

Using Songs And Puppets To Increase Students' Ability In Fluency And Involvement In English Speaking

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ABSTRACT

English Songs and Puppets are chosen in this research as teaching media in learning process. The goals are to increase self-confidence, fluency and involvement in English speaking at seventh grade students of Junior high school in Muara Wahau East Kalimantan. The problem faced by the students in this reseach are that most of them are not brave in speaking even in the class or outside class; They have low self-confidence and it makes them does not actively involve in teaching and learning process especially in speaking. Therefore, songs and puppets have been use to solve these problem. The purpose of this research is to describe how is students' fluency in speaking English when self-confidence is increased by teaching English using songs and puppets and to explain how is students' involvement on speaking in the classroom activities when using songs and puppets. This research was conducted in one cycle consisted of four meetings. Songs were implemented in the first meeting and the third meeting while puppets were implemented in the second and the fourth meeting.

This research is a classroom action research. The researcher taught in the classroom while the collaborator became an observer. The collaborator collected the data in teaching and learning process by using field note and observation checklist. Students' speaking performance were also recorded for describing their fluency.

The findings show that the use of songs and puppets in the classroom could increase students' confidence, fluency and involvement. It can be seen from their participation in the classroom, most of the students are encouraged in answering and performing. When students learnt by using songs, they enjoyed the class well and more relax. They sing while dancing followed the video song. Learning by using song can increase students' self-confidence and made them involved actively in teaching and learning process. The repetition of song could train the students and make them pronounce the words fluently even though some of them still found difficulties in pronounciation. The use of songs and puppets in teaching and learning process could change the atmosphere in the classroom and reduce students' fear. Most of them looked enjoying the class and made them active in speaking activities.

Key Words : Song, Puppet, Confidence, Fluency, Involvement, Speaking.

Background

Speaking skill is one of the important things in language teaching where the students are expected to communicate orally in their daily lives. However, making the students concretely involve in speaking activities becomes the hardest part for the teachers. This has been identified by Brown and Yule (1983:25) they state that the most difficult aspects of language learning for the teacher is making the students to use the language orally in their daily communication.

The use of English for speaking is not simple because the students should also master some important elements of English such as; vocabulary, pronunciation, grammar and fluency. And one of the most difficult challenges in teaching L2 is finding ways to help students improve their oral fluency (Al-Sibai, 2004). Teachers are supposed to be creative in improving their teaching learning process to create good atmosphere so that the students can enjoy the class and make them actively involve in learning process specially in speaking in order to make them speak fluently.

In daily practice some of students in Junior high School in Muara Wahau do not want to speak English when the teacher talks to them; they keep silent all the time in class. They do not want to speak even when they know the answers. They hesitate to open their mouth. They are affraid to make mistake when they speak English. Sometimes they respond by using Indonesian when the teacher asks them in English. Most of the students are found passive and unenthusiastic in English speaking. They are shy and unwilling to speak English in class eventhough they are forced by the teacher. The effort to create a negotiating and students center learning atmosphere is usually unsuccessful. The lack of students' participation leads to the teacher center learning in English lesson. Doqaruni (2014) found that one of the reasons why the students become passive in speaking because they were lack of self-confidence. So it is important for the teachers to help the students to build their self-confidence in order to make them to get involve actively in the class.

Wu et al. (2011) have conducted a research to EFL teacher in Taiwan who have students in low of motivation, confidence and ability. They stated that when the interaction were positive and pleasant, the experience led students to interact more frequently in the foreign language both outside and inside the classroom. Because the experience was enjoyable, the increased self-confidence of the students, in turn, affected their motivation in a positive way.

Based on the previous research teachers should be creative in the classroom, creating some interesting strategies to motivate students in learning speaking, strategies that can help them to build their confidence so that they can involve actively in the classroom one of the strategy is by using proper media. There are many kinds of media which can be used in teaching speaking. Proper Media helps the teachers to deliver materials in the class. It also helps children to build concept about something learned. Media is important to create fun atmosphere in the class. Media can be presented in various ways. The media that can be used in the class such as whiteboard, flash card, video, tape, slides, game, etc.

