



**THE USE OF PUPPETS AS MEDIA IN TEACHING
TRANSACTIONAL AND INTERPERSONAL
CONVERSATIONS**

An action research for the eight graders of SMP Negeri 1 Slawi
In the academic year 2010/2011

a final project

Submitted in partial fulfillment of the requirement for the degree
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by

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**THE USE OF PUPPETS AS MEDIA IN TEACHING TRANSACTIONAL
AND INTERPERSONAL CONVERSATION**

**(An Action Research Study for the Eight Graders of SMP N 1 Slawi, Tegal in
the Academic Year of 2010/2011)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 2 Mei 2011
Yang membuat pernyataan

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Motto and Dedication

“A wise man is strong and a knowledge man is brawny they are defeat less”

*(Orang bijaksana adalah orang kuat dan orang berpengetahuan itu adalah gagah
,mereka tiada terkalahkan)*



To:

My Lovely Parents, Bapak Ir.

Suhadi

and Ibu Sukanti, S.Pd

My Sister and husband, Nurul

Fajrin R, S.Pd

My Brother, Maulana Yusuf B

My engaged Zaeni Priatno

All My friends

Me, my self

ABSTRACT

Normayulita, A.N. 2011. *The Use of Puppets as Media in Teaching Transactional and Interpersonal Conversation (An Action Research at the Eight graders of SMP Negeri 1 Slawi in the Academic Year of 2010 / 2011)*. Final Project. English Educational Program. Bachelor's Degree, Semarang State University. Supervisors I: Dra. C. Murni Wahyanti, M.A., II: Maria Johana Ari W. S.S., M.Si.

Keywords: Puppets, Transactional Conversation, Interpersonal Conversation

In reality, there were two common problems which were usually faced by the eight grades of junior high school students especially SMP N 1 Slawi; they were what response to give and turn taking in doing transactional and interpersonal conversation. Based on these problems, this study proposed to find out how well puppets gave contribution in teaching transactional and interpersonal conversation especially asking and giving service, goods, information, opinion; refusing service, rejecting goods, declining information, denying opinion, and to find out how the students' achievement after using puppets in it. In this study, the writer conducted 2 cycles. In the first cycle, the teacher helped the students a lot in doing these conversation using puppets, but in the second cycle, the students had to practice doing conversation using puppets individually.

The subject of the study was the eight graders of SMP N 1 Slawi, Kab. Tegal, in the academic year of 2010/2011. The writer took Students of 8.4 as the sample of the study based on random sampling technique. The technique used for collecting the data is pre-test, cycle 1 test, post-test. Generally, all of them were the same, but the difference was in the comprehension test's form of post test. In this part, the students had to perform puppets' theatre. Besides, this study used observation guide to get the observer's opinion. It was filled by the observers. Besides, the writer used questionnaire which was filled by the students. It purposed to get the students' opinion about this action research.

The result of the study was very good and improved. In detail, the result of the post test was 78.9 which were more than the criterion of the passing grade of SMP N 1 slawi that was 75. Then, the result of the observation guide in the post test was 88% from the max percentage was 100%. At last, the result of questionnaire was in the high level.

Based on the result of the study above, the writer concluded that the use of puppets in teaching transactional and interpersonal conversation gave a good contribution to improve the students' ability in doing transactional and interpersonal conversation. Based on the result, the writer suggested that puppets can be an alternative way in teaching these conversations.

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Semarang,

The Writer

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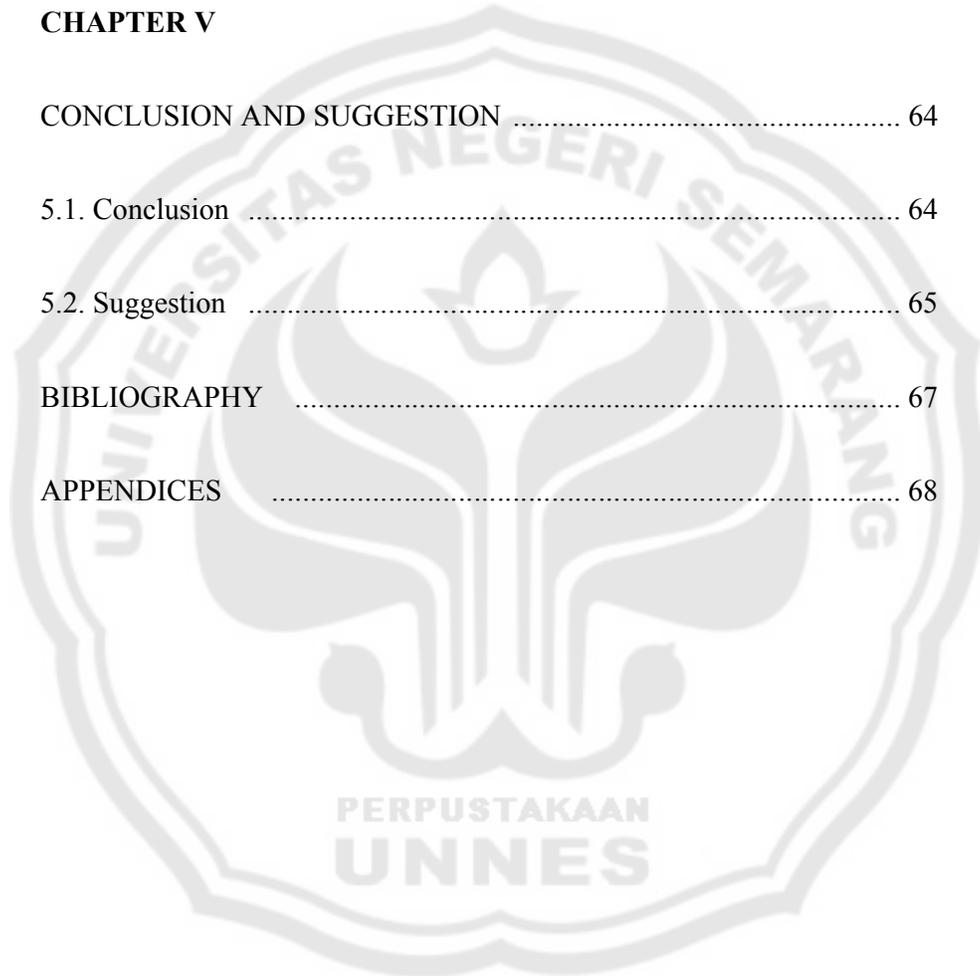
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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topic, research question, purpose of the study, definition of key words, significance of the study, and outline of the study. In detail, they will be explained as follows:

1.1 Background of the Study

English education holds an important role in the improvement of education. In Indonesia, English is learned by the Indonesian people from the first year class of Junior High School up to the third year of Senior High School. But, now English is taught in Elementary School as a local content subject. The writer thinks that it is caused by awareness of the government to improve education in Indonesia.

English education has four skills; speaking, writing, reading, and listening. In this study, the writer concentrates with the speaking skill. Speaking is regarded as a skill which is difficult to learn because people have to know how to pronounce, how to deliver the message of the speech when they speak to someone. Besides, they have to know how to use the rules of speaking. Speaking has some activities, and conversation is one of them. As we know, conversation is when two persons or more talk to each other in an informal situation.

Based on standard competence of speaking in the SMP syllabus, the junior high school especially the eight grades students learn about transactional and interpersonal conversations. In transactional conversation, the students learn how

to communicate to have something done. Besides, in interpersonal conversation, the students learn how to socialize by using spoken language to interact with surrounding. Interpersonal conversation includes asking and giving opinion, giving compliments and congratulations, etc. In this activity, students have to concentrate with the teacher's explanation about two kinds of conversation. In reality, the junior high school students especially the eight grades students get some problems in learning both of these conversations.

There are two common problems which are usually faced by the eight grades of junior high school students. First, the junior high school students usually do not know what response to give when they do transactional and interpersonal conversations. When the writer taught the private students, they could not respond the writer's question related to the transactional conversation. At that time the writer asked "how much does your pen cost?", and the students could not respond the question. Second, they still confused in turn taking when they do transactional and interpersonal conversation. It means that they do not know when their turn to ask or state and when their turn to answer or give response. For example, when the writer asked two of the private students to do simple interpersonal conversation between Andy and his friend in Andy's birthday party, they did not know when they have to start the conversation and who has to start the conversation first. While, the writer have determined who has to be Andy and who has to be Andy's friend. By seeing these problems, we should find other strategies in teaching these two kinds of conversations. We can use game, media, and even new method. In this case, the writer thinks that using media is a good idea to help

the teachers in teaching transactional and interpersonal conversations. Actually, we need a media that can help students to see the interaction in the transactional and interpersonal conversations. Then, this media can make students understand what response to give if someone ask or state something to them, and make students notice when their turn to ask or state and when their turn to answer or give response. Besides, the media should be interesting, imaginative and playful to the students.

Based on the explanation above, the writer thinks that the media which can be used to show the interaction in the transactional and interpersonal conversations is puppets because puppets are representative, playful, helpful, fun, and imaginative enough to teach the two kinds of conversations.

There has been a study that uses puppets as media in teaching vocabulary at elementary school students, and the result shows that the use of puppets in teaching vocabulary was effective. Then, the writer thinks that vocabulary is a part of conversation so that the use of puppets in teaching conversation is expected to give positive result too.

1.2 Reasons for choosing the Topic

Some reasons why the writer chooses the topic “The use of Puppets as A Media in Teaching Transactional and Interpersonal Conversation for the seventh grade of junior high school” are:

- 1) It is difficult for most English teachers to make their speaking class being attractive, interesting, fun, and not boring because almost of them use the

classical way of teaching when they teach transactional and interpersonal conversation

- 2) One of difficulties in teaching speaking is making the students active in teaching learning process because many teachers only give them material and explain it without get the students to perform their speaking ability in front of class
- 3) The students in the eight grades of junior high school like to imagine something than thinking something hard, and puppets are expected to help students to imagine and enjoy what they are learning in the speaking class especially in learning transactional and interpersonal conversations because the students can make their own puppets depend on their like and imagination

1.3 Research Question

The problem investigated is stated as follows:

- 1) How well do puppets give contribution in teaching transactional and interpersonal conversations for the eight grades of junior high school?
- 2) How is the students' achievement in transactional and interpersonal conversation especially about asking, giving, and refusing service; asking, giving, and rejecting goods; asking, giving, and declining information, asking, giving, and denying opinion by using puppets?

1.4 Purpose of the Study

The purpose of this study is stated as follows:

- 1) To find out how well puppets give contribution in teaching transactional and interpersonal conversation for the eight graders of junior high school
- 2) To describe how the students' achievement in transactional and interpersonal conversation especially about asking, giving, and refusing service; asking, giving, and rejecting goods; asking, giving, and declining information, asking, giving, and denying opinion by using puppets

1.5 Definition of key words

1.5.1 Interpersonal conversation

Interpersonal conversation is how to socialize by using spoken language to interact with surrounding.

1.5.2 Transactional conversation

Transactional conversation is how to communicate to have something done

1.5.3 Puppets

Puppets are representative, playful, helpful, fun, and imaginative media to teach the transactional and interpersonal conversation

1.6 Significance of the Study

After doing the research, the result of the study is expected can give the following advantages:

- 1) The teachers can use more strategies in teaching transactional and interpersonal conversation
- 2) The students can learn transactional and interpersonal conversation using another way that is using puppets as media, and
- 3) The result of the study could provide the readers with information about the effectiveness of puppets in teaching transactional and interpersonal conversation

1.7 Outline of the research

Chapter I is introduction that includes: background of the study, reason for choosing the topic, research questions, purposes of the study, significance of the study, and outline of the study.

Chapter II presents review of related literature, which discusses general concept of speaking, general concept of transactional and interpersonal conversation, teaching transactional and interpersonal conversation, definition of media, definition of puppets, types of puppets, characteristics of the junior high school students, puppets as a media in teaching transactional and interpersonal conversation for the eight graders of junior high school.

Chapter III presents the methodology of the study. It discusses how the writer gets the data.

Chapter IV discusses the analysis of the research

Chapter V discusses the conclusions and suggestions of the research

1.8 Limitation of the Study

1.8.1 Limitation of the subject study

Subject of the study in this research is the eight graders of SMP N 1 Slawi which are 200 students divided into 8 classes; they are 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8. Because the subject of the study is too large, the writer has to limit them into specific one as the sample. Then, the writer uses random sampling technique to choose the sample. After doing random sampling, the writer gets 8.4 as the sample.

1.8.2 Limitation of the Puppets

This study uses puppets as media in teaching transactional and interpersonal conversations. Actually, there are so many kinds of puppets; they are finger puppet, bag puppet, shock puppet, hand puppet, etc. Because there are so many puppets, the writer has to limit them. Then the writer chooses hand puppet because it can carry on a conversation with the students (Norton 1980: 54).

1.8.3 Limitation of the Material

This study is about using puppets in teaching transactional and interpersonal conversations. Transactional and interpersonal as the material in this study, has many kinds, but the writer chooses some of them; they are asking, giving, and refusing service, asking, giving, and rejecting goods, asking, giving, and declining information, asking, giving, and denying opinion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about the literature review related to the topic of this study namely General concept of transactional and interpersonal conversation, teaching transactional and interpersonal conversation, definition of media, definition of media, definition of puppets, characteristic of junior high school students, teaching transactional and interpersonal conversation using puppets for the eight graders of junior high school.

2.1 General concepts of Transactional and Interpersonal conversation

Transactional and interpersonal conversations are two of kinds of genre in speaking. We know that conversation is at least two persons that do communication activity. Besides, conversation can be defined as a dialogue between two persons or more in an informal situation. Then, it is important for the dialogue to contain patterns that the children can transfer to other situations, and instead of getting the children to memorize dialogue, and to train them how to make choices about what to say to express thoughts and feelings (Paul 2007: 77).

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language (Brown 2001: 273). Meanwhile, Bailey (2005:97) states that ‘transactional conversation involves communicating to get something done, such as the exchange of goods and/ or services.’ Thus, transactional conversation means a

communication which purposes to get something done and exchanging specific information that is important in the everyday life.

In this world, almost all of people do transactional conversation every day. They communicate with others to get something done. The communication in the market is one of real example of it because many people do transaction like buying vegetable, selling fruit, etc. For example, the conversation between buyer and seller in the market, “can I help u?” and the answer is “I need tea and sugar”.

Brown (2001: 274) says that ‘interpersonal conversation is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.’ Meanwhile, Bailey (2005: 97) states that ‘interpersonal conversation is communication for social purpose, including establishing and maintaining social relationship.’ Thus, if we talk about interpersonal conversation, we will learn how to socialize by using spoken language to interact with surrounding that involve talk action such as asking and giving opinion, giving compliments and congratulations.

Transactional and interpersonal conversations are very important to be learned because they are used in daily conversation. They are important that included as material in English teaching especially in speaking skill.

2.2 Teaching Transactional and Interpersonal conversation

Transactional and interpersonal conversations are two kinds of genre in speaking. They are included as material in English teaching especially in speaking skill. In transactional conversation, students learn how to communicate with others to get

something done. If we talk about interpersonal conversation, we will learn how to socialize by using spoken language to interact with surrounding that involve talk action such as asking and giving opinion, giving compliments and congratulations

Richard (1990: 76- 77) in Brown (2001: 276) says that “two major approaches characterize “current” teaching of conversation, an indirect approach in which learners are more or less to set loose to engage in interaction, and a direct approach that “involves planning a conversation program around the specific micro skills, strategies, and process that are involved in fluent conversation.” Then, we can say that in teaching transactional and interpersonal conversation needs real interaction; besides, it involves planning a conversation program around the specific micro skills, strategies.

