**CHAPTER 1**

**INTRODUCTION**

**A.Background of The Research**

English is an International language. It means that English is used by many nations. Indonesia is one of the nation which have oblgated English as one of lesson taught to the students. English includes four complex skills namely, listening, speaking, reading, and writing.

Speaking is one language skill, which plays an important role in oral communication. Speaking can be viewed as the easiest skill since on can use body language, demonstration, repetition and various other strategies to make one self understood, teaching speaking in Indonesia is considered to be the most difficult, because of difference pronounciation, structure, discourse and the social contex between Indonesian and English. In other word, it needs mastery in the linguistic and the culture competence. Teacher needs to provide the students activities to practice the new speech fluently in their daily. One of the ways to catch that hope is the use media in teaching and learning activities.

The teacher needs to use media in their teaching because it has important function in teaching and learning process. Media will help the students to understand what the teacher explains. From the point of view the teacher, it will be easier for teachers to transfer their knowledge to the students.

In addition, the use of appropriate media will improve the students’ interest to the subject being taught. All of the teachers are familiar with the types of media such as audio, visual, and audio visual media.

The more the media involves the students’ sense, the more interesting and better it is. For example, a movie is more interesting than a still picture. Because it involves not only sense of sight but also sound. This is also true to the use of puppets as media for teaching speaking.

As a media is used to teaching speaking, for example in story telling activity, puppets is an appropriate media esspecially for young learners. A puppet is thing which is easy enough to be manipulated. It represents a live being, and it should become a counterpart for children. Puppets work especially well with younger children, and provide excellent ways for children to work through their fears or vocalise their feelings through puppet play.

 Puppets can be especially beneficial in helping children to settle into a new school (for example, within reception class at the start of the school year), but can also be useful ways to explore topic work. The puppet, thus, gives children an access to visualize and vicariously experience a fantasy world. Puppets can allow pent up emotions to be released in the realm of a play world. They provide a safe form for communicating thoughts, attitudes, and emotions. They take the responsibility for what they do and say away from the puppeteer. This enables the puppeteer to create a miniature world where he is in total control. Puppets can do or say whatever he wills them to with no concern for outward consequences, as any such reaction will be aimed at the puppet. The puppeteer has a freedom here that he may not have in the real world.

The puppeteer has a freedom here that he may not have in the real world. Puppets may be able to express ideas and feelings that the puppeteer may not be able to express himself.

There are many articles and research about teaching speaking process that used puppet as media have been conducted and show that teaching by using puppet media has good result. So, the researcher tries to conduct this research to know the effectiveness of using puppet as media for students of fourth grade at MI UMMUL AKHYAR and the researcher chooses this because the students of fourth grade in this school have acquisition on English but still low in speaking. The researcher wants to improve this skill through puppet media which popular on it capability to improve speaking for children. This reason based on the characteristics of children who like to enjoy their lesson if it is fun and interesting. On the other hand, the use of puppets will make the teaching and learning more fun, and therefore if can improve the students’ speaking ability.

**B. Research Problems**

Concerning the background of the study, the writer formulates the problem of study, as followed :

 1. How is the students’ achievement at MI UMMUL AKHYAR in speaking before they are taught by using puppet as media?

2. How is the students’ achievement at MI UMMUL AKHYAR in speaking after they are taught by using puppet as media?

3. Is there any significant differences of the students’ achievement in speaking before they are taught by using puppets as media and after they are taught by using puppet as media?

**C**. **Objective of the Research**

This study is conducted:

1. To know the students’ achievement in speaking before they are taught using puppets as media

2. To know the students’ achievement in speaking after they are taught by using puppets as media

3. To know there is any significant difference of the students’ achievement in speaking before they are taught by using puppet as media and after they are taught by using puppet as media.

**D. Significant of the Research**

The researcher hopes that the result of the study will give contribution to :

1. Researcher

This study is very important because it will give some knowledge to the researcher and to know the benefits of using puppet as media to improve speaking achievement for students.

2. The teachers

By implementing puppet as media to teaching speaking, teachers will have many selection of media to teaching speaking in the class and it is hoped will improve the students’ achievement in speaking.

3. The next researcher

This research can be as a input to the next researcher who want to conducts the research with the same theme.

**E. Scope and Limitation of the Research**

The scope of the study is teaching speaking by using puppet media to the fourth grade students at MI Ummul Akhyar.

The limitation of the study is the use of hand or glove puppet in teaching speaking. The writer used hand or glove puppet because it has suit size if compared with the finger puppet and the rod puppet. Finger puppet has small size and it more difficult in the usage because the whole of class cannot see it. Rod puppet has more complex size with the rods of puppet and more difficult if used for young learners. According to the facts, the writer decided to use hand or glove puppet which easier to use for young learners.

**F. The Definition Of Key Terms**

To avoid misunderstanding, the writer will give the key terms of this thesis below :

1. Speaking is a productive skill. It is involves putting a message together, communicating the message, with interacting with other people.

2. Instructional media is anything that can delivery and distribute messages from sources in a planned so as to create condusive learning environment in which the recipient can make the learning process in an effective and effective.

3. Puppet is an inanimate figure that is made to move by human effort for an audience.

**G. The Hypothesis**

The hypothesis of this research are :

1. Null hypothesis (Ho)

There is no different significant in speaking achievement between the students before the students are taught by using puppet as media and after they are taught using puppets as media.

2. Alternative Hypothesis (Ha)

There is significant different in the speaking achievement between students after the students are taught by using puppet as media and after they are taught using puppet as media.

**H. Organitation Of The Research**

This thesis is divided into five chapters, as followed:

**Chapter I** is introduction. This chapter involves the background of the study, formulation of the problems, purpose of the study, significancy of the study, scope and limitation of the study, and definition of key terms.

**Chapter II** is review of related literature. This chapter discusses about review of related literature, including review of related theories and review of related studies.

**Chapter III** is research method. In this chapter, the researcher provides a brief explanation about the research method : the approach of the study, the data collection as well as the data analysis.

 **Chapter IV** is research finding and discussion. This chapter explains the part where the writer presents the findings of the research, hypothesis testing and discusses findings.

**Chapter V** is the last chapter. In this chapter, the researcher gives conclusion and suggestions on the research.