Septiningtyas (2013) who has conducted a research about guessing game in learning of speaking at junior high school. She found that by playing guessing game the students can actively involved in learning process. The students were enthusiastic for guessing the picture that the researcher used as media in guessing game. It means that using guessing game can motivate and reduce students' fear for being active in the class, teaching-learning in the classroom become more interesting, comfortable, and relax for the students.

Related to the previous study, it can be said that a teacher uses media in order to encourage students to be involved actively in the class. However, before applying the media in the classroom, the teachers should consider many things such as; media should be appropriate with the material which will be taught, media should be appropriate with the student's characteristics, and media should attract the students' attention.

The characteristics of Indonesian students are passive, shy and quiet (Exley, 2005). That is why the teacher should consider carefully the media that she/he will apply in teaching and learning process. Teacher uses media which can facilitate the students to involve actively in the class. Media that can help to reduce the students' fear and shyness in learning.

Therefore, the focus of this research is to use songs and puppets in order to improve the students' involvement and their fluency in speaking. The reason for using songs and puppets is because the students at the seven grade of junior high school usually are ashamed and afraid when they practice speaking English. They usually do not know what to say and just keep silent when the teacher asks them to practice in front of the class. So, using songs and puppets might help them become more active in the classroom.

Students, especially teenagers, like music, they like singing, they tend to memorise the new words faster when they sing the lyric of the song. The refrain of the songs help the students easily to memorize the words. The repetition of the songs may help the students to say the words or the sentence fluently because one of the strategy to gain fluency in speaking is always practice the words or sentences.

Lonhes (2002:5) states that Puppets can be used not only for entertaining but also for educating, perhaps for teaching speaking. Puppets can help the younger children to develop their language. For the older children puppets can teach lesson and impart values. Thus, they become an invaluable method of instruction and communication.

Based on the finding from previous research, it indicates that using song and puppet in the classroom give positive effect for the students. By using songs and puppets this research give more interesting way in teaching speaking and can help the students in buiding their confidence and developing their ability in fluency and involvement in English speaking.

The research questions formulated based on the the background above are:

1. How is students' fluency in speaking English when self-confidence is increased by teaching English using songs and puppets?
2. How is students' involvement on speaking in the classroom activities using songs and puppets?

RESEARCH METHODS

Research design of this study was Classroom Action Research. The researcher collaborated with other teacher. The researcher taught in the classroom while the collaborator become an observer. Action research means taking an area you feel could be done better in your teaching, subjecting it to questioning, and then developing new ideas and alternatives. So in action research a teacher becomes an 'Investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participant in it. (Burns, 2010:2)

Classroom action research has four steps: planning, acting, observing and reflecting Kemmis et al. (2014:19). Before doing the planning, the researcher conducted identification of students in learning process. Burns (1999:37) posits that identifying helps the researcher to clarify the nature of situation and to suggest further action.

Planning is preparation before doing the action. In this step the researcher prepared everything for doing action in the class such as; arranged the scedule, designed lesson plan, teaching strategy, prepared teaching materials, and arranged any activities needed in the class.

Acting is the action of research. In this part the researcher explained the material, sang a songs with the students and guided the students on how to use the puppets, and etc. Collaborator was needed in observing

the action of research. It was to observe any occurrences in applying songs and puppets. A collaborator gave comments, wrote anything occurred when the teacher applied the technique, including the weakness and obstacles that the researcher found in learning process.

Reflecting take after learning process in every cycle. When there is no improvement of the students in learning process then the researcher evaluate the students' performances to find problems or weakness. The researcher discuss with the collaborator to get feedback. Feedback is important in re-planning the next action. It can change a certain action in order to increase the teaching and learning process for the next cycle. This research has one cycle consisted four meetings. It was because after the reflection, the researcher and collaborator found that students' fluency and involvement had increased and had fulfill the criteria of success so the researcher and collaborator decided to stop the research and report the result.

Subjects of this research were the seventh grade students of Junior High School in Muara Wahau East Kalimantan, academic year 2015/2016. The data were the description and the transcript of students' fluency and involvement during the teaching learning process using songs and puppets. The data are useful for getting information on the effect of the implementation of songs and puppets.

The technique used to collect the data were through observation checklist, field note and video recording. The observation focused on students' confidence, involvement and fluency in speaking activity. In observation, the researcher invite the collaborator to observe all activities during the learning process. Field note is used to describe everything happen in teaching and learning process. The researcher used the field note in every meeting, field note helped the researcher to know the students progress.