Based on the explanation above, we as a teacher should not ask the students to memorize the conversation script only without acting out that script. If we do not act the script out, the students will not see the interaction in the two kinds of conversation. It makes the students can not understand what the conversation means. Then, the writer thinks that in acting out them, we should use a certain media to make it easier. Actually, we need a media that can help students to see the interaction in the transactional and interpersonal conversations. Besides, the media should be interesting, imaginative and playful to the students.

2.3 Definition of Media

Media is a tool that used as channel to deliver a message or information from a resource to the receiver (Soeparno 1987: 1). Meanwhile, Gerlach and Ely (1980:

24) in Winursanti (2009: 11) state that ‘ media is any person, material, or events that established condition which enable the learners to acquire knowledge, skill and attitude.

Based on the definitions above, we can say that media is a thing that helps the teacher to deliver something; besides, can help the students to describe something and someone, and acquire material which is taught by the teacher easier than before.

2.3.1 Media in teaching transactional and interpersonal conversation

In teaching learning process, media is very important too. Media helps teacher in delivering and explaining materials easier and clearer than before. Besides, the media helps teacher to deliver the message to the students.

In teaching transactional and interpersonal conversations, we need media that can help students to see the interaction in the transactional and interpersonal conversations. Then, this media can make students understand what response to give if someone ask or state something to them, and make students notice when their turn to ask or state and when their turn to answer or give response. Besides, the media should be interesting, imaginative and playful for students. Then, the writer thinks that puppets can be used in teaching those two kinds of conversation because students can enjoy acting out the dialogue with the puppets; moreover, the students can imagine how a particular puppet might behave in certain situation (Paul 2007: 79).

2.4 Definition of Puppets

Puppet is defined as doll small figure or animal etc, with jointed limbs by wire or strings used in plays or doll of which the body can be put in the hand like a glove the arms and head being moved by the fingers on the operation (Oxford dictionary, 1974; 679). Meanwhile, Norton (1980: 74) states that ‘puppet is an extension of a human being who seeks another way to communicate.’ Puppets stimulate children to use their own imagination freely when they are acting out and using language especially English.

Philips (1999) adds that puppets can be used with songs, chants, dialogues, improvisations, and play.’ Thus, we can say that puppet is kind of media that can be used in teaching learning process especially in teaching conversation that consist of dialogue. They are an excellent motivational tool which can be used to elicit student’s speech; moreover, they can be used in several different ways.

2.4.1 Types of Puppet

In teaching learning process, using puppet as a media can help the teacher in establishing a good atmosphere in the classroom. Puppet has many types; they are paper bag puppets, glove puppets, hand puppets, or finger puppets (Scott and Ytreberg 1990: 108).

Based on the classification above, the writer chooses the hand puppets because hand puppets can carry on a conversation with the students (Norton 1980: 54). Hand puppets are puppet which the body can be put in the hand like a glove and the arms and head being moved by the fingers on the operation. Hand puppets

are useful for dialogue because we as a teacher can manipulate many of them to appear as if they are speaking (Norton 1980: 77).

2.5 Characteristic of junior high school students

Junior high school student is included in intermediate level student. They are between 12 and 14 years old. In this level, students can participate in short conversations, ask and answer questions; besides, find alternative ways to convey meaning, solicit information from others, and more (Brown 2001: 109). Intermediate levels should be treated with a good and simple way which makes students enjoy in it.

Intermediate level students are characterized by the speaker's ability to ask and answer questions, initiating and responding simple statements, and maintain face to face conversation, although in a highly restricted manner and with much linguistic inaccuracy (Brown 2001: 100). Those highly restricted manner and much linguistic inaccuracy are usually caused by the teacher's way in teaching. Teachers usually use teaching way which is not easy to be understood by the students.

2.6 Teaching Transactional and Interpersonal conversation using puppets for the eight grades of junior high school.

Harmer (1998: 88) says that 'good speaking activities can and should be highly motivating. If all students participate fully- and if the teacher has set up the

activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it'.

Transactional and interpersonal conversation is a kind of conversation. We know that if we learn conversation, it means that we learn how to talk to other person with certain language.

If we teach conversation to the intermediate level, we will find some problems like limited vocabularies, high restricted manner, linguistic inaccuracy, etc (Brown 2001). But, in teaching transactional and interpersonal conversation, we as a teacher usually faced two certain problems. Those problems become writer's focus in this study. First, the junior high school students usually do not know what response to give when they do transactional and interpersonal conversations. Second, they are still confused in turn taking when they do transactional and interpersonal conversation. Then, Matthews (1994) adds that a very important skill in a discussion is efficient turn taking where you need to know to get your turn at speaking and also give others a chance to speak. Actually, transactional and interpersonal conversations are a little trickier for learners because they can involve some or all of the factors like a casual register's difference, colloquial language's difference, slang's difference, etc (Brown 2001: 274). It meant that English is a foreign language for the students so they always find difficulty like the way of speaking, the words that usually used in certain situation, and informal language that usually used in informal conversation. Some of them only know a little bit formal words and chunks. By seeing these problems, we should find other strategies in teaching these two kinds of conversations. Then,

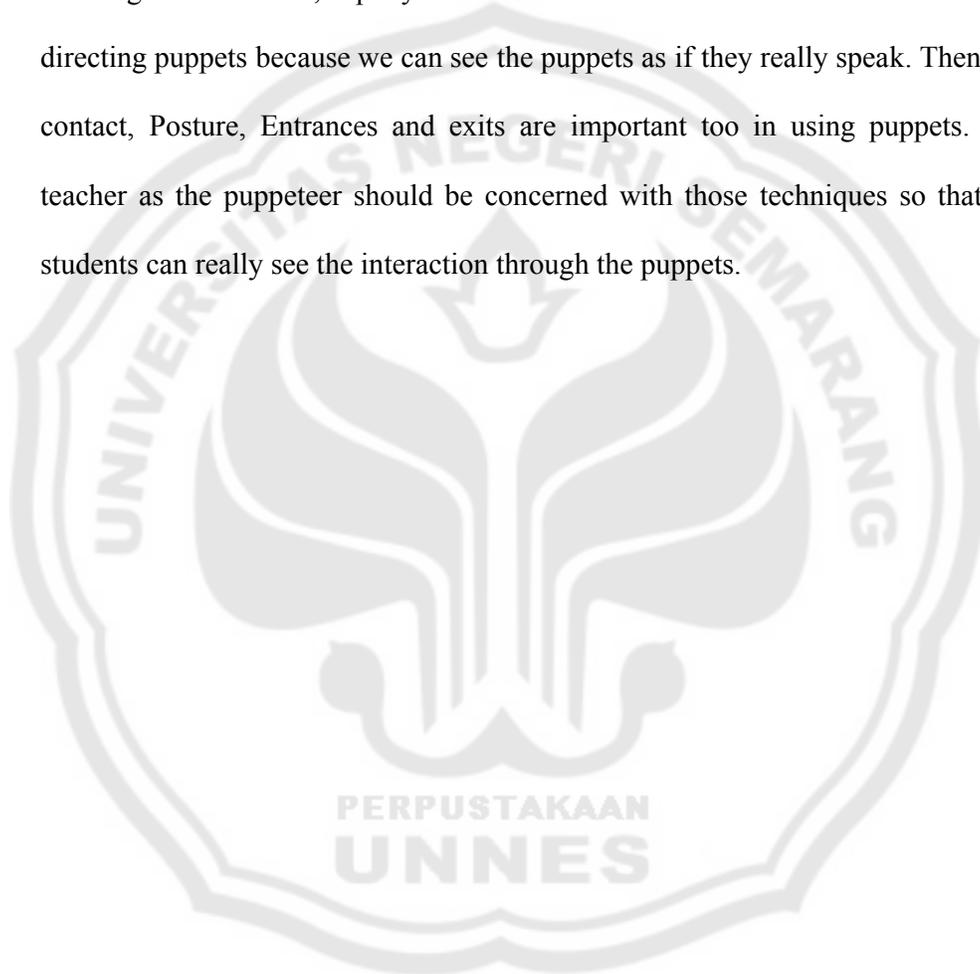
it is expected to make the teaching learning activity is highly motivating, and students can participate in it. In teaching transactional and interpersonal conversation, teacher needs a good way to improve student's motivation in teaching learning process especially in teaching the junior high school students.

Using puppets in teaching transactional and interpersonal conversation, we as a teacher should know the technique to use them. If we do not understand how to operate them, the messages that delivered by us will not be accepted well by the students especially the junior high school students.

According to Rehymer (1997: 98) in Nilamwati (2009), there are five basic techniques of using puppet; they are (1) Lip Synchronization which is synchronizing the opening of the puppets mouth with the spoken words; besides, the puppeteer should avoid moving the mouth at random during a sentence; (2) Mouth action which is practicing to open the puppet's mouth by moving his fingers upward, and then a slight forward thrusting of the hand may help when first starting out; (3) Eye contact where the puppeteer should look the audience regularly, and this will ensure more effective eye contact; (4) Posture which is making the puppet appear naturally, good posture cannot be ignored; (5) Entrances and exits which there are many ways to enter and exit puppet, one of the ways is to make the puppet appears as if it is walking up or down a ramp.

The teacher should know the procedures of using puppet in teaching transactional and interpersonal conversation. First, the teacher has to make a dialogue based on the topic. Then prepare the appropriate puppets. For example, if the dialogue about traffic violence, the teacher can use a police and a motor rider

puppets. After that, teacher prepares a stage for puppet show. Next, the teacher should give brief explanation about the topic of conversation to the students. Then, teacher demonstrates the dialogue through the puppet by doing monologue in different voice for each role. In this way, the five techniques above are very helpful for teacher in teaching transactional and interpersonal conversation. In teaching conversation, lip synchronization and mouth action are needed in directing puppets because we can see the puppets as if they really speak. Then eye contact, Posture, Entrances and exits are important too in using puppets. The teacher as the puppeteer should be concerned with those techniques so that the students can really see the interaction through the puppets.



CHAPTER III

METHOD OF INVESTIGATION

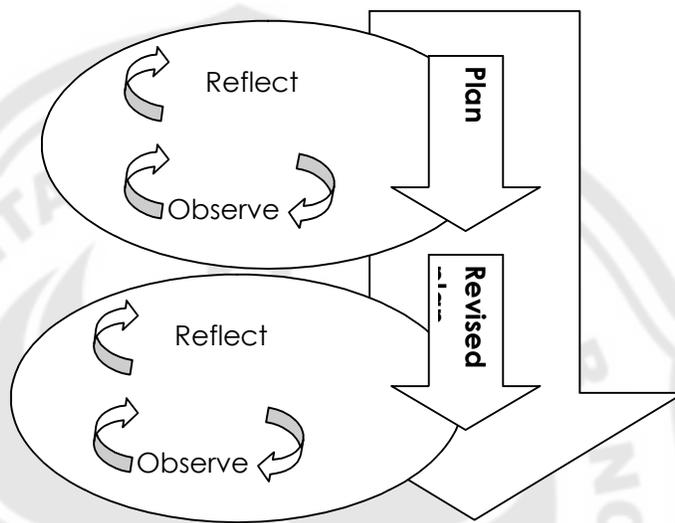
To pursue the objectives of the study, the writer applies the following methodology which is divided into nine sections there were Research design, setting of the study, Subject of the study, Procedure of collecting data, Instrument of the study, Scoring technique, and procedure of analyzing data.

3.1 Research Design

The writer used action research in this study. Action research defines as a systematic study that combines action and reflection with the intention of improving practiced (Ebbutt 1985:156 in Cohen 1994:297). Action Research means the researcher does his or her research by teaching real students in the real class, using steps which were designed by him or herself. Besides, one of the characteristic of action research is problem solving oriented. Then, Wallace (1998) said that action research is different from this in that it nearly always arises from some specific problem or issue arising out of our professional practiced, but it is very problem-focused in its approach and very practical in its intended outcomes. It means that researcher wills couldvass something if he or she finds one or more problems in the learneding activity in the class.

In this action research there were four phases in one cycle for doing classroom, there were planning, acting, observing, and reflecting (Hopkin 1985:50). Research design which will be done in this study used two cycles. Each

cycle consists of two meetings. Then, each meeting consists of four activities; planning, acting, observing, and reflecting as Hopkin to said above. It means that if the target was not achieved yet in cycle 1, the next cycle must be conducted after revising plan. The process of the action research could be seen in the following figure:



(Hopkin 1985:50).

a. Planning

In this step, the writer explains about what, why, when, where, and how the action will be done. In planning step of the study, the writer prepares everything that will be needed and used in the study. They were providing puppets, providing some transactional and interpersonal conversation script, planning the students to learned about turn taking and what response to give in doing transactional and interpersonal conversation using puppets, etc.

b. Acting

This step is the implementation of the planning. This step must follow the plan that had been planned in the planning step. The writer as the teacher may do modification but may not deviate from the planning. In this study, the writer conducts 2 cycles which each cycle consists of 4 meetings. The writer used the same media of teaching transactional and interpersonal conversation that is using puppets for those cycles, but as stated before that the writer had to do modification in it when the writer conduct cycle 2. It purposes to improve the students' achievement.

c. Observing

Observing is execution of observation which is done by the observer. In this study, the person who acts as the observers is the real teacher of the subject study. The observer had to note what is happened when the writer does the action.

d. Reflection

In this step, the observer had to reflect the action which had been done to the writer who acts as the teacher in this action research. If the result of the first cycle is not good enough, the writer should do the second cycle.

To support the research, the writer used questionnaire and test to gather the data. Hopefully, this research could be conducted well and could achieve the objective of this research.

3.2 Subject of the study

3.2.1 Population

Population was all the possible members of a group defined by the researcher (Huck, Cormier, and Bounds 1974: 38 in Saleh 2010). Population should be suitable with the writer's need that could help the writer to get good data.

Then, the population in this study was the first year students of State Junior High School 1 at Slawi in the academic year 2010/ 2011 which consisted of 8 classes and each class consisted of 25 students. It was the one of RSBI school in Tegal residence located on Desa Pakembaran, Slawi, Kabupaten Tegal. The distribution of the population could be seen in the table below:

Table 1. The population of the research

Class	Number
8 .1	25
8 .2	25
8 .3	25
8 .4	25
8 .5	25
8 .6	25
8 .7	25
8 .8	25

Based on the table above, the population in this study was all eight grades student of State Junior High School 1 at Slawi. Total population was 200 students.

3.2.2 Sample

The number of population above is too big, so to made it simpler research must be conducted to a part of the whole population which is called sample. Sample is a subgroup of a population (Huck, Cormier, and Bounds 1974 in Saleh 2010).

In this study, the researcher used random sampling technique. As stated by Huck, Cormier, and Bounds that the accuracy of the researcher's inference depends on how representative the sample is. Thus, to make the sample more representatives, most researchers select the sample from the population randomly. In random sample, each member of population that you were sampling had an equal chance or probability of being selected as a subject.

In this study, the researcher took one class from eight classes that became the member of population. The procedure was as follows: first, the researcher wrote the name of each member of population in a piece of paper. Then, the researcher rolled the paper which was written the name of each member. Then, the researcher put the paper in a hand and shakes it. Finally, the researcher took one of the roll papers which fall down from the hand. The researcher opened it to know which class who became the sample. The result was class 8.4 is selected as the sample of the study.

3.3 Instrument of the study

3.3.1 Test

Brown (2006) says that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. In this study, the writer used

achievement test. Achievement test was a test which had role to determine whether course objectives had been met and appropriate knowledge and skills acquired- by the end of a period of instruction (Brown 2004: 48). It meant that this test measured how much students had mastered the material especially in foreign language interaction there were transactional and interpersonal conversation that given by the writer who acted as teacher.

