup> The British Council, 'The Use of the Media in English Language Teaching', *ELT Documents*, 1979, 117

<sup>12</sup> G. Amaral et al., *No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析* Title, *Journal of Petrology*, vol. 369, 2013.

<sup>13</sup> Achmad Baidawi, "OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016 OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016," *OKARA Journal of Languages and Literature* 1, no. 1 (2016): 54–65.

<sup>14</sup> Ester Aflalo and Eyal Gabay, 'Learning Approach and Learning: Exploring a New Technological Learning System', *International Journal for the Scholarship of Teaching and Learning*, 7.1 (2013)

media can also provide a density of information<sup>15</sup>, and richness of cultural input not otherwise possible in the classroom<sup>16</sup>. The media can help students process information and free the teacher from the excessive explanation, provide contextualization, and a solid point of departure for classroom activities.

Media for learning is not only one type, but it has many types.<sup>17</sup> The types are:

a. Visual Media

Visual media may be used in any subject matter, especially presenting texts through visuals such as data presented through graphs, tables, and illustrations like a pie chart and project these through PowerPoint presentations. Visual media is essential because it can develop learner's visuals<sup>18</sup>. Visuals are essential since it is known as one of the most used in senses. Most studies show that visual media is the most effective since it is available and can be easily perceived.

b. Audiovisual Media

Audiovisual media is media which a combination of audio and visual or can be called the media of hearing. For example, silent films, videos, television, television program, and sound slides.

c. Multimedia

Multimedia is the media that will be present a whole media part. For example, is animation video. Multimedia is usually identic with computers, internet, and computer-based learning.

d. Media Reality

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<sup>15</sup> Syahrizal Fauzi, "Sosiologi Ekonomi Islam," *Islamic Review: Jurnal Riset dan Kajian Keislaman* VI, no. 1 (2017): 136–138.

<sup>16</sup> Nguyen Thituyetanh, "The Key Principles for Development of Speaking," *International Journal on Studies in English Language and Literature (IJSELL)* 3, no. 1 (2015): 49–53.

<sup>17</sup> The British Council, "The Use of the Media in English Language Teaching."

<sup>18</sup> Zhou and Brown, *Educational Learning Theories: 2nd Edition*.



The real media that exist within the whole natural environment and applied to a state of living or preserved. For example, animals, specimens, herbarium.

Moreover, the teacher must be wise in using the media. Media that they used must fulfill this requirement: media should be affordable or inexpensive (easy to reach), should be appropriate with the topic or material which is discussing. It should be appropriate with the learner's condition and characteristics and should have the power to engage students' attention and interest.

In this research, the researcher uses visual media by using a shadow puppet for teaching a narrative text. This media may be appropriate with the learners at MAK Ziwfa for learning narrative text so that the students can improve their speaking skills.

### 3. Shadow Puppet as a Media for Learning

The puppet is one of the visual media. Based on the Cambridge Advanced Learner's Dictionary (<sup>19</sup>2012), puppet means a kind of toy which shaped like other creatures, humans, or animals, and it can move by strings, the fingers, or when we took the hand inside.

There are many types of puppets <sup>20</sup> like the marionette, stick puppet, shadow puppet, and hand puppet. This research is to use shadow puppet media. Using the puppet as an alternative medium of teaching young learners could be considered as the best way. Furthermore, it is a valuable source to develop learner's abilities in speaking skills. By using the media, it is hoping that the learners can enjoy the teaching and learning process.

The use of puppets can enhance the student's participation in learning proses <sup>21</sup>. The purposes of teaching English by using puppets are to develop student's imagination and creativity, to provide opportunities for students to

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<sup>19</sup> I Hamre, *Affective Education through the Art of Animation Theatre, The Power of the Puppet*, 2012.

<sup>20</sup> Baidawi, "OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016 OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016."

<sup>21</sup> Setiawati, "Using Puppet As Media To Increase The Children Vocabulary," *Jurnal Pendidikan* 8.2 (2016): 257–269.

share oral interpretations, and to provide a supportive environment for experimenting with voice and language.