Video recording was used to record the activities in teaching learning process and the students' involvement when learning by using songs and puppets. The recording were transcribed. The transcriptions were selected as the particular features that the researcher considers as evidence in answering the research questions in this study.

RESEARCH FINDING

Table 1 Findings of indicators being confident / unconfident in speaking activities using songs and puppets from the first meeting until the fourth meeting.

Indicators of confidence / unconfidence	1st meeting		2nd meeting		3rd meeting		4th meeting		Total students		
	Yes	No	Yes	No	Yes	No	Yes	No			
Trembling	0	12	0	12	0	12	0	12	12	Unconfident	
Being shy	3	9	0	12	0	12	0	12	12		
Being nervous	5	7	2	10	2	10	1	11	12		
Having courage in participation	Asking	0	12	3	9	5	9	4	8	12	confident
	Answering	4	8	11	1	9	3	10	2	12	
	performing	9	3	10	2	12	0	12	0	12	

The table 1 describes that there are 3 students who look unconfident when they involve in singing the song. They just involve in singing without doing movement. It is different from other students who are singing and clapping hand or moving their hand. They are ashamed because it is the first time for them and they need to adapt with new learning experiences.

Moreover, some of students were also unconfident when they spoke in the first meeting. They did not do eye contact in speaking. Some of them bowed the head to avoid teacher's eyes when they spoke. In addition, when the teacher gave an opportunity to ask, there were no students who were involved in asking. They still looked hesitant and shy to ask.

On the other hand, at the first and the second meeting there were no any student who was tremble when performing or answering questions from the teacher. Most of the students were confident in singing the song. There were 9 students who were dancing while singing the song. They danced following the video clip.

There were 9 students who were involved in performing but 5 students were nervous when speaking in front of the class. It could be known from their speaking performance. They made some repetition when they told about their daily activities in front of their friends. It indicated that at the first meeting most of the students had good self-confidence when they were involved in singing the songs. But some of them were not confident in performing it. Students' confidence can be seen from their participation and involvement in singing the song. When the teacher played the song most of the students looked enjoying the class, they sang confidently even though some of them still mispronounced the words. For example, some of the students found difficulties in pronouncing the words "Wednesday" "Thursday" and "Friday".

Students who had no courage in participation at the first and the second meeting some of them had courage to be more active in the class. Students who were less in class participation, in second until the fourth meeting had courage in answering, asking and involving in performing. It can be said that songs and puppets had increased students' confidence in teaching and learning process. 2 Students who were not involved in performing in the first meeting had courage to perform in the second, third, and in the fourth meeting. They also had courage in answering question when the teacher asked them. So it can be concluded that most of students' confidence had increased.

Table 2 Findings of students' fluency in speaking from the first meeting until the fourth meeting

Name	First meeting	Second meeting	Third meeting	Fourth meeting
St 1	2	4	3	4
St 2	-	-	2	2
St 3	1	2	3	3
St 4	-	2	2	3
St 5	2	3	3	4
St 6	2	3	3	4
St 7	2	3	3	4
St 8	-	-	2	3
St 9	2	4	3	4
St 10	2	3	3	3
St 11	2	4	3	4
St 12	2	4	3	4

Table 2 describes that in the first meeting the average of students' score in fluency are 2, it means that most of the students make some pauses and repetition when they speak. There are eight students who get score 2, they are students 1, 5, 6, 7, 9, 10, 11 and 12. Most of the students still hesitate in speaking. Three students do not get score in the first meeting because they do not involve in performing task. They are students 2, 4 and 8. In the second meeting student 4 were couraged in performing while students 2 and 8 still were not couraged in performing. Eight students involvement are based on the data above still have fluency in rate 2, they still are able to speak even produce some pauses in performing it.

In second meeting most of students' fluency are increase, some of them get score 4, they are students 1, 9 11 and 12. They are able to speak without repetition and pauses. It seems that they do not find difficulties in performing the task. They looked confidence in telling their activities in the morning until night.