In this study, the writer used interaction test and comprehension test. Murcia (2001) said that perhaps the most difficult aspect of spoken English was that it was almost always accomplished via interaction with at least one other speaker. There were three tests which had been conducted during research; they were pre-test, treatment I test/ cycle1 test, and post test. The pre-test given by giving the researcher made some oral test; they were interaction test and comprehension test about transactional and interpersonal conversation. After doing pre-test, the writer did the cycle 1. In the end of cycle 1, students were given simple evaluation to check students' improvement. The form of cycle 1 was the same with the pre- test form. Then the last test that had to be conducted was post-test. The form of post-test was just the same with pre-test and cycle 1 test.

3.3.2 Observation Guide

In this action research, the writer used observation guide as one of instruments. It was filled by the observers. This observation guide purposed to know whether this action research is successful or not that is assessed through some categories. The observers were Mr. Subandi and Mr. Benyamin who the real English teachers in SMP N 1 Slawi. The observation guide had 10 items, they were as follows:

- 1) English speaking class was being attractive, interesting, fun, and not boring
- 2) Students' activeness in teaching learning process
- 3) Students' response in teaching learning process
- 4) Students' comprehension about the materials that were what response to give and turn taking in transactional and interpersonal conversation
- 5) Students' creativity in teaching learning process
- 6) Students' confidence in learning transactional and interpersonal conversation using puppets
- 7) Students' interest to the puppets which was used in teaching learning process
- 8) Students' motivation in teaching learning process which used puppets as media of teaching
- 9) The effectiveness of using puppets in teaching transactional and interpersonal conversation using puppets
- 10) The relevancy between puppets and teaching transactional and interpersonal conversation

All of the items above had 5 categories of score, they were score 1 is very low, score 2 is low, score 3 is medium, score 4 is high, score 5 is very high. Then the maximal score of this observation sheet is 100. Thus, the percentage of it is 100%.

3.3.3 Questionnaire

Questionnaire itself had two kinds of question type; they were closed and open questions (Wallace, 1998: 134- 135). In this study, the writer used closed

questions type. The advantage of this type is usually made the questionnaire easier and quicker to fill in, and then quicker and more reliable scoring of the responses (Wallace, 1998: 135).

In this study, the respondents of the questionnaire were students themselves. A question was given to get information from the students based on their needs, interest, like, dislike, about teaching learning process. This questionnaire aimed to get information about students' opinion on the speaking class which used puppets as media in teaching transactional and interpersonal conversations. There were five multiple choice items, each items had three options that were named as a, b, and c. Then, each option was given a score that shows the quality of each indicator. The score range is as mentioned bellow:

Table 2. The score range

Options	Score	Meaning
A	1	Low
B	2	Medium
C	3	High

The result of the questionnaire of data analysis of each issue could be classified into a range of mean, as followed bellow:

Table 3. Classification of questionnaire result

Range of Mean	Students' Interest	The Advantage	Students' motivation	The relevancy	Sustainability
0.00-1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01-2.00	Medium	Help the students	Medium	Relevant	Necessary
2.01-3.00	High	Help the students very much	High	Very relevant	Very necessary

The aspects of the questionnaire were as follows:

Table 4. The aspects of questionnaire

Aspects	Number of question
Student's interest	1
The advantage of using puppets in teaching transactional and interpersonal conversation	1
Student's motivation	1
The relevancy of using puppets and teaching transactional and interpersonal conversation	1
Sustainability	1

3.4 Scoring Technique

In this study, the writer used the direct test that was measured by five oral proficiency; they were grammar, vocabulary, comprehension, fluency,

pronunciation. In giving scores, the writer referred to the rating scale of oral proficiency modeled by Linse (2006). The writer used this rating scale because the subject of study in this action research was the students of RSBI School who were known having better skill in English than non RSBI School students.

The writer made little modification in the two of components of this rating scale that were in the score 5 of grammar and comprehension. The writer made this modification because the subject of the study was foreign young learner of language. Thus, it was impossible if their grammar and comprehension was same with native speaker. Their grammar and comprehension would make few errors if any although their errors did not obscure meaning. The rating scale is as followed:

Table 5. The rating scale

Categories	Score				
	1	2	3	4	5
Pronunciation	Pronunciation problems so severe as to made speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	Pronunciation problems necessitate concentrated listening and occasionally lead to miss-understanding	Always intelligible, though one is conscious of a definite accent	Use of vocabulary and idioms is virtually that of a native speaker
Vocabulary	Vocabulary limitations so extreme as to made conversation virtually impossible	Misuse of words and very limited vocabulary made comprehension quite difficult	Frequently used the wrong words; conversation somewhat limited because of inadequate	Sometimes use inappropriate terms and/ or must rephrase ideas	Use of vocabulary and idioms is virtually that of a native speaker

			vocabulary	because of lexical inadequacies	
Grammar	Errors in grammar and word order so severe as to made speech virtually unintelligible	Grammar and word order errors made comprehension difficult. Must often rephrase sentences	Made frequent errors of grammar and word order which occasionally obscure meaning	Occasionally made grammatical and/ or word order errors which do not obscure meaning	Made few (if any) noticeable errors of grammar or word order
Fluency	Speech is also halting and fragmentary as to made conversation virtually impossible	Usually hesitant; often forced into silence by language limitations	Speech is frequently disrupted by the student's search for the correct manner of expression	Speech is generally fluent with occasional lapses	Speech as fluent and effortless as that of a native speaker
Comprehension	Could not be said to understand even simple conversational English	Had great difficulty following what is said . could comprehend only social conversation spoken slowly and with frequent repetition	Understands most of what is said at slower than normal speed with repetitions	Understand nearly everything at normal speed, although occasional repetition may be necessary	Appears to understand everyday conversation and normal classroom discussions

3.5 Criterion of the assessment

In this action research, the writer used the criterion of passing assessment that was used in SMP Negeri 1 Slawi. The criterion of passing assessment of SMP Negeri 1 Slawi in English was 75. The criterion was high enough because SMP

Negeri 1 Slawi is the one RSBI school or Sekolah Rintisan Bertaraf International. Then, the result of Post test that was assessed using rating scale as the scoring technique that was stated before, had to achieve that criterion or more than it.

3.6 Indicators of the study

In this action research that was about using puppets in teaching transactional and interpersonal conversations, the writer used 3 instruments that would be the indicators of the study. It meant that all of the instruments had to achieve the maximum score. It would show whether the action research was success or not. In this study, the first instrument that was used by the writer was test that was assessed by the certain rating scale as stated before, and then the result of post test had to achieve the criterion of passing assessment of SMP N 1 Slawi or more than it. In this action research, the writer used the criterion of passing assesment that is used in SMP Negeri 1 Slawi. As stated before that the criterion of passing assessment of SMP Negeri 1 Slawi in English is 75. The criterion was high enough because SMP Negeri 1 Slawi was the one RSBI school or Sekolah Rintisan Bertaraf International.

The second instrument that will be indicators of the study was observation guide that is filled by the observers. This observation guide purposed to know whether this action research is successful or not that was assessed through some categories. The observers were Mr. Subandi and Mr. Benyamin who the real English teachers in SMP N 1 Slawi. The observation guide had 10 items, they were as follows:

- 1) English speaking class was being attractive, interesting, fun, and not boring
- 2) Students' activeness in teaching learning process
- 3) Students' response in teaching learning process
- 4) Students' comprehension about the materials that were what response to give and turn taking in transactional and interpersonal conversation
- 5) Students' creativity in teaching learning process
- 6) Students' confidence in learning transactional and interpersonal conversation using puppets
- 7) Students' interest to the puppets which was used in teaching learning process
- 8) Students' motivation in teaching learning process which used puppets as media of teaching
- 9) The effectiveness of using puppets in teaching transactional and interpersonal conversation using puppets
- 10) The relevancy between puppets and teaching transactional and interpersonal conversation

All of the items above had 5 categories of score, they were score 1 is very low, score 2 is low, score 3 is medium, score 4 is high, score 5 is very high. Thus, the maximal score of this observation guide is 100 and the percentage is 100%. Then, the observation guide will be said could support the success of this study if its score achieves more than 75 that the percentage is 75%. In detail will explain in the appendix.

After the writer measured the result of this study using the two kinds of indicators of the study, the writer also measured the result based on the students' point of view using questionnaire. This questionnaire aimed to get information about students' opinion on the speaking class which used puppets as media in teaching transactional and interpersonal conversations as stated before. Thus, the writer not only got the result based on the point of view of herself and the observers but also from the students as the subject of the study. Then this questionnaire had to achieve a certain criteria of score that would support this action research's success.

In generally, this action research would be called success if it achieved the three kinds of indicators. It meant that the average score of the test achieved the criterion of passing assessment that is 75 or more, the observation guide achieves more than 75 that the percentage is 75%, and the questionnaire had to achieve the score based on the criteria as stated before.

3.7 Procedure of collecting data

This classroom action research is conducted in two cycles and four phases there are planning, acting, observing, and reflecting in each cycle. But, before making a plan of the action, the researcher must compose a syllabus which consists of learning material, learning activity, indicators, etc based on standard competence and basic competence of the Junior High School curriculum. Then, the researcher can do the activities which were done during the research such as follows:

3.7.1 Pre-test

The first activity in the first meeting of the first cycle was a pre-test that was conducted on 1st February 2011. The purpose of the pre-test was to check the students' ability in transactional and interpersonal conversation. Before doing pre-test, the researcher explained about the transactional and interpersonal conversation. In this study, before doing pre-test, the writer gave simple explanation about transactional and interpersonal conversation as the material of the pre-test itself. Then the writer gave them an explanation about how to do the pre-test.

In the pre-test of this study, the researcher made some oral test; they were interaction test and comprehension test about transactional and interpersonal conversation. In comprehension test, the student had to do mini dialogue with the teacher by answering the teacher's question. Then, in the interaction test, the students had to choose one of topics that were determined by the teacher. Then, they had to do a dialogue in pairs. After doing pre-test, the researcher could know the capacity of students' ability of the two kinds of conversations. Then, the researcher could revise the plan to do the first treatment.

3.7.2 First cycle

After doing pre test, the writer did the cycle 1 that is started on 3rd February 2011. There were four phases in this cycle 1; they are planning, acting, observing, and reflecting. Planning consisted of some activities where the writer making a preparation about what the writer needs to do the cycle 1. The main part in the cycle 1 is in the acting where the writer gives the students treatment to help them

improved their ability in speaking. In the acting, the writer conducted four meetings. Every meeting had different activities, but it had the same purpose. In detail, the cycle 1 would be explained in the next sections.

a. Planning

In order to get optimal result, it was necessary to have a well plan. They were providing puppets, providing some transactional and interpersonal conversation script, planning the students to learn about turn taking and what response to give in doing transactional and interpersonal conversation using puppets.

b. Acting

Treatment I

Table 6. Treatment I

Treatment	Meeting	Activities
I	The first meeting	<p>(1) Students were asked some questions related to the topic (transactional and interpersonal conversations).</p> <p>(2) Students were explained about transactional and interpersonal conversation and its expression used especially about asking, giving and refusing service;</p> <p>(3) students repeated the mini dialogue of the transactional and interpersonal conversation (provided in the material) that was done by the writer who acted as the teacher and observer</p> <p>(4) puppets were introduced to the students</p> <p>(5) students paid attention to the teacher (the writer) that used puppets to act out the dialogue</p> <p>(6) students learnt about turn taking in doing transactional and interpersonal especially about asking, giving and refusing service; asking, giving, and rejecting goods (by doing a conversation with a puppet that is acted out by the teacher)</p>

		<p>(7) students and teacher did question and answered activity about transactional and interpersonal conversation</p> <p>(8) Students, guided by the teacher tried to rearrange a dialogue of conversation which is provided by the teacher into a good order.</p>
	The second meeting	<p>(1) students learnt how to give response and what response to give in doing transactional and interpersonal conversation especially about asking, giving, and refusing goods (by doing a conversation with a puppet that was acted out by the teacher)</p> <p>(2) Students learnt and practiced grammar.</p> <p>(3) students practiced how to pronounce words in a good pronunciation, stress, and intonation</p>
	The third meeting	<p>(1) students learnt about turn taking in doing transactional and interpersonal especially about asking, giving and declining information; asking, giving, and denying opinion (by doing a conversation with a puppet that is acted out by the teacher)</p> <p>(2) students learnt how to give response and what response to give in doing transactional and interpersonal conversation especially about asking, giving and declining information; asking, giving, and denying opinion (by doing a conversation with a puppet that is acted out by the teacher)</p> <p>(3) students were given some exercise related to the material above (transactional and interpersonal conversation)</p>
	The fourth meeting	<p>(1) students were given a test (do a conversation with a puppet and they had to do a dialogue in pairs based on a certain topic) for checking their improvement</p> <p>(2) students, guided by the teacher, checking their performance's result</p>

c. Observing

In this phase, the aspect observed during the action research were the students including the students' activities and the students' cooperation.

Besides, the researcher gave a test to the students too.

d. Reflecting

Reflecting was the analysis of the observation result and evaluation of the steps in cycle 1. It was held after the writer finished conducting cycle 1. In these steps, the writer evaluated steps in cycle 1 and discussed the results of the test for the improvement in the next cycle.

3.7.3 Second Cycle

In this study, second cycle was started on 11th February 2011. There were four phases in this cycle 2; they were planning, acting, observing, and reflecting.

The cycle consisted of four phases. They were as follows:

a. Planning

Second cycle was similar to the first cycle. Actually, the second cycle aimed to overcome in the cycle 1, gave more opportunities for students to understand the turn taking and what response to give when they do transactional and interpersonal conversations.

In order to get a better result, it was necessary to have a better more complete plan. They were providing puppets, providing some transactional and interpersonal conversation script, planning the students to learn about turn taking and what response to give in doing transactional and interpersonal conversation using puppets, planning students to practice grammar, pronunciation, intonation, and stress, planning the students to work in pairs to act out transactional and interpersonal conversation.

b. Acting

(1) Treatment II

Table 7. Treatment II

Treatment	Meeting	Activities
II	The first meeting	(1) Reviewed the material (2) students imitated what the teacher does, acting out the dialogue of transactional and interpersonal conversation that was provided in material, using puppets (3) Students learnt how to give response and what response to give in doing transactional and interpersonal conversation by performing a dialogue using puppets, in pairs, in front of class. (4) students learnt about turn taking in doing transactional and interpersonal conversation by performing a dialogue using puppets ,in pairs ,in front of class
	The second meeting	(1) Students learnt vocabulary related to the two kinds of conversations (2) Students practiced pronunciation related to the two kinds of conversations (3) Students practiced stress and intonation related to the two kinds of conversations Students practiced grammar related to the two kinds of conversations
	The third meeting	(1) students learnt how to give response and what response to give in doing transactional and interpersonal conversation by performing a dialogue using puppets, individually in front of class.(puppets' theatre) (2) students learnt about turn taking in doing transactional and interpersonal conversation by performing a dialogue using puppets ,individually ,in front of class (puppets theatre) (3) Students answered some questions related to the conversation
	The fourth meeting	(1) Reviewed all of the materials had been studied (2) Checking students understanding

c. Observing

(1) observing teaching learning process

(2) observing students' cooperation

(3) observing students' activities

d. Reflecting

(1) evaluating the steps in teaching learning process and discussing the result of the cycle 2

3.7.4 Post test

Post test was conducted on 22nd February 2011. In this activity, the students were evaluated by giving a post test. The post test aimed to check how well puppets gave contribution to students' improvement in understanding the transactional and interpersonal conversation especially in turn taking and what response to give. The form of post-test given was just the same with the pre- test and cycle1 test form; they were interaction test and comprehension test about transactional conversation interpersonal conversation; besides, all of them of them were oral tests.

3.7.5 Questionnaire

In this activity, the writer gave a questionnaire to the students. The questionnaire aimed to know the students' opinion about the treatment given. There were 5 multiple choice questions in the questionnaire. Then, the students only chose the options there were; a, b, or c for each question.