#### 4. Narrative Text

In this research, the shadow puppet media will be taught for narrative material. Mayers <sup>22</sup>, states that narrative is one of the most powerful ways of communicating with others. A well-written story lets the reader respond to some event in life as if it were own. They not only understand the event, but that can almost feel it happen for them. Moreover, Anderson states that narrative is a piece of text tells a story, and in doing so, entertains or informs the reader or listeners <sup>23</sup>. Anderson's definition concludes that the narrative story is a story that tells us something interesting that has the purpose of amusing and entertaining the readers.

#### C. Research Method

In this study, the researcher used experimental research at MAK ZIWFA in the tenth grade of the 2019-2020 academic year; it uses quantitative that focused on students' achievement in the narrative text by using shadow puppet for improving their speaking skill. The school located at MAK ZIWFA Purwodadi on the Dusun Jetis, RT/RW; 01/08, Desa Nambuhan, Purwodadi. The research conducted in the second semester in the academic year 2020 on June 29, 2020.

The population is the entire group of subjects. Usually, the researcher or polling firm is not able to interview all units of the population because of the sheer size. A sampling frame consists of all units from which the sample will be drawn. Ideally, the sample frame should be identical to the population or at least closely resemble it. In reality, population and sampling frames frequently differ <sup>24</sup>.

In this research, the population is all students of the tenth grade of MAK Ziwfa Purwodadi in the academic year of 2019/2020. The researcher will select

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<sup>22</sup> John Dunlosky et al., "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology," *Psychological Science in the Public Interest, Supplement*, 2013.

<sup>23</sup> Rick Churchill et al., "Content S," *Teaching: Making a Difference* LVII, no. 2015 (2015): 212–253.

<sup>24</sup> Mundir, *Statistik Pendidikan (Pengantar Analisis Data Untuk Penulisan)* (Yogyakarta: Pustaka Pelajar, 2014).

two groups of students from the community as a sample. The total number of the population was 42 students would be divided into two groups. A first group is an experimental group (will be taught by using shadow puppet), and the second group (will be prepared without shadow puppet). Both of those classes have the same teacher who taught them and on the available time to teach them.

This study focuses on learning the narrative text by using a shadow puppet. Moreover, it will find that a shadow puppet can improve student's speaking skills in narrative text. The independent variable of this research is the shadow puppet media. The dependent variable of this research is student's achievement in speaking skills in narrative text. In gaining this data, the researcher attempted to employ the following methods: test and documentation.

According to Brown <sup>25</sup>, a test is a method of measuring someone's knowledge, ability, or performance in a given domain. Based on the statement, the researcher will use a pre-test and post-test for the control group and the experimental group. The purpose is to get the data of their progress in speaking skills, especially in narrative text. The researcher will collect the data from the participants. The data that will be collected are student's English score, student's attendance list, student's schedule, and the list of the teachers in MAK Ziwfa Purwodadi.

The researcher uses two types of instruments; test and documentation. The test will be twice during the research. The pre-test will be given before all of the students are provides with the treatment. The second time, the researcher will give a post-test after all of the students are gets the therapy. The second instrument is documentation from the participants.

The technique of analyzing the data is by collecting all of the results of the pre-tests that have been conducted by students (control group and experimental group) will be tested for normality by researchers using Chi-Square in the SPSS application <sup>26</sup>. After that, the data from the pre-test will also be tested for

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<sup>25</sup> Daniel Stockemer, *Quantitative Methods for the Social Sciences, Quantitative Methods for the Social Sciences*, 2019.

<sup>26</sup> Daniel Stockemer, *Quantitative Methods...*

homogeneity or similarity of research variables. The final process is testing the truth hypothesis, whether the statement of the hypothesis was accepted or not by using the T-Test.

## **D. Finding and Discussion**

### **1. Finding & the Result on Speaking Ability**

The result of this research related to this study is the results of the student's speaking skills test. The values of speaking skills are obtained from the pre-test and post-test. The result will be presented as follows:

#### **a) Homogeneity Test**

In order to check the data, the following formula was used:

Hypothesis:

H0: Samples come from Homogeneous populations

H1: Samples come from heterogeneous (not homogeneous) populations

Decision-making requirements:

Reject H0 if Sig.  $< 0.05$

Accepted H0, if Sig.  $\geq 0.05$

To help this research, the researcher used SPSS :

#### **1) Pre-test**

SPSS Uji Homogenitas Pre Test

Based on the output, the significance value based on Mean is  $0.448 > 0.05$ , so it can be concluded that the variance of the Pre Test group in the experimental class and the control class is the same or homogeneous. Thus, one of the requirements of the independent sample t-test is fulfilled.