Students 5, 6, 7 and 10 also increase in fluency but not too significant, they still did some pauses. The score of student 3 also increase from 1 to 2. It can be said that his fluency has increased. Students 2 and 8 still did not have any involvement in task. They still hesitate and were not confidence to perform. It can be known from their attitude in teaching and learning process, they always asked permission to teacher and give many reasons to out from the class when the teacher give performance task. Students 4 involved in task and he got score 2. From table 4.2 it can be concluded that there are 9 students have increased their fluency in speaking activity in the second meeting eventhough some of them still not achieve score 4.

In the third meetings the score of sudents 1, 9, 11 and 12 were decrease. In the second meeting they got score 4 while in the third meeting they got score 3 it was because they more familiar with the material that they learn in the second meeting rather than in the material in the third meeting.

In the third and fourth meeting describes that students' fluency in speaking increase for most of students. Students 3 and 10 stable in the third and fourth meeting. They get score 3. It means that they can speak without to many pauses. Their speaking performance is generally natural eventhough have pause.

The score of students 2 also the same in the third and the fourth meeting, he get score 2. It means that they speak with some pauses and repetition.

Students 3 and 10 get score 3 for the third and the fourth meetings, it was because they were not familiar with the material in the fourth meeting. 7 students who could speak natural and continue in the fourth meeting. They are students 1, 5, 6, 7, 9, 11 and 12. It means that they get score 4 in fluency. Table above describes that more than 50 % number of students' fluency in the classroom can reach the score 4. It means that students' fluency in speaking in this reseach has fulfil the criteria of success.

From the table 2 it can be concluded that students' fluency increase in the second meeting but only 4 students who get score 4. They are student 1,9,11 and 12. In the fourth meeting, there are 7 students can reach the score 4, they are students 1, 5, 6, 7, 9, 11 and 12. It means that more than 50 % number of students in the classroom have increase their fluency in speaking.

There is one student who get score 2 in the fourth meeting. He is students 2. Student 4 starts involving in the second meeting. Students 2 and 8 do not involve in performing at the first and the second meeting. They were unconfidence to perform alone. Based on that, for the next meeting the teacher and the collaborator decide to make the students work in pair when they perform in front of the class.

Table 3 Findings of students' involvement in the first meeting until the fourth meeting.

Items	1st meeting		2nd meeting		3rd meeting		4th meeting		Total Students
	Yes	No	Yes	No	Yes	No	Yes	No	
Asking	0	12	3	9	3	9	4	8	12
Answering	4	8	11	1	9	3	10	2	12
Performing	9	3	10	2	12	0	12	0	12

The involvement of the students had been seen from the first meeting. Most of them are involved actively in singing the song. They are enthusiasts in singing the song together. They also enthusiastic in using puppet eventhough at the first time they are confused about how to use the puppet.

On the other hand, Students' involvement in speaking such as: asking, answering and performing in the first meeting were still low, only some students were active involved in speaking activities. Some of students still hesitate to speak. Some of the students were answering but wrong. Some of the them were just made silent. In main activities when the teacher asked to perform in front of their friends to tell about their daily activities, not all students participated.

In the second meeting, 3 students involved in asking. They asked about how to pronounce some words. For example "bu bagaimana cara pengucapan kata breakfast?" etc. 11 students could answer the question and 10 students involved in performing It means that there is an improvement from the first meeting. In the first meeting there are no students involved in asking. Only four students answer the question and 9 students involve in performing. On the

other hand, there are two students do not involve in performing the task.

The third meetings, students' involvement in the classroom increased in every items include: Asking, answering and performing. In the third meeting, there are 3 students involved in asking, 9 students involved in aswering and all of students involved in performing. In the second meeting, there are 4 students asking, 10 students answering and 12 students performing.

In the fourth meeting there were 4 students asking. When the teacher was asking there were 10 students involved in answering. All of students involved in performing the task. Following is the result of students' involvement from the first meeting until the fourth meeting.

Discussion

The students enjoy the song used in the class. They sang a song while holding their hands up and clapping hands. It is proved that songs could help to reduce the students' anxiety, improve motivation, and build students' self-confidence. The anxiety flows away in the time they sing the song and when the anxiety is gone, it builds students' confidence that can stimulate students' motivation in learning.

When students have good self-confidence it can affect their involvement in the class, students are not affraid to participate in classroom interaction. Students who are feeling happy in learning are able to increase their