3.8 Procedures of Analyzing Data

After gathering data, the step that had to be done was analyzing data. There were two data which had to be analyzed; achievement test and questionnaire. The

achievement test was analyzed by comparing the result of the pre-test and post-test trough comparing the mean of them. The formula is as followed:

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$ = the total scores

N = number of students

then, M1 : M2

M1 = mean of pre- test

M2 = mean of post test

Then, the questionnaire was analyzed by the following steps:

- (1) grading the item of the questionnaire
- (2) tabulating the data of questionnaire
- (3) finding the mean by using formula

$$\text{Mean} = \frac{\sum x}{N}$$

$\sum x$ = the total scores

N = number of students

- (4) determining the graded score
- (5) matching the mean to a criterion
- (6) concluding the questionnaire result

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discussed about analysis of pre test, analysis of cycle 1 test, analysis of cycle 2, analysis of post test, analysis of observation guide, analysis of questionnaire, improvement of the students' ability in doing transactional and interpersonal conversation.

4.1 Analysis of Pre Test

As stated in previous chapter, the writer gave a pre test before conducting the action research. The pre test was conducted on 1st February 2011. The first thing that was done was introducing her to the students of class 8.4. There were 25 students inside, included 11 boys and 14 girls. After introducing, the writer tried to explain what material that would be conducted in my action research. The materials were transactional and interpersonal conversations. The students seemed very interested when they heard it. Then, the writer told them that she would give them pre-test before starting the lesson. In the pre test, they had to do a dialogue in pairs. There were 4 topics of dialogue which had to be chosen by the students. The topics were asking, giving, and rejecting service; asking, giving, and refusing goods; asking, giving and denying information; asking, giving, and declining opinion. The result of the pre test was as follow:

Table 8. The result of pre test

No	Students' code	Score	Total score
1	C-1	13	52
2	C-2	13	52
3	C-3	14	56
4	C-4	20	80
5	C-5	14	56
6	C-6	14	56
7	C-7	13	52
8	C-8	12	48
9	C-9	14	56
10	C-10	19	76
11	C-11	14	56
12	C-12	12	44
13	C-13	18	76
14	C-14	13	52
15	C-15	16	64
16	C-16	17	68
17	C-17	13	52
18	C-18	18	72
19	C-19	16	64
20	C-20	18	72
21	C-21	20	80
22	C-22	18	72
23	C-23	15	60
24	C-24	14	56
25	C-25	17	68
Total			1540

$$\begin{aligned}
 M &= \frac{\text{The total score}}{\text{The number of the students}} \\
 &= \frac{1540}{25} \\
 &= 61.6
 \end{aligned}$$

The average score of the result of the students' test was 61.6. It showed that the average was lower than the criterion of the passing assessment of SMP N 1 Slawi which was one of RSBI school in Tegal residence that had high criterion or KKM that is 75.

Based on the result above, the writer found that almost all students not know well about transactional and interpersonal conversation although four of them got more than 75. Almost all of them were still confused about what response to give and turn taking in the conversation. Their speaking skill needed to be improved. In detail, almost all students of 8.4 did not have good grammar, proper pronunciation, good comprehension, vocabularies, and fluency in speaking. But, few students of 8.4 have had a good point in different category. For example, the C-13 (student 13) had good grammar and vocabulary; besides, the C-22 (student 22) had good pronunciation and fluency in speaking. Then, the writer concluded that treatment in each cycle which was planned was very important to improve the students' speaking skill.

4.2 Analysis of cycle 1

After doing pre test and got the result, the writer did the cycle 1. The cycle 1 was started on 3rd February. The cycle 1 had four meeting which each meeting had different treatment. In detail, treatment of each meeting would be explained in the next sections.

4.2.1 First meeting

The first meeting in the first cycle of the action research was started on 5 February 2011. In this first meeting, the writer started to do my action research in the class. The writer taught class 8.a which has been given a pre-test at the previous meeting. Before starting the lesson, the writer tried to give a building knowledge to the students. In giving building knowledge, the writer tried to get them in daily life experience that was about conversation that usually used in daily activity, like conversation at market, shop, restaurant, class, etc. The writer tried to stimulate them so that they could tell me many conversations that they knew in their mother tongue that was Indonesian language. Then, the writer guided them to translate those conversations to English conversation.

After giving building knowledge, the writer explained about transactional and interpersonal conversation and its expression used especially about asking, giving and refusing service. After that, students repeated the mini dialogue of the transactional and interpersonal conversation (provided in the material) that was done by the writer who acted as the teacher; besides, puppets were introduced to the students. The puppets' names were Bernard, Chiky, Mooli, and Rara.

After introducing the puppets to the students, the students paid attention to the teacher (the writer) that used puppets to act out the dialogue. Then, the students were got to do the same work. The next activity was, the students, guided by the teacher tried to rearrange a dialogue of conversation which was provided by the teacher into a good order. The last activity was doing question and answer

activity about transactional and interpersonal conversation to check students' understanding about the material.

At the end of the lesson at this first meeting of the cycle one, the writer saw that some students still confused about the material that were asking, giving and refusing service; moreover, students were still confused about turn taking and what response to give in doing conversation especially transactional and interpersonal conversation which were usually used in daily activity. But, the students look so fun as long as the lesson was running. They seemed get new situations in learning speaking by doing puppets as media. They looked so happy and enthusiastic. The writer, who acted as the teacher here, thought that it was a good start in the first meeting because at least the students did not feel bored in joining the lesson which was using puppets in teaching transactional and interpersonal conversation.

4.2.2 Second meeting

The second meeting of the first cycle was conducted on 5th February 2011. First activity in this meeting was students learnt about turn taking and what response to give in doing transactional and interpersonal especially about asking, giving and refusing service; asking, giving, and refusing goods by doing a conversation with a puppet that is acted out by the teacher. In that time, teacher used Rara and Chicky. Rara and Chicky looked for a student who would be asked some questions which were suitable with the material. The student who was chosen had to answer Rara and Chicky's questions. All students got the same opportunity to do the same work. In that time, the students looked so interested because they

could show their speaking skill and could answer the questions freely, but they had to use the suitable expressions. After all of the students got the turn, the teacher did correction about the grammar, pronunciation, stress, and intonation. The writer as teacher explained to the students that we had to pronounce words in a good grammar, pronunciation, stress, and intonation as stated before. The purpose was people who did conversation with us could be understood what we said.

After learning about what response to give, students had to learn about turn taking in doing transactional and interpersonal conversation especially about asking, giving and refusing service; asking, giving, and refusing goods. In this activity, all students had to make a mini dialogue and perform it in front of class by doing puppets theatre with their partner. The writer as teacher would get 4 pairs to perform the puppets' theatre in front of class. The purpose of this activity was students could be understood when their turn to give a question or statement, and when their turn to answer or give a response.

At the end of second meeting, the writer found that the students were very enjoyed in teaching learning process, and they could understand the material easier than before. They started to be active in teaching learning process; besides they looked so interest with the puppet that made them more enthusiastic in learning transactional and interpersonal conversation. But, based on the description of the activity above, their comprehension, grammar, vocabulary that influenced their fluency in speaking must be improved. This work would be implemented in the next meeting that was the third meeting of cycle 1.

4.2.3 Third meeting

The third meeting of the first cycle was conducted on 8th February 2011. This meeting had three activities. First, the teacher explained about transactional and interpersonal conversation and its expression used especially about asking, giving and declining information; asking, giving, and denying opinion. After explanation, the teacher performed two puppets theatre. The first performance, showed a dialogue between Bernard and Mooli. In this story, Bernard and Mooli used many expressions of asking, giving, and declining information. Then, in the second performance, the writer as teacher showed a dialogue between Rara and Chicky that used many expressions of asking, giving, and denying goods.

After watching the teacher's puppets' theatre, students learnt about what response to give and turn taking in doing transactional and interpersonal especially about asking, giving and declining information; asking, giving, and denying opinion by doing a conversation with a puppet that was acted out by the teacher. In this activity, all students had to get turn to do conversation with the puppets. This activity was similar with the second meeting's activity. The difference was 'students not only answer the teacher's question but also they had to give the puppet a question or statement, then the puppets would give them the answer or response. Next, students were asked to make a dialogue, include the two materials (asking, giving and declining information; asking, giving, and denying opinion); besides, they have to perform puppets' theatre using their own dialogue in pairs. Then, the last activity in this meeting was, discussing about the

activity that was done and correcting grammar, pronunciation, stress, and intonation.'

In the end of third meeting, the writer found that the students were more enjoyed than the previous meeting, and they could understand the material easier than before. They started to enrich their vocabulary and speak up confidently although their pronunciation still needed to be improved. Then, they started to be more active in teaching learning process; besides they looked so interest with the puppet that made them more enthusiastic in learning transactional and interpersonal conversation. It proved by their behavior when they did conversation with the puppet that was acted out by the writer as teacher. Then, their comprehension about the turn taking and what response to give in doing transactional and interpersonal conversation seemed better than before although their grammar, vocabulary that influenced their fluency in speaking must be improved. Then, based on the description above, the writer conclude to conduct the cycle 1 test on the next meeting. This test aims to know the result of the cycle 1, and to see whether the second cycle was needed to be conduct or not.

4.2.4 Fourth meeting (cycle 1 test)

The fourth meeting was conducted on 10th February 2011. At this meeting, students were given a test for checking their improvement. The test was divided into two sessions; they were comprehension test and interaction test. In comprehension test, they had to do a conversation with a puppet based on a certain topic. It meant that the students had to answer the puppet's questions correctly. The comprehension test spent 30 minutes that is 1 minutes for each

student. After doing comprehension test, the students had to do interaction test. In interaction test, they were given 10 minutes to make a mini dialogue in pairs, and then they had to perform it in front of class.

Then, the result of the students' achievement could be seen as follows:

Table 9. The result of cycle 1 test

No	Students' Code	Score	Total score
1	C-1	16	64
2	C-2	17	68
3	C-3	16	64
4	C-4	22	88
5	C-5	15	60
6	C-6	17	68
7	C-7	15	60
8	C-8	15	60
9	C-9	17	68
10	C-10	21	84
11	C-11	16	64
12	C-12	15	60
13	C-13	20	80
14	C-14	17	68
15	C-15	18	72
16	C-16	19	76
17	C-17	15	60
18	C-18	20	80
19	C-19	18	72
20	C-20	22	88
21	C-21	22	88
22	C-22	21	84
23	C-23	18	72
24	C-24	18	72
25	C-25	20	80
Total			1800

$$\begin{aligned}
 M &= \frac{\text{The total score}}{\text{The number of the students}} \\
 &= \frac{1800}{25} \\
 &= 72
 \end{aligned}$$

The average of the students' test result in cycle 1 was 72. It showed that the average increased 10,4 from the pre test. In this cycle 1 test, there were 9 students who got score more than 75, and the other students had increased their score although they were still lower than 75 which is the passing assessment of SMP N 1 Slawi.

The average of the cycle 1 test was 72. Although the average had not achieved the passing assessment that was 75, it showed an improvement. Nevertheless, the writer still found some students who had difficulties in speaking English; they were their pronunciation, grammar, vocabulary, and comprehension. Those difficulties made the students' speaking were not fluent although some of them did not have those difficulties. Based on the result above, the writer concluded to conduct the second cycle that purposed to increase students' ability in doing transactional and interpersonal conversation using puppets.

4.3 Analysis of cycle 2

The cycle 2 was started on 11th February 2011. The cycle 2 had four meeting which each meeting had different treatment. The purpose of this cycle was, to

improve the students' ability in speaking. In detail, treatment of each meeting would be explained in the next sections.

4.3.1 First meeting

The first meeting of the second cycle was conducted on 11th February 2011. At this meeting, there were some activities. First, the teacher reviewed the material that was about asking, giving, and refusing service; asking, giving, and rejecting goods; asking, giving, and declining information; asking, giving, and denying opinion. Next, the teacher performed a puppets' theatre, and the puppets which were used, were Mooli and Rara. After that, students imitated what the teacher did, acting out the same dialogue of transactional and interpersonal conversation using puppets in pairs, in front of class.

The activity which was conducted above could help the students to remind the materials that were studied before. The materials were about what response to give and turn taking in doing transactional and interpersonal conversation especially asking, giving, and refusing service; asking, giving, and rejecting goods. Next, the students had to make their own dialogue, and then they had to perform it in front of class.

At the end of this meeting, the writer found the students' ability in speaking was better than before. They could response some questions that were given by the teacher correctly; moreover, they looked so happy and had a good spirit in speaking learning. It was a good point for improving students' ability in speaking especially transactional and interpersonal conversation.

4.3.2 Second meeting

The second meeting of the cycle 2 was conducted on 12th February 2011. At this meeting, students learnt vocabulary related to the two kinds of conversations. The purpose was to enrich student's vocabulary so that they would be easier in speaking. The other component of speaking which was very important to be learnt by them was pronunciation. If they learnt how to pronounce words with a good pronunciation, their speaking would be easier to be understood; moreover, their speaking seemed smoother than before. Although a good pronunciation had been discussed in the meetings of cycle one, the students had to learn how to pronounce words well harder than before, in this meeting. Students were given many vocabularies, and then the teacher pronounced those words in a correct pronunciation, stress, and intonation. Then, they were asked to repeat pronouncing those words one by one correctly.

When the students could pronounce the words in a good pronunciation, stress, and intonation, and then the teacher gave them explanation about how to make their sentences in a good grammar. Next, they were given some exercises to make their grammar better than before. The students were asked to correct some sentences which were not in a good grammar into a good one.

At the end of this meeting, the writer found that the students looked so attracted joining this activity because they could enrich their vocabulary; besides, could know how to pronounce words correctly because in this meeting they practice how to pronounce well enthusiastically. Then, their grammar was better that made their speaking smoother than before they got this treatment. Although

some of them still pronounce words in improper way, they were not surrendered to try and try.

This meeting showed that the students were so active in teaching learning process, but their comprehension about the turn taking in doing conversation had to be improved. Then, the writer asked them to practice their turn taking harder by doing a conversation in pairs. Next, they had to try to do puppet's theatre individually. Then, the two activities would be done on the next meeting.

4.3.3 Third meeting

The third meeting of cycle 2 was conducted on 17th February 2011. At this meeting, students learnt what response to give and turn taking in doing transactional and interpersonal conversation especially asking, giving, and rejecting service; asking, giving, and rejecting goods. First, they had to make a dialogue, and then they had to perform it in front of class, in pairs.

After students learnt what response to give in doing transactional and interpersonal conversation especially asking, giving, and rejecting service; asking, giving, and rejecting goods by performing a dialogue in pairs, the teacher got them to perform the dialogue using puppets (puppets' theatre) individually, in front of class. In this meeting, students made their own puppets such as Mahabharata puppets, cartoon actors' puppets, politics' actors' puppets, etc.

At the end of this meeting, the teacher found many students were very active joining the activity. They looked so enthusiastic, confidence, and so interested when they played puppets in front of class. They acted as a famous puppeteer who was playing his puppets. They said that using puppets in learning

speaking, made them easier than before to understand the turn taking and what response to give in conversation. Besides, in this meeting, their grammar, vocabulary looked so better even some of them were so wonderful. Then, the material that had been studied by them would be reviewed on the next meeting.

4.3.4 Fourth meeting

The fourth meeting of cycle 2 was conducted on 19th February 2011. At this meeting, students learnt about turn taking and what response to give in doing transactional and interpersonal conversation especially asking, giving, and denying information; asking, giving, and declining opinion by performing a dialogue in pairs, in front of class.

The next activity, students learnt about turn taking and what response to give in doing transactional and interpersonal conversation especially asking, giving, and denying information; asking, giving, and declining opinion by performing a dialogue using puppets (puppets' theatre) individually, in front of class. They used their own puppets to perform their dialogue. The purpose was students could get a good soul in playing their own puppets.