#### **2) Post-test**

SPSS Uji Homogenitas Post Test

Based on the output, the significance value based on Mean is  $0.691 > 0.05$ , so it can be concluded that the Post Test group variance of the experimental class and the control class is the same or homogeneous.

Thus, one of the requirements of the independent sample t-test is fulfilled. Next, test the normality.

b) Normality Test

Hypothesis:

Ho: Data is normally distributed

H1: Data is not normally distributed

Decision-making requirements:

Reject Ho, if Sig.  $< 0.05$

Accepted Ho, if Sig.  $\geq 0.05$

1) Pre-Test

Hasil Uji Normalitas SPSS

The results of the Shapiro Wilk and Lilliefors test. P-value (Sig) lilliefors 0.063 and 0.200 in 2 groups where  $> 0.05$ , then based on the lilliefors test, data for each group is normally distributed. The P-value from the Shapiro Wilk test in group 1 was  $0.007 > 0.05$ , and in group 2, it was  $0.60 > 0.05$ . Because all  $> 0.05$ , the two groups were evenly distributed based on the Shapiro Wilk test.

2) Post-Test

Hasil Uji Normalitas SPSS

The results of the Shapiro Wilk and Lilliefors test. The value of p-value (Sig) lilliefors 0.063 and 0.200 in 2 groups where  $> 0.05$ , then based on the lilliefors test, data for each group is normally distributed. The P-value of the Shapiro Wilk test in group 1 was  $0.007 > 0.05$ , and in group 2, it was  $0.60 > 0.05$ . Because all  $> 0.05$ , both groups are equally distributed based on the Shapiro Wilk test.

c) Hypothesis Test

1) Pre-test

Hasil Uji One One-Sample T-Test Pre Test

The significant difference between the experimental class and the control class-tested, can be analyzed by the following criteria are used:

Hypothesis:

Ho: 'There is no significant difference between students' pre-test learning outcomes taught using puppet shadow puppet media to English learning outcomes.

Ha: there is a significant difference between students' pre-test learning outcomes taught using puppet shadow media to English learning outcomes.

The test criteria for the t-test

Accept  $H_0$  if  $t_{\text{count}} < t_{\text{table}}$

Reject  $H_0$  if  $t_{\text{count}} \geq t_{\text{table}}$ .

## 2) Post-test

Hasil Uji One One Sample T-Test

The significant difference between the experimental class and the control class, the following criteria are used:

Hypothesis :

Ho: 'There is no significant difference between student learning outcomes taught by using shadow puppet media to English speaking skill in narrative text.

Ha: there is a significant difference between student learning outcomes taught by using shadow puppet media to English learning outcomes.

Conclusion One sample t-test with SPSS

Based on the output of the one-sample test table above, the sig value is known. (2-tailed) is 0,000  $< 0.05$ , according to the fundamental decision-making above, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus it can be interpreted that the value of learning narrative text using shadow puppets is not the same as the value of learning narrative text without using shadow puppets.

Decision making by comparing the value of t

The test criteria for the t-test:

Accept  $H_0$  if  $t_{\text{count}} < t_{\text{table}}$

Reject  $H_0$  if  $t_{\text{count}} \geq t_{\text{table}}$ .

By comparing  $t_{\text{count}}$  with  $t_{\text{table}}$

$T_{\text{hitung}} = 28,055$

$T_{\text{tabel}} = 1,725$

It means that  $T_{\text{count}} > T_{\text{table}}$ , so  $H_0$  is rejected or  $H_a$  is accepted

The conclusion:

From these results,  $t_{\text{count}} > T_{\text{table}}$ , then  $H_0$  is rejected, it means that there is a significant difference between student learning outcomes taught by using shadow puppet media through English speaking skills.