Before ending the meeting, the teacher reviewed all of the material that was studied in this action research. Then, the teacher gave the students chance to share their difficulties, and to ask some questions related to the conversation. This activity was very important to check students understanding. This meeting was the last meeting of the cycle 2 so after answering students' questions, the teacher gave conclusion of the whole material that had been studied.

At the end of the meeting, the teacher found a good improvement of the students' speaking skill. Their grammar, vocabulary, pronunciation, and comprehension were better than the previous cycle. Moreover, they looked so active, confidence, and creative in teaching learning process. Besides, the puppets that were used as media of teaching made them more interested in learning transactional and interpersonal conversation. All of them were good improvement. Then, the next activity that had to conduct was post test. The function of post test was, to see the students' improvement of their ability in speaking especially transactional and interpersonal conversations from the pre test until post test.

4.4 Analysis of Post test

The last activity of this action research was post test. It was conducted on 22nd February 2011. It was attended by 25 students. As stated before, the purpose of post test was, to see the ability's improvement of the students in speaking from pre test until post test.

The writer had conducted pre test and cycle 1 test before post test in this action research. The result or average of pre test was 61,6 which was lower than the criterion of passing assessment that is 75. The next test was cycle 1 test. This test was conducted in the end of cycle 1, and the result or average of it was 72. Although the result or average increased, it had not achieved the criterion of passing assessment that is 75. Because of it, the writer conducted the second cycle. Then, in the end of second cycle, the writer conducted the post test.

The post test was conducted in two sections. The first section, the writer as the teacher got the students to make a dialogue in 10 minutes. Then, they had to perform it in pairs, in front of class. The next section, the writer asked the students to perform their own dialogue by doing puppets' theatre individually. They looked so confident, and enjoyed the two activities or sections. Their performance was very wonderful because six of them could speak in a good pronunciation; besides, the others' performance was very interesting. The students had improved their pronunciation, grammar, vocabulary, comprehension, and fluency. Then the result of the post test was as follows:

Table 10. The result of post test

No	Students' Code	Score	Total Score
1	C-1	18	72
2	C-2	18	72
3	C-3	17	68
4	C-4	24	96
5	C-5	17	68
6	C-6	18	72
7	C-7	17	68
8	C-8	17	68
9	C-9	18	72
10	C-10	24	96
11	C-11	18	72
12	C-12	17	68
13	C-13	21	84
14	C-14	18	72
15	C-15	19	76
16	C-16	21	84
17	C-17	17	68
18	C-18	22	88
19	C-19	19	76
20	C-20	24	96

21	C-21	24	96
22	C-22	24	96
23	C-23	19	76
24	C-24	20	80
25	C-25	22	88
Total			1972

$$\begin{aligned}
 M &= \frac{\text{The total score}}{\text{The number of the students}} \\
 &= \frac{1972}{25} \\
 &= 78,9
 \end{aligned}$$

The average of the test was 78.9. It meant that the improvement was 6.9. Although only 13 students who got score more than 75, all of the students had increased their score. It was a good improvement, and the average score of them was considered to be successful. Then, it showed that the use of puppets as media in teaching the two kinds of conversation gave a good contribution in improving students' ability in transactional and interpersonal conversation especially about asking, giving, and refusing service; asking, giving and rejecting goods; asking, giving, and declining information; and asking, giving, and denying opinion.. From the result above, the writer would not conduct the third meeting because the average of the post test had achieved the criterion of passing assessment.

4.5 Analysis of observation Guide

Then, the scond kind of indicators of assessment which was used to assess whether this action research was successful or not was observation guide that was

filled by the observers through 10 items of assessment that had 5 categories in scoring. The observers are Mr. Subandi and Mr. Benyamin who the real English teachers in SMP N 1 Slawi.

The result of observation guide in the cycle 1 that was filled by the observers was 64%, whereas the maximal percentage of the score was 100%. It showed that the percentage of the score was still low. The low percentage had the meaning that the observers had not found a high positive impact of using puppets in teaching transactional and interpersonal conversations. In detail, the English Speaking class was interesting, fun, and not boring enough, but it really needed to be improved. Next, the students had not showed their activeness yet fully in the teaching learning process. Then, the students' response and comprehension to the material had not showed the best result. It marked by some students were still confused when they did a conversation with the puppets that was acted out by the teacher. They were still confused about the turn taking and what response to give when the teacher asked them a question immediately. Moreover, the students' interest, motivation, and confidence were still in the medium level of scoring that meant the students' desire in learning the two kinds of conversation using puppets still needed to be increased and improved; besides, the students had not been too active and creative in joining the teaching learning process. Nevertheless, in the fourth or the last meeting of cycle 1, the observers did the observation guide again, and the result was increased that was 70% from the maximum percentage 100%. In this observation guide, the score of some aspect were increased; they are the score of aspect 1, 2, and 6. In detail, it would be explained in the appendix.

Although the percentage was increased, the percentage of the score had not been satisfied, and it needed to be improved. Based on the problem above, the writer concluded that the use of puppets and its relevancy in teaching transactional and interpersonal conversation were still low. It made the writer conclude to conduct the second cycle. The purpose of it was improving the students' ability in speaking.

In the cycle 2, the result of observation guide that was filled by the teacher was better than before. The percentage of the score was 82% from the maximal percentage that was 100%. It meant that the result increased. This percentage had the meaning that the observers had found a high positive impact of using puppets in teaching transactional and interpersonal conversations. In detail, the English Speaking class was interesting, fun, and not boring. It was proved by the students' behavior when they joined in teaching learning process. Next, the students fully showed their activeness in the teaching learning process. Then, the students' response and comprehension to the material showed the better even best result. It was proved by some students looked well even some of them looked wonderful when they do a conversation with the puppets that was acted out by the teacher. Their turn taking and response when the teacher immediately asked them a question looked so good. Moreover, the students' interest, motivation, and confidence were in the very high level of scoring that meant the students' desire in learning the two kinds of conversation using puppets showed a good increase and improvement; besides, the students were so active and creative in joining the teaching learning process that showed by the level of it was in the very high level.

After doing cycle 2, the writer did post test. In the post test, the observer did the last observation guide. Then, the result of observation guide of the post test was 86%. It meant that the percentage of the score was increased. It increased 2%. In the post test, the score of some aspects were increased; they were aspect 5, 6 and 7. Aspect 5 was about students' creativity, aspect 6 was about students' confidence and Aspect 7 was about students' interest. In detail, It would be explained in the appendix.

Based on the result above, the writer concluded that the use of puppets and its relevancy in teaching transactional and interpersonal conversation were high. Then, we could say that the use of puppets gave a good contribution in teaching transactional and interpersonal conversation.

4.6 Analysis of questionnaire

The last activity of the classroom action research was answering the questionnaire. It was conducted at the same time when the writer gave a post test. This questionnaire had 5 questions; they are about students' interest, the advantage, students' motivation, the relevancy, and sustainability. Each question had 3 options; they are a, b, and c; besides, each option had certain point. Then the students were asked to answer those five questions depend on their own thinking.

There are certain techniques to analyze this questionnaire items. They would be discussed in the next sections.

4.6.1. Grading the Items of the Questionnaire

The questionnaire consisted of five questions; each of them had these options namely: a, b, and c. each option had a score that showed the quality of each item.

The score ranges were from 1 to 3 as shown in the table below:

Table 11. Grading the items of questionnaire

Options	Score	Meaning
A	1	Low
B	2	Medium
C	3	High

(Arikunto, 1998: 215 in Ratnasari, 2005)

The explanation of the point above was

- a. If the students choose a, the score is 1, it means that it is low,
- b. If the students choose b, the score is 2, it means that it is medium,
- c. If the students choose c, the score is 3, it means that it is high.

4.6.2 Determining the Grade Score

The writer analyzed the result of the questionnaire after the students answered the questionnaire. The result of the data analysis of each question could be classified into a range of mean below:

Table 12. Determining the score grade

Range of Mean	Students' Interest	The Advantage	Students' motivation	The relevancy	Sustainability
0.00-	Low	Do not	Low	Not	Not

1.00		help the students		relevant	necessary
1.01-2.00	Medium	Help the students	Medium	Relevant	Necessary
2.01-3.00	High	help the students very much	High	Very relevant	Very necessary

4.6.3 Tabulating the Data of Questionnaire

The purpose of tabulating the questionnaire was to make the result of grading clearly. The table consists of these columns: name and score per item, which was presented in appendix

4.6.4 Finding the Mean

The formula used for computing the mean is as follows:

$$M = \frac{\sum x}{N}$$

Then the result of the mean of each aspect was as follows:

Table 13. The result of the mean

Issue	Mean
Students' interest	2.16
The advantage of using puppets in teaching transactional and interpersonal conversation	2.8
Students' motivation	2.52

The relevancy of using puppets in teaching transactional and interpersonal conversation	2.6
Sustainability	2.44

4.6.5 Matching the Mean to a Criterion

Then, the writer matched the mean of the students' response in answering the questionnaire to the criterion above. Here was the analysis of the questionnaire result, which was based on the criterion above.

Table 14. Matching the mean to criterion

Issue	Mean	Category
Students' interest	2.16	High
The advantage of using puppets in teaching transactional and interpersonal conversation	2.8	Help the students very much
Students' motivation	2.52	High
The relevancy of using puppets in teaching transactional and interpersonal conversation	2.6	Very relevant
Sustainability	2.44	Very necessary

4.6.6 Concluding the Questionnaire Result

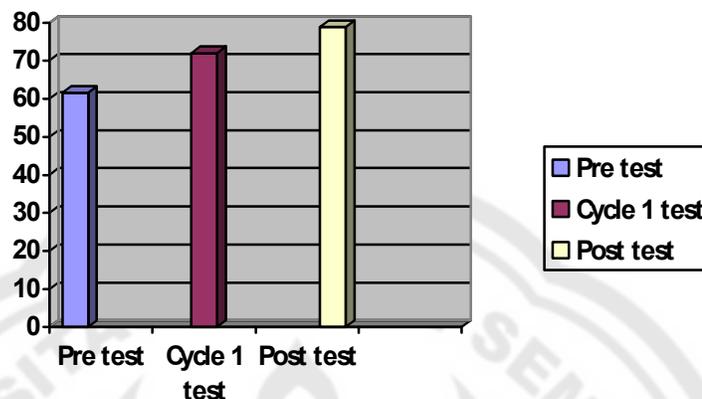
Based on the result of matching the mean to the criterion, it could be concluded that:

- 1) The students' interest in learning transactional and interpersonal conversations using puppets was high.
- 2) The puppets had high advantages for the students.
- 3) The use of puppets helped the students to improve their confidence in learning transactional and interpersonal conversation very much.
- 4) The students got high achievement when they learnt the two kinds of conversation (transactional and interpersonal conversations) by using puppets.
- 5) The relevancy between puppets and teaching transactional and interpersonal conversation in this action research was very relevant
- 6) The program was very important to the students so that they wanted it to be done continuously.

4.7 Improvement of the Students' ability in doing Transactional and Interpersonal conversation

The writer had conducted the action research by using puppets as media in teaching transactional and interpersonal conversations. In the action research, the writer conducted three oral test; they are pre test, cycle 1 test, and post test. Its purpose was to know the student's ability in speaking. The average of pre test was 61.6; the average of cycle 1 test was 72; and the average of post test was 78.9.

Then, the result of each test showed that there was a good improvement of students' speaking skill. Then, the improvement of them could be seen in the chart below:



The average of pre test was lower than the criterion of passing assessment that was 75. When the test conducted, almost of the students was still confused with the material. Almost of them had problem in grammar, pronunciation, vocabulary, fluency, and comprehension although some of them seemed good enough.

In cycle 1 test, the average was 72. Although the average was lower than the criterion of passing assessment, it showed an improvement from the pre test. The improvement was 10.4. In this test, the students looked more confident; besides, their grammar and vocabulary were better than before. Although their pronunciation, fluency, and comprehension had not looked better, they could improve them in the second cycle that was conducted by the writer.

The result of the post test showed a good improvement. The average of the post test was 78.9. It was more than the criterion of passing assessment that was 75. Thus, the improvement was 6.9. A half of them got score more than 75.

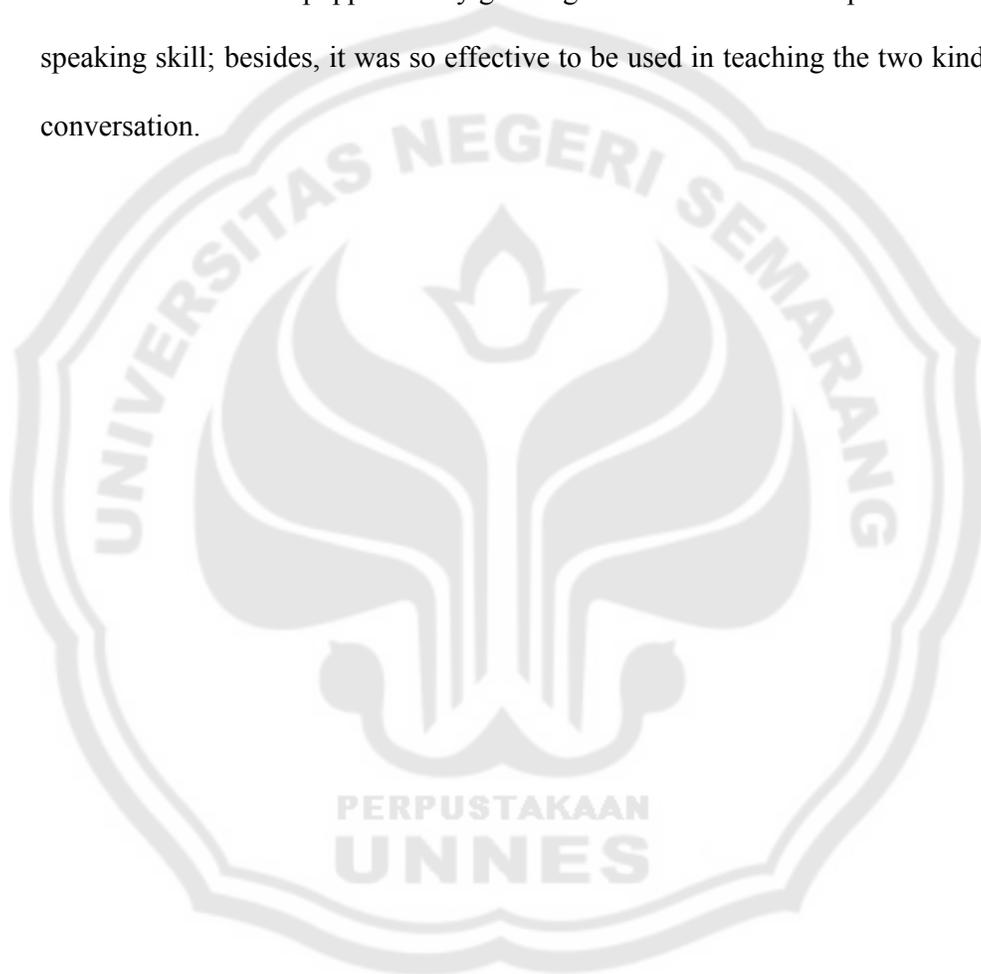
Although the others were still lower than 75, their speaking skill was good and increased. In general, their grammar, pronunciation, vocabulary, fluency, and comprehension were improved. Then, the result of the post test showed that using puppets in teaching transactional and interpersonal conversations gave many good impacts. First, English speaking class being attractive, interesting, fun, and not boring. It proved by the students always looked so interested and active in teaching learning process. They were so enthusiastic to make their own puppets; and then perform their own dialogue using them as an expert puppeteer. Second, the students could imagine what they are learning in the speaking class. They could feel in a real situation when they did a conversation by using certain puppets. For example, if they want to be a cartoon actor, they can use the puppets which represented the cartoon actor that they wanted. Third, the students could more comprehend the turn taking and what response to give in transactional and interpersonal conversation through puppets' theatre, then they could do the same work that is puppets' theatre using their own mini dialogue freely. Next, they could improve it by doing transactional and interpersonal conversations with their partners. In general, the students could explore their creativity in doing transactional and interpersonal conversations using puppets.

The result of the test was not the only one proof. But, the observation guide that was filled by the teacher was also the proof that using puppets in the teaching the two kinds of conversations gave a good contribution in teaching transactional and interpersonal conversation. The observation guide result of the post test was better than before. The percentage of the score was 88% from the

maximal percentage that was 100%. It meant that the observers had found a high positive impact of using puppets in teaching transactional and interpersonal conversations. In detail, the English Speaking class was interesting, fun, and not boring. Next, the students fully showed their activeness in the teaching learning process. Then, the students' response and comprehension to the material showed the better even best result. Moreover, the students' interest, motivation, and confidence were in the very high level of scoring that meant the students' desire in learning the two kinds of conversation using puppets showed a good increase and improvement; besides, the students were so active and creative in joining the teaching learning process that showed by the level of it was in the very high level. The two last were the effectiveness and relevancy of puppets as media in teaching transactional and interpersonal conversation were in the high level of score.

The other proof which showed that using puppets in teaching transactional and interpersonal conversation gave a good contribution in teaching transactional and interpersonal conversation was the result of questionnaire that was filled by the students as the subject of the study. This questionnaire had 5 questions based on certain categories; they were about students' interest, the advantage of using puppets in teaching learning process, students' motivation, the relevancy of using puppets in teaching transactional and interpersonal conversation, and its sustainability. Then, the result of all of the categories was in the high level. It showed that the students thought that the use of puppets in teaching learning process help them very much.

Based on the result above, the writer concluded that the improvement of the students' speaking skill especially in transactional and interpersonal conversations not only proved by the result of the test, but also it proved by the result of the observation guide that was done by the observers who were the real teacher of SMP Negeri 1 Slawi, and the result of the questionnaire. In short, the writer concluded that puppets really gave a good contribution to improve students' speaking skill; besides, it was so effective to be used in teaching the two kinds of conversation.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter showed the conclusion of this action research that was entitled the use of puppets as media in teaching transactional and interpersonal conversation, and the suggestions related to this action research.

5.1 Conclusions

After conducted this study, the writer concluded that the use of puppets gave a very good contribution in teaching transactional and interpersonal conversation. Besides, the students' achievement in transactional and interpersonal conversation especially about asking, giving, and refusing service; asking, giving, and rejecting goods; asking, giving and declining information; and asking, giving, and denying opinion was improved.

The conclusions above were proved by the average of the post test was 78.9. It was more than criterion of the passing assessment that is 75. Besides, the last result of the observation guide was increased that was 88% from the maximum percentage 100%. It showed a good improvement. In detail, the English Speaking class was interesting, fun, and not boring. It was proved by the students' behavior when they joined in teaching learning process. Next, the students fully showed their activeness in the teaching learning process. Then, the students' response and comprehension to the material showed the better even best result. Moreover, the students' interest, motivation, and confidence were in the very high

level of scoring that meant the students' desire in learning the two kinds of conversation using puppets showed a good increase and improvement; besides, the students were so active and creative in joining the teaching learning process that showed by the level of it was in the very high level. Then, questionnaire also showed students' interest in learning transactional and interpersonal conversations using puppets was high. The puppets had high advantages for the students.

5.2 Suggestion

Based on the conclusion above, the writer would like to give some suggestion were as followed:

- 1) For English teachers, they should stimulate their students by giving helpful and interesting media such puppets to make the students see the turn taking and what response to give in transactional and interpersonal conversation; besides they could enjoy the class. Besides, the teacher should be able to let the students to explore their creativity in doing conversations by making their own dialogue. Next, the teachers should be able to stimulate and support the students in order to they could improve their comprehension in learning process. The teacher should not teach monotonously in teaching learning process so that the students could enjoy the activities in the teaching learning process.
- 2) For students, they should study hard especially about transactional and interpersonal conversation because these conversations was usually used

in daily activity. Puppets could be their good choice to help them in learning transactional and interpersonal conversation.

- 3) For the next researcher, they should do research that could give some advantages for many people. Besides, their research had to be clear so that the reader could catch the point of their research. Then, their research could be used as reference.



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Appendix 1

Lesson Plan cycle 1

Lesson	: English
Group of Learner	: The second grade of Junior High School
Meeting	: first meeting
Duration	: 8 x 40 minutes (4 meetings)

- Standard competence

1. *Listening*

Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

3. *Speaking*

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

- Basic competence

1.1 (*Listening*) and 3.1 (*speaking*)

Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

- Indicator:

-Students can respond and express the expression of asking, giving, and refusing service

-Students can respond and express the expression of asking, giving, and refusing goods

-Students can express the expression of asking, giving and deny ing information

-Students students can respond and express the expression of asking and giving opinion

-Students are able to pronounce word, phrase, and sentences with good intonation, stress, and pronunciation.

II. Objective of the lesson:

In the end of learning, 75 % students are able to:

1. respond the expression of asking, giving, and refusing service appropriately
2. respond and express the expression of asking, giving, and refusing goods appropriately
3. respond and express the expression of asking , giving, and denying information appropriately
4. respond and express the expression of asking and giving opinion appropriately
5. Pronounce word, phrase, and sentences with good intonation, stress, and pronunciation well

II. Learning material:

1. Spoken transactional and interpersonal conversation material.
2. Text of transactional and interpersonal conversation.

3. Relevant Vocabularies
4. Simple Grammar
5. Stress
6. intonation
7. Pronunciation
8. Fun Activities

III. Method/ technique of teaching:

- Discussion
- responsive activity
- Exercise

IV. Learning Activities:

1. Opening activities for the first and second meeting (*for meeting 1,2,3*)

- (2) Greeting
- (3) Asking and answering questions about many things that related to student's condition
- (4) Checking attendance lists

2. Main activities

✓ **The first meeting**

- (9) Students are given a building knowledge by asking some questions related to the topic (transactional and interpersonal conversations).
- (10) Students are explained about transactional and interpersonal conversation and its expression used especially about asking, giving and refusing service;
- (11) students repeat the mini dialogue of the transactional and interpersonal conversation (provided in the material) that is done by the writer who acts as the teacher and observer

- (12) puppets are introduced to the students
 - (13) students pay attention to the teacher (the writer) that uses puppets to act out the dialogue
 - (14) students learn about turn taking and what response to give in doing transactional and interpersonal especially about asking, giving and refusing service; asking, giving, and refusing service (by doing a conversation with a puppet that is acted out by the teacher) **briefly.**
 - (15) Students, guided by the teacher try to rearrange a dialogue of conversation which is provided by the teacher into a good order.
- ✓ **The second meeting**
- (4) students learn the turn taking and what response to give in doing transactional and interpersonal conversation especially about asking, giving, and refusing goods (by doing a conversation with a puppet that is acted out by the teacher)
 - (5) Students learn and practice grammar.
 - (6) students practice how to pronounce words in a good pronunciation, stress, and intonation
- ✓ **The third meeting**
- (1) students learn about turn taking in doing transactional and interpersonal especially about asking, giving and declining information; asking, giving, and denying opinion (by doing a conversation with a puppet that is acted out by the teacher)
 - (2) students learn how to give response and what response to give in doing transactional and interpersonal conversation especially about asking, giving and declining information; asking, giving, and denying opinion (by doing a conversation with a puppet that is acted out by the teacher)
 - (3) students are given some exercise related to the material above (transactional and interpersonal conversation)
- ✓ **the fourth meeting**
- (1) students are given a test (do a conversation with a puppet based on a certain topic) for checking their improvement

- (2) students, guided by the teacher, checking their performance's result

3. Closing activities for the first, second, third and fourth meeting

- (1) Asking the student's difficulty in understanding expressions in the transactional and interpersonal conversation
- (2) Concludes the material/ giving conclusion

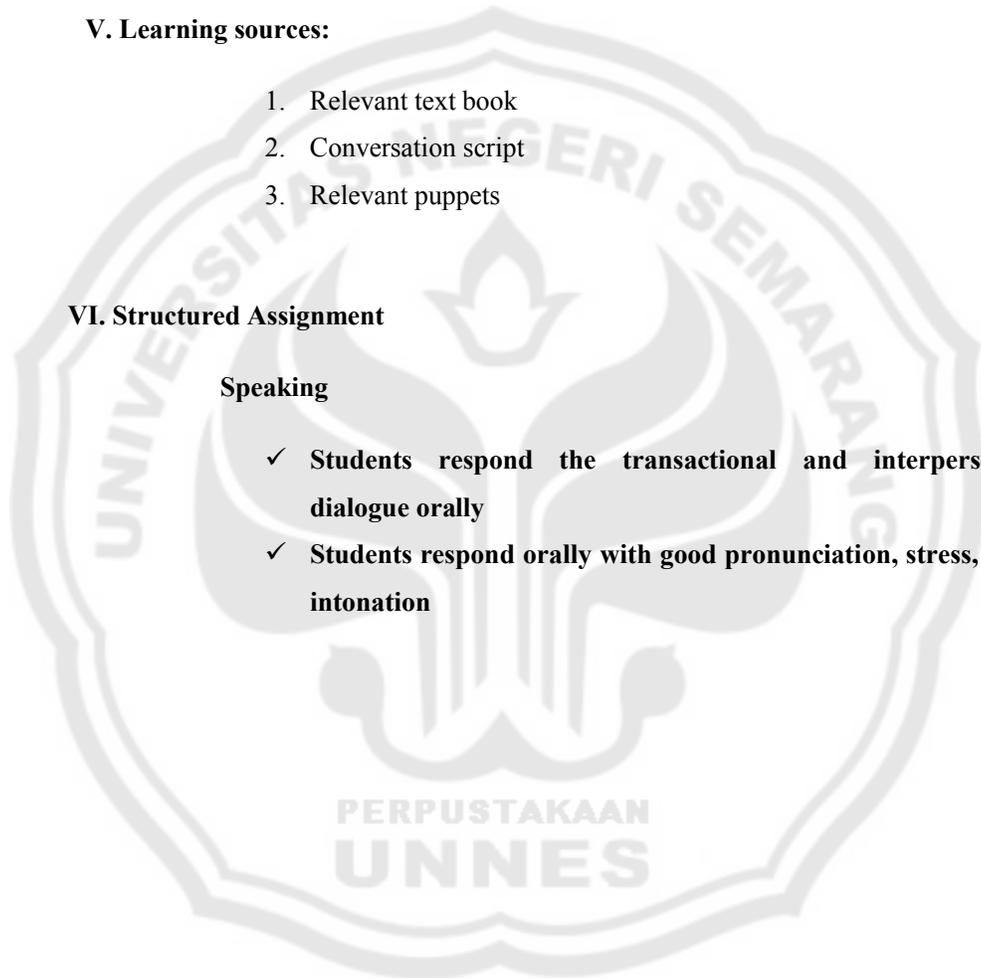
V. Learning sources:

1. Relevant text book
2. Conversation script
3. Relevant puppets

VI. Structured Assignment

Speaking

- ✓ **Students respond the transactional and interpersonal dialogue orally**
- ✓ **Students respond orally with good pronunciation, stress, and intonation**



VIII. Rubric of assessment speaking

(Linse : 2006)

Categories	Score				
	1	2	3	4	5
Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	Always intelligible, though one is conscious of a definite accent	Use of vocabulary and idioms is virtually that of a native speaker
Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible	Misuse of words and very limited vocabulary make comprehension quite difficult	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary	Sometimes use inappropriate terms and/ or must rephrase ideas because of lexical inadequacy	Use of vocabulary and idioms is virtually that of a native speaker

				es	
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible	Grammar and word order errors make comprehension difficult. Must often rephrase sentences	Makes frequent errors of grammar and word order which occasionally obscure meaning	Occasionally makes grammatical and/or word order errors which do not obscure meaning	Makes few (if any) noticeable errors of grammar or word order
Fluency	Speech is also halting and fragmentary as to make conversation virtually impossible	Usually hesitant; often forced into silence by language limitations	Speech is frequently disrupted by the student's search for the correct manner of expression	Speech is generally fluent with occasional lapses	Speech as fluent and effortless as that of a native speaker
Comprehension	Cannot be said to understand even simple	Has great difficulty following	Understands most of what is said at	Understands nearly everything	Appears to understand everyday

	conversational English	what is said . can comprehend only social conversation spoken slowly and with frequent repetition	slower than normal speed with repetitions	at normal speed, although occasional repetition may be necessary	conversations and normal classroom discussions
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LESSON PLAN CYCLE 2

Lesson	: English
Group of Learner	: The second grade of Junior High School
Meeting	: first meeting
Duration	: 2 x 45 minutes (2 meetings)

- Standard competence

1. *Listening*

Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari.

3. *Speaking*

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari

- Basic competence

1.2 (*Listening*) and 3.1 (*speaking*)

Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta,

memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu

- Indicator:

-Students can respond and express the expression of asking, giving, and refusing service

-Students can respond and express the expression of asking, giving, and refusing goods

-Students can express the expression of asking, giving and deny ing information

-Students students can respond and express the expression of asking and giving opinion

-Students are able to pronounce word, phrase, and sentences with good intonation, stress, and pronunciation.

IV. Objective of the lesson:

In the end of learning, 75 % students are able to:

1. respond the expression of asking, giving, and refusing service
2. respond and express the expression of asking, giving, and refusing goods
3. express how to admit and deny information
4. respond and express the expression of asking and giving opinion
5. express how to admit and deny something
6. Pronounce word, phrase, and sentences with good intonation, stress, and pronunciation.

II. Learning material:

9. Spoken transactional and interpersonal conversation material.
10. Text of transactional and interpersonal conversation.
11. Relevant Vocabularies
12. Simple Grammar
13. Stress

14. intonation
15. Pronunciation
16. Fun Activities

III. Method/ technique of teaching:

- Discuss
- responsive activity
- Exercises

IV. Learning Activities

1. Opening activities for the first and second meeting

- (1) Greeting
- (2) Asking and answering questions about many things that related to student's condition
- (3) Checking attendance lists

2. Main activities

✓ **The first meeting**

- (5) Review the material
- (6) students imitate what the teacher does, acting out the dialogue of transactional and interpersonal conversation that is provided in material, using puppets
- (7) students learn how to give response and what response to give in doing transactional and interpersonal conversation by performing a dialogue using puppets, in pairs, in front of class.
- (8) students learn about turn taking in doing transactional and interpersonal conversation by performing a dialogue using puppets, in pairs, in front of class

✓ **the second meeting**

- (1) Students learn vocabulary related to the two kinds of conversations

- (2) Students practice pronunciation related to the two kinds of conversations
- (3) Students practice stress and intonation related to the two kinds of conversations
- (4) Students practice grammar related to the two kinds of conversations

✓ ***The third meeting***

- (1) students learn what response to give in doing transactional and interpersonal conversation especially asking, giving, and rejecting service; asking , giving, and rejecting goods by performing a dialogue in pairs, in front of class
- (2) students learn about turn taking in doing transactional and interpersonal conversation especially asking, giving, and rejecting service; asking , giving, and rejecting goods by performing a dialogue in pairs, in front of class
- (3) students learn what response to give in doing transactional and interpersonal conversation especially asking, giving, and rejecting service; asking , giving, and rejecting goods by performing a dialogue using puppets, individually in front of class.(puppets' theatre)
- (4) students learn about turn taking in doing transactional and interpersonal conversation especially asking, giving, and rejecting service; asking , giving, and rejecting goods by performing a dialogue using puppets ,individually ,in front of class (puppets theatre)
- (5) Students answer some questions related to the conversation

✓ ***The fourth meeting***

- (1) students learn what response to give in doing transactional and interpersonal conversation especially asking, giving, and denying information; asking, giving, and declining opinion by performing a dialogue in pairs, in front of class

- (2) students learn about turn taking in doing transactional and interpersonal conversation especially asking, giving, and denying information; asking, giving, and declining opinion by performing a dialogue in pairs, in front of class
 - (3) students learn what response to give in doing transactional and interpersonal conversation especially asking, giving, and denying information; asking, giving, and declining opinion by performing a dialogue using puppets, individually in front of class.(puppets' theatre)
 - (4) students learn about turn taking in doing transactional and interpersonal conversation especially asking, giving, and denying information; asking, giving, and declining opinion by performing a dialogue using puppets ,individually ,in front of class (puppets theatre)
 - (5) Students answer some questions related to the conversation
- a) *Closing activities for the first until fourth meeting*
- (3) Asking the student's difficulty in understanding expressions in the transactional and interpersonal conversation.
 - (4) Concludes the material/ giving conclusion.