## 2. Discussion

This study aims to find the use of shadow puppet media in teaching can improve a student's speaking skills. After doing several treatments, it showed the previous problems as described in the research background, encountered by the students was solved, and especially their pronunciation became better. As described in the research background, three findings may solve the problem in this study. The first is finding the right steps in using shadow puppet media in learning narrative, and steps that contribute to improving student learning outcome in MAK Ziwfa. The second is the use of shadow puppet media can improve their ability to speak in the narrative text of tenth grade in MAK Ziwfa. Moreover, the last finding is that student's responses to learning activities have increased.

Previously, in the pre-test season, several students produced incorrect pronunciation, and not fluent in speaking. They afraid of making mistakes in sentences. When the students had enough practice treatment sessions, they can solve the problems calmly in the post-test. At the time, they asked to retell a narrative story; they are more fluent than before. Meanwhile, some other students also made decent improvements in more than one aspect, including vocabulary, grammar, and expressing ideas. Some of them can create their sentences, although some of them are still

contextual. Based on the explanation, it is flawless that the implementation of shadow puppet media is increasing student's speaking skills, where the result showed statistically significant was found.

When the students had enough practice treatment sessions, they can solve the problems calmly in the post-test. At the time, they asked to retell a narrative story; they are more fluent than before. Meanwhile, some other students also made decent improvements in more than one aspect, including vocabulary, grammar, and expressing ideas. Some of them can create their sentences, although some of them are still contextual. Based on the explanation, it is flawless that the implementation of shadow puppet media is increasing student's speaking skills, where the result showed statistically significant was found.

Besides, students can enhance their speaking aspects by practicing to reconstruct the shadow puppet in another text of the narrative. Furthermore, the researchers also found that the use of shadow puppet media made the students more active in practicing speaking. For instance, the students feel a bit nervous and less confident in performing their speaking in the class.

In the last session, the researcher gives the students a questionnaire about opinion in using shadow puppet media, and the answer represents that most of the students agreed to the use of a hand puppet show as a medium in teaching speaking. They were active and interested. It is very appropriate to use it in learning speaking because this media can enhance them to speak actively in the class. Most of the students agreed that by using this media, their motivation in speaking improved. Teaching speaking by using shadow puppet show media motivated the students to study English, especially to start speaking in the class.

Therefore, students feel interested to learn to speak. They are not ashamed anymore to speak in front of the classroom, and also their anxiety is reduced. Furthermore, after applying for shadow puppet show as



learning media in teaching speaking showed most of the students agreed to respond about learning speaking by using shadow puppet as media challenged them to speak in English, make them easier to convey their ideas in speaking, increases their vocabulary, grammar, and pronunciation mastery.

The test results and the evaluation has shown that the shadow puppet is more beneficial and be satisfied among the respondents, which include the student's skill in speaking. Based on the research that had done by Toledo and Hoit (2016). In their final report found the impact of puppets on young learner's spoken interactions and motivation. The findings indicated this media motivated the students positively and made them have good interaction because one of the advantages of using puppets in teaching speaking is to allow young learners to use the target language out of the textbook context.

Based on this finding, it is clear that the use of puppets for the students in learning English provides the chance for them to get involved in speaking skills.

## **E. Conclusion**

The researcher concluded that the shadow puppet media demonstrated improvement in students speaking achievement. There was an improvement in the student's speaking scores in each test. The first test in the pre-test mean's score was 81.5714. After treatment using shadow puppets, the average post-test score increased to 84.6667. It was different from the control class that did not use shadow puppets as learning media; the average score on the pre-test was 78.6667 and only increased slightly to 79.2381.  $T_{count} > T_{table}$ , so  $H_0$  is rejected, or  $H_a$  is accepted. From these result,  $t_{count} > T_{table}$ , then  $H_0$  is rejected, it means that there is a significant difference between student learning outcomes taught by using shadow puppet media through English speaking skills.

It can be concluded that the shadow puppet can improve students speaking skills in the narrative text at the tenth grade of MAK Ziwfa Purwodadi in the

2019/2020 academic year. The result of the research was proved that student's motivation in learning is by using appropriate media for teaching English class is very important. The shadow puppet also improved in pronunciation, and fluency of the students. The atmosphere of learning be more joyful than before, and it makes the teacher easy to understate the student the material and the student's skill, especially in speaking.

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