V. Learning sources:

4. Relevant text book
5. Conversation script
6. Relevant puppets

VI. Structured Assignment

Speaking

- ✓ **Students respond the transactional and interpersonal dialogue orally**
- ✓ **Students respond orally with good pronunciation, stress, and intonation**

VIII. Rubric of assessment

speaking

(Linse : 2006)

Categories	Score				
	1	2	3	4	5
Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding	Always intelligible, though one is conscious of a definite accent	Use of vocabulary and idioms is virtually that of a native speaker
Vocabulary	Vocabulary limitations so extreme as to make conversation virtually	Misuse of words and very limited vocabulary make comprehension quite	Frequently uses the wrong words; conversation somewhat limited because of	Sometimes use inappropriate terms and/ or must rephrase	Use of vocabulary and idioms is virtually that of a native

	impossible	difficult	inadequate vocabulary	ideas because of lexical inadequacies	speaker
Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible	Grammar and word order errors make comprehension difficult. Must often rephrase sentences	Makes frequent errors of grammar and word order which occasionally obscure meaning	Occasionally makes grammatical and/or word order errors which do not obscure meaning	Makes few (if any) noticeable errors of grammar or word order
Fluency	Speech is also halting and fragmentary as to make conversation virtually impossible	Usually hesitant; often forced into silence by language limitations	Speech is frequently disrupted by the student's search for the correct manner of expression	Speech is generally fluent with occasional lapses	Speech as fluent and effortless as that of a native speaker

Comprehension	Cannot be said to understand even simple conversational English	Has great difficulty following what is said . can comprehend only social conversation spoken slowly and with frequent repetition	Understands most of what is said at slower than normal speed with repetitions	Understand nearly everything at normal speed, although occasional repetition may be necessary	Appears to understand everyday conversation and normal classroom discussions
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Appendix 3

Script of Pre Test

A. Interaction Test

1) Conversation between C4 and C10

- C4 : Hi, Tiwi!
- C10 : Hi Indah!
- C4 : What are you doing Tiwi?
- C10 : Hmm, actually I want to go to bookstore
, but I am *forget* to bring my money
- C4 : Okay, and then?
- C10 : Can you lend me *a few of* your money?
I only need 10.000 rupiahs
- C4 : Of course, or..... You will borrow 50.000 rupiahs?
- C10 : Oh, no thanks. I only need 10.000
- C4 : Okay, here is for you
- C10 : Thank you
- C4 : you are welcome

2) Conversation between C18 and C20

- C18 : Hi Tata! Look what I got! This is Teddy Bear... So cute
- C20 : Hmm... *You right.* It's a lovely teddy. But, I'm sorry, I can't take it. I'm allergy of *anything* from wool
- C18 : Oh really? *To bad. Well, as instead of it.* I have ticket for the last harry potter. Would you like to take it?

C20 : Sure, I like it. Thanks
 C18 : Ok, you are welcome. See you tomorrow
 C20 : See you

3) Conversation between C21 and C22

At house

C21 : Hi, Dini
 C22 : Hello, Dina
 C21 : What are you doing?
 C22 : Well, I'm planting jasmine now.
 Din, can you help me get the flower pot over there please?
 C21 : Here you are, Dini
 C22 : Thank you Dina
 C21 : you're welcome. Dina, can I help you for planting jasmine?
 C22 : No, thank's. I can do it
 C21 : Owh ok!

4) Conversation between C16 and C9

C16 : Hello, good morning Ari
 C9 : Morning
 C16 : What are you doing?
 C9 : I just relax
 C16 : Can you help me?
 C9 : What I do for you?

C16 : Please help me to *finished* my homework

C9 : Ok Adi

C16 : Are you sure?

C9 : Yes *I sure*, I want to help you

C16 : You are welcome

5) Conversation between C1 and C11

C11 : Hi, good morning

C1 : Hello, good morning

C11 : Can *I have book*?

C1 : Ok. Please

C11 : Thanks

C1 : You're welcome

B. Comprehension Test

1) C4 (Students 4)

a. Puppet : What can I do for you, Miss?
C4 : I order a bowl of meatball

b. Puppet : Can I have your candy?
C4 : Of course, here you are

c. Puppet : mom, I will tell you something!
C4 : What is it?

d. Puppet : What will you do after school?
C4 : I will take a rest at home

e. Puppet : What is your opinion about this dress?
C4 : In my opinion, your dress is very beautiful

2) C10 (students 10)

- a. Puppet : What can I do for you, Miss?
C10 : I order a glass of apple juice
- b. Puppet : Can I have your candy?
C10 : Here is my candy for you
- c. Puppet : mom, I will tell you something!
C10 : What is it, honey?
- d. Puppet : What will you do after school?
C10 : I will go to the book store
- e. Puppet : What is your opinion about this dress?
C10 : Hmm... I think it is very beautiful dress

3) C18 (students 18)

- a. Puppet : What can I do for you, Miss?
C18 : I order a bowl of soup
- b. Puppet : Can I have your candy?
C18 : Yes, of course. Here you are
- c. Puppet : mom, I will tell you something!
C18 : What is it?
- d. Puppet : What will you do after school?
C18 : I will go to my grandmother house
- e. Puppet : What is your opinion about this dress?
C18 : I think your dress is beautiful

4) C20 (students 20)

- a. Puppet : What can I do for you, Miss?
C20 : Give me candy, please.
- b. Puppet : Can I have your candy?
C20 : Here is my candy for you
- c. Puppet : mom, I will tell you something!
C20 : What is it, honey?
- d. Puppet : What will you do after school?
C20 : I will go to the library

- e. Puppet : What is your opinion about this dress?
C20 : Hmm... I think your dress is very beautiful dress

5) C21 (students 21)

- a. Puppet : What can I do for you, Miss?
C21 : I order a cup of coffee
- b. Puppet : Can I have your candy?
C21 : Yes, here you are
- c. Puppet : mom, I will tell you something!
C21 : What is that?
- d. Puppet : What will you do after school?
C21 : I will do my homework
- e. Puppet : What is your opinion about this dress?
C21 : In my opinion, you will look so cute if you wear it because this dress is very beautiful

6) C 22 (students 22)

- a. Puppet : What can I do for you, Miss?
C22 : I order a bowl of meatball and a glass of guava juice
- b. Puppet : Can I have your candy?
C22 : Ok, here is a candy for you
- c. Puppet : mom, I will tell you something!
C22 : What is that?
- d. Puppet : What will you do after school?
C22 : I will go to home
- e. Puppet : What is your opinion about this dress?
C22 : In my opinion your dress is very nice

7) C9 (students 9)

- a. Puppet : What can I do for you, Miss?
C9 : I order a bowl bakso

- b. Puppet : Can I have your candy?
C9 : Here is candy
- c. Puppet : mom, I will tell you something!
C9 : What it is?
- d. Puppet : What will you do after school?
C9 : I will go to market
- e. Puppet : What is your opinion about this dress?
C9 : It is good

8) C16 (students 16)

- a. Puppet : What can I do for you, Miss?
C16 : I order a bowl of soup
- b. Puppet : Can I have your candy?
C16 : Here is my candy for you
- c. Puppet : mom, I will tell you something!
C16 : What is it, girl?
- d. Puppet : What will you do after school?
C16 : I will go to the book store
- e. Puppet : What is your opinion about this dress?
C16 : It is very beautiful dress

9) C11 (students 11)

- a. Puppet : What can I do for you, Miss?
C11 : Yes, I order a cup coffee
- b. Puppet : Can I have your candy?
C11 : Here is candy for you
- c. Puppet : mom, I will tell you something!
C11 : What is it honey?
- d. Puppet : What will you do after school?
C11 : I will go to house

Appendix 4

Script of Cycle 1 Test

A. Interaction Test

6) Conversation between C4 and C10

C4 : Hello, Betty!

C10 : Hi, Amy!

C4 : Have you seen our new classmate?

C10 : Yes, I have, what's up?

C4 : Hmm... what do you think about her?

C10 : Okay, I think she is very beautiful, and maybe she also kind

C4 : But I don't think so about that

C10 : Why?

C4 : Because I've ever talked to her, but she was very arrogant.

C10 : Oh, that's so bad

7) Conversation between C18 and C20

In the house:

C18 : Bella, you look so sad. What's happened to you?

C20 : No, I'm ok

C18 : Really? I don't believe, don't lie, please

C20 : I can't tell you, Sasha.

C18 : Why?

C20 : It's not your business

C18 : What are you talking about?

C20 : I'm shy and scared

C18 : Since when do you feel scared and shy with me?
Tell me, please

C20 : Edward has another woman

C18 : What? Really? I don't believe it

C20 : But, that information is true

C18 : I'm sorry to hear that. That enough. Forget it!

C20 : But, I cannot forget him

C18 : You must forget him, Bella.

8) Conversation between C21 and C22

C21 : Mona, I will tell you something!

C22 : What is that?

C21 : Dino's girlfriend having a fair with Rangga

C22 : Really?

C21 : Yes, Lili said to me

C22 : But, I think that information is not true

C21 : Not true? Why?

C22 : Because Rangga is her brother Nana. hahahaha

C21 : Really? Hmm... Okay.

C22 : Nana, what's your opinion about my dress?

C21 : Your dress is very beautiful

C22 : Okay, thank you

C21 : You are welcome

9) Conversation between C23 and C19

C23 : Tok tok tok...(knocking the door)

C19 : Yes, wait a minute... Who is it?

C23 : I am Tono

C19 : Preketeeek...(opening the door)

C23 : Good morning Miss..

C19 : Yes, good morning. What can I do for you?

C23 : I want to borrow the books about the world of animal, please

C19 : Come in, please. You can go to that shelve. You can find the books you
want to borrow

C23 : Thank you Miss.

C19 : You are welcome

10) Conversation between C16 and C9

C16 : Good morning

C9 : Morning

C16 : Waitress, come here please!

C9 : Yes, sir, what can I do for you?

C16 : All right, any else, sir?

C9 : Yes, I want a glass of orange juice, please.

C16 : Yes, sir. Wait a minute please.

C9 : Thank you

C16 : You are welcome

11) Conversation between C1 and C11

C1 : Good morning, Bon?

C11 : Good morning?

C1 : What are you here?

C11 : I'm sitting here

C1 : Can I have flash disk?

C11 : Take it please

C1 : thank you

C11 : Your welcome

B. Comprehension Test

10) C4 (Students 4)

a. Puppet : Waitress, come here please!
C4 : Okay sir, what can I do for you?

Puppet : I order a bowl of soup

C4 : Okay, wait a minute please

b. Puppet : What are you doing, Mom?
C4 : Cut the onion please

c. Puppet : Can I have a bit your snack?
C4 : Of course, take it please

Puppet : Thank you

C4 : You are welcome

d. Puppet : What is your opinion about my father?
C4 : I think your father is very kind

Puppet : Thank you

- C4 : You're welcome
- e. Puppet : How much is it?
C4 : It is 5000 rupiahs

11) C10 (students 10)

- a. Puppet : Waitress, come here please!
C10 : What can I do for you?
- Puppet : I order a bowl of soup
- C10 : Yes sir, wait a minute please
- b. Puppet : What are you doing, Mom?
C10 : I'm making soup
- Puppet : Can I have a bit your snack?
C10 : Yes sure, here you are
- Puppet : Thank you
C10 : You are welcome
- c. Puppet : What is your opinion about my father?
C10 : I think your father is very handsome
- Puppet : Thank you
C10 : You are welcome
- d. Puppet : How much is it?
C10 : It is ten thousand rupiahs

12) C18 (students 18)

- a. Puppet : Waitress, come here please!
C18 : Yes sir, what can I do for you?
- Puppet : I order a bowl of soup
- C18 : Yes sir, wait please

- b. Puppet : What are you doing, Mom?
C18 : I am cooking fried shrimp
- c. Puppet : Can I have a bit your snack?
C18 : Of course. Here you are
- Puppet : Thank you
- C18 : Anytime
- d. Puppet : What is your opinion about my father?
C18 : Your father is a good man
- Puppet : Thank you
- C18 : You are welcome
- e. Puppet : How much is it?
C18 : It is Rp 200.000,-

13) C20 (students 20)

- a. Puppet : Waitress, come here please!
C20 : Yes, sir, what can I do for you?
- Puppet : I order a bowl of soup
- C20 : All right. What else, Sir?
- b. Puppet : What are you doing, Mom?
C20 : I am making a cake
- c. Puppet : Can I have a bit your snack?
C20 : Yes, sure. Here you are
- Puppet : Thank you
- C20 : You are welcome
- d. Puppet : What is your opinion about my father?
C20 : I think your father is a kind man
- Puppet : Thank you
- C20 : You are welcome
- e. Puppet : How much is it?
C20 : It is twenty thousand rupiahs

14) C21 (students 21)

a. Puppet : Waitress, come here please!
C21 : Yes sir. What can I do for you sir?

Puppet : I order a bowl of soup

C21 : Ok Sir. Wait a minute, please.

b. Puppet : What are you doing, Mom?
C21 : I am cooking now, honey.

c. Puppet : Can I have a bit your snack?
C21 : Yes, here it is

Puppet : Thank you

C21 : You are welcome

d. Puppet : What is your opinion about my father?
C21 : In my opinion about my father?

Puppet : Thank you

C21 : You are welcome

e. Puppet : How much is it?
C21 : This is Rp 15.000,00

15) C 22 (students 22)

a. Puppet : Waitress, come here please!
C 22 : Yes. Can I help you, Sir?

Puppet : I order a bowl of soup

C 22 : Yes, Sir. Wait a minute please

b. Puppet : What are you doing, Mom?
C 22 : I'm cooking now, in the kitchen

c. Puppet : Can I have a bit your snack?
C 22 : Yes, of course

Puppet : Thank you

C 22 : You're welcome

- d. Puppet : What is your opinion about my father?
C 22 : In my opinion, your father is so patient and handsome
- Puppet : Thank you
- C 22 : Anytime
- e. Puppet : How much is it?
C 22 : It's just Rp 25.000

16) C9 (students 9)

- a. Puppet : Waitress, come here please!
C9 : Yes, sir. What can I do for you?
- Puppet : I order a bowl of soup
- C9 : All right Sir. What else?
- b. Puppet : What are you doing, Mom?
C9 : I am washing
- c. Puppet : Can I have a bit your snack?
C9 : Take it please
- Puppet : Thank you
- C9 : You are welcome
- d. Puppet : What is your opinion about my father?
C9 : I think your father is well
- Puppet : Thank you
- C9 : You are welcome
- e. Puppet : How much is it?
C9 : It is five thousand rupiahs

17) C16 (students 16)

- a. Puppet : Waitress, come here please!
C16 : Yes Sir. What can I do for you?
- Puppet : I order a bowl of soup

- C16 : Yes, sir.
- b. Puppet : What are you doing, Mom?
C16 : I am make soup
- c. Puppet : Can I have a bit your snack?
C16 : Here you are
- Puppet : Thank you
- C16 : you are welcome
- d. Puppet : What is your opinion about my father?
C16 : your father is very handsome
- Puppet : Thank you
- C16 : You are welcome
- e. Puppet : How much is it?
C16 : It is five thousand rupiahs

18) C11 (students 11)

- a. Puppet : Waitress, come here please!
C11 : Yes, can I help you?
- Puppet : I order a bowl of soup
- C11 : Yes, sir. wait a minute please
- b. Puppet : What are you doing, Mom?
C11 : I am making a juice
- c. Puppet : Can I have a bit your snack?
C11 : Yes, of course
- Puppet : Thank you
- C11 : You are welcome
- d. Puppet : What is your opinion about my father?
C11 : Your father is very handsome
- Puppet : Thank you
- C11 : You are welcome
- e. Puppet : How much is it?
C11 : This is Rp 5000,00

Appendix 5**Script of Post Test****C. Interaction Test**

12) Conversation between C4 and C10

- C10 : Hi Citra. What's wrong with your hand?
- C4 : Hello Indah. Nothing, just my watch.
- C10 : Wow! You have a new watch. Who have bought it for you?
- C4 : Yeah, my mother bought it for me yesterday.
- C10 : Why do you keep it away from me?
- C4 : Because I'm not confident to wear it and by the way, what do you think about this?
- C10 : Hmm... I think that's so beautiful and very suitable for you
- C4 : Really? Don't be kidding, please!
- C10 : No, I'm serious
- C4 : But, I don't think so about that
- C10 : Why?
- C4 : Because I feel its style is too old for me.
- C10 : No, don't say like that, you must appreciate it because it from your mom.
- C4 : Okay. I will be confident to wear it. Thanks for your suggestion
- C10 : Anytime

13) Conversation between C18 and C20

- C18 : Hi Dhita!
- C20 : Hi Bunga!
- C18 : Look, I have a new shoes. What do you think (about) my shoes?
- C20 : Oh, I think that is very beautiful
- C18 : Really?
- C20 : Yes, of course
- C18 : Thanks Dhita
- C20 : You are welcome
- C18 : And, what do you think about my bag? My mother bought it yesterday.
It looks so nice. Do you think so?
- C20 : No, I don't think so
- C18 : Why?
- C20 : Because the color is too bright.

14) Conversation between C21 and C22

- C21 : Where will you go on vacation next weekend?
- C22 : I will go to Dedy Jaya Waterboom with my family. Then, what do you think about my vacation?
- C21 : I think the holiday would have been nice, but you must be careful
- C22 : Why?
- C21 : I heard Dedy Jaya Waterboom haunted
- C22 : Who said to you?
- C21 : Ivon said to me
- C22 : But, I think that information is not true.
- C21 : Why?

C22 : Yes, because the waterboom is not quiet so I think I will be fine. Then, will you join with me?

C21 : No, thanks

C22 : Come on. Surely, it will be more exiting if you join with me.

C21 : Thanks Riyu. But, sorry I can't join with you

C21 : Oh, well it's ok!

C22 : Rolli, I must go now

C21 : Where are you going?

C22 : I want to go to the supermarket

C21 : May I join?

C22 : Yes, let's go!

C21 : Let's go!

15) Conversation between C15 and C3

C15 : What are you drinking, friend?

C3 : Oh, I am drinking a glass of melon juice

C15 : Oh... very delicious. Would you be so kind to give me your melon juice?

C3 : Yes sure. Here is some glass of melon juice for you

C15 : I am sorry friend. I can not take this

C3 : Why?

C15 : Because it is too much

C3 : Oh, no problem. This is for you

C15 : But, I have a bit.

C3 : No problem. I give you in all sincerity

C15 : Thank you

C3 : You are welcome

16) Conversation between C1 and C11

- C1 : Hallo friend!
- C11 : Hallo too
- C1 : What are you doing here?
- C11 : I'm enjoying coffee in here
- C1 : can I have a bit?
- C11 : Yes, sure. Here you are
- C1 : Thank you
- C11 : You are welcome

D. Comprehension Test

19) Puppets' theatre of C4

- Indah : Hi Citra. What's wrong with your hand?
- Citra : Hello Indah. Nothing, just my watch.
- Indah : Wow! You have a new watch. Who have bought it for you?
- Citra : Yeah, my mother bought it for me yesterday.
- Indah : Why do you keep it away from me?
- Citra : Because I'm not confident to wear it and by the way, what do you think about this?
- Indah : Hmm... I think that's so beautiful and very suitable for you
- Citra : Really? Don't be kidding, please!
- Indah : No, I'm serious
- Citra : But, I don't think so about that
- Indah : Why?

Citra : Because I feel its style is too old for me.

Indah : No, don't say like that, you must appreciate it because it from your mom.

Citra : Okay. I will be confident to wear it. Thanks for your suggestion

Indah : Anytime

20) Puppets' theatre of C24

Meimei : Pin, I will tell you something!

Ipin : What is it, Meimei?

Meimei : Ihsan stole Ijat's bicycle yesterday

Ipin : Really? Who said to you?

Meimei : Fizi said to me, Ipin.

Ipin : But, I don't think so, Meimei. He is a good boy

21) Puppets' theatre of C23

Gathukaca : Krisna, can you help me?

Krisna : Yes, what can I do for you?

Gathukaca : Do you have cover of Kris?

Krisna : Yes I have

Gathukaca : May I have that cover of Kris?

Krisna : Yes, of course. But, why do you want that cover of Kris?

Gathukaca : I need that cover to take care of the kris from my stomach

Krisna : Ok. Take it please

Gathukaca : Thank you

Krisna : You are welcome

22) Puppets' theatre of C25

- Baladewa : Hallo. Good morning Gathutkaca
- Gathutkaca : Hi, good morning!
- Baladewa : Gathut, I will tell you about something
- Gathutkaca : What is it?
- Baladewa : Rama and Anoman *was fight* yesterday
- Gathutkaca : Oh, really? Who said to you?
- Baladewa : Arjuna said to me
- Gathutkaca : But, I don't think so. They are good boys.

23) Puppets' theatre of C14

- Andi : Dani, can you *do me a favour*, please?
- Dani : Of course. What can I do for you?
- Andi : Would you be so kind to take care of my rabbit. I will go to Bandung tomorrow to visit my grandfather
- Dani : I will be very happy to take care of your rabbit. I love rabbit
- Andi : Great. Thank you
- Dani : You are welcome

TABULATING SCORE OF PRE-TEST

No.	Students	Pronunciation	Grammar	Vocabulary	Fluency	comprehension	Score	Max Score	Total Score
1	C1	3	3	3	2	2	13	25	52
2	C2	3	3	3	2	2	13	25	52
3	C3	3	3	3	3	2	14	25	56
4	C4	4	4	4	4	4	20	25	80
5	C5	2	3	3	3	3	14	25	56
6	C6	2	3	3	3	3	14	25	56
7	C7	2	3	3	3	2	13	25	52
8	C8	2	3	3	2	2	12	25	48
9	C9	3	3	3	2	3	14	25	56
10	C10	3	4	4	4	4	19	25	76
11	C11	3	3	3	2	3	14	25	56
12	C12	2	3	3	2	2	12	25	44
13	C13	3	4	4	3	4	18	25	76
14	C14	3	3	3	2	2	13	25	52
15	C15	3	4	3	3	3	16	25	64
16	C16	3	4	4	3	3	17	25	68
17	C17	3	3	3	2	2	13	25	52
18	C18	4	4	4	3	3	18	25	72
19	C19	3	4	3	3	3	16	25	64
20	C20	4	4	4	3	3	18	25	72

21	C21	4	4	4	4	4	20	25	80
22	C22	4	4	4	3	3	18	25	72
23	C23	3	3	3	3	3	15	25	60
24	C24	3	3	3	3	2	14	25	56
25	C25	3	4	4	3	3	17	25	68
Total							347	625	1540
Mean									61,6



Appendix 7

TABULATING SCORE OF CYCLE 1 TEST

No.	Students	Pronunciation	Grammar	Vocabulary	Fluency	comprehension	Score	Max Score	Total Score
1	C1	3	4	3	3	3	16	25	64
2	C2	3	4	4	3	3	17	25	68
3	C3	3	4	3	3	3	16	25	64
4	C4	5	5	4	4	4	22	25	88
5	C5	3	3	3	3	3	15	25	60
6	C6	3	4	4	3	3	17	25	68
7	C7	3	3	3	3	3	15	25	60
8	C8	3	4	4	3	3	15	25	60
9	C9	3	3	3	3	3	17	25	68
10	C10	5	4	4	4	4	21	25	84
11	C11	3	4	3	3	3	16	25	64
12	C12	3	3	3	3	3	15	25	60
13	C13	4	4	4	4	4	20	25	80
14	C14	3	4	4	3	3	17	25	68
15	C15	3	4	4	3	4	18	25	72
16	C16	4	4	4	3	4	19	25	76
17	C17	3	3	3	3	3	15	25	60
18	C18	4	4	4	4	4	20	25	80
19	C19	3	4	4	3	4	18	25	72
20	C20	5	5	4	4	4	22	25	88
21	C21	5	5	4	4	4	22	25	88

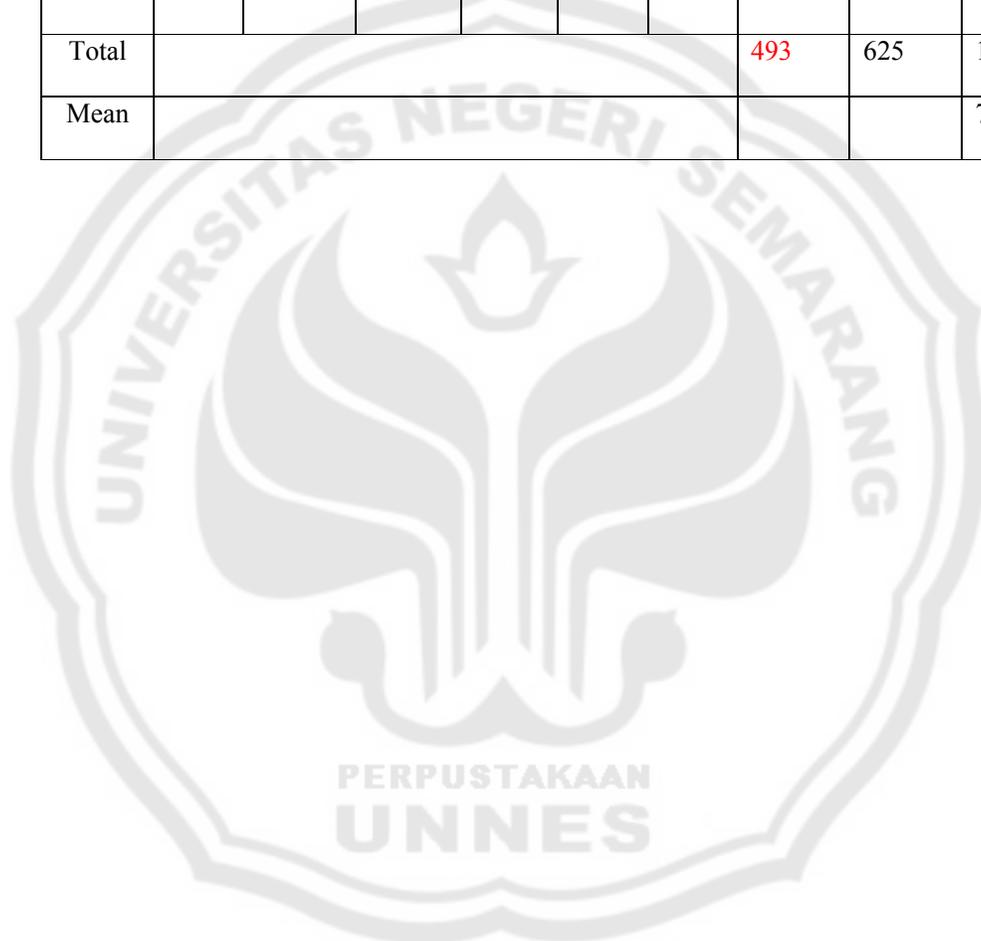
22	C22	4	4	4	5	4	21	25	84
23	C23	4	4	4	3	3	18	25	72
24	C24	4	4	4	3	3	18	25	72
25	C25	4	4	4	4	4	20	25	80
Total							450	625	1800
Mean									72



TABULATING SCORE OF POST- TEST

No.	Students	Pronunciation	Grammar	Vocabulary	Fluency	comprehension	Score	Max Score	Total Score
1	C1	4	4	4	3	3	18	25	72
2	C2	4	4	4	3	3	18	25	72
3	C3	3	4	4	3	3	17	25	68
4	C4	5	5	5	4	5	24	25	96
5	C5	3	4	4	3	3	17	25	68
6	C6	4	4	4	3	3	18	25	72
7	C7	3	4	4	3	3	17	25	68
8	C8	3	4	4	3	3	17	25	68
9	C9	3	4	4	3	4	18	25	72
10	C10	5	5	4	5	5	24	25	96
11	C11	3	4	4	3	4	18	25	72
12	C12	3	4	4	3	3	17	25	68
13	C13	4	5	4	4	4	21	25	84
14	C14	3	4	4	3	4	18	25	72
15	C15	4	4	4	3	4	19	25	76
16	C16	4	5	4	4	4	21	25	84
17	C17	3	4	4	3	3	17	25	68
18	C18	5	5	4	4	4	22	25	88

19	C19	4	4	4	3	4	19	25	76
20	C20	5	5	4	5	5	24	25	96
21	C21	5	5	4	5	5	24	25	96
22	C22	5	5	4	5	5	24	25	96
23	C23	4	4	4	3	4	19	25	76
24	C24	4	4	4	4	4	20	25	80
25	C25	5	5	4	4	4	22	25	88
Total							493	625	1972
Mean									78,9



TABULATING SCORE OF QUESTIONNAIRE

No	Name	Score per Item				
		1	2	3	4	5
1	Adji Setia Adi	3	3	2	3	2
2	Akhmad Anom M	2	2	3	2	2
3	Arih Yaning F.Z	1	3	2	2	2
4	Citrawati Sukma P	3	3	3	3	3
5	Denonia Akhmad F	2	3	2	3	2
6	Devi Arisandi	2	3	3	3	2
7	Eka Chandra C.W	1	2	3	2	2
8	Hardadi Nur Aziz	1	3	2	3	2
9	Ian Danarko	2	3	3	3	2
10	Indah Dwi A	3	3	3	3	3
11	Izmi Nur Priyani	1	2	3	2	2
12	Ken Agesta A.P	1	2	2	2	2
13	Maulida Sekar A	2	3	3	2	3
14	Maulina Dianti	2	3	2	2	2
15	Mettia Nur Rizky	3	3	2	3	2
16	Mohammad Syarif A	3	3	2	2	3
17	Nanda Tri Sekar L	1	2	2	3	2
18	Nurul Aufa T.W	3	3	3	3	3

19	Purqoni Aziz	2	3	3	2	2
20	Radhita Ihsa C	3	3	2	2	3
21	Riskha Yuni D.W	3	3	3	3	3
22	Roma Uli Roli B.M	3	3	2	3	3
23	Teguh Irawan	2	3	2	3	3
24	Tiara Novi D.S	2	3	3	3	2
25	Yeremia Lusiawan	3	3	3	3	2
Sum		54	70	63	65	61
Mean		2.16	2.8	2.52	2.6	2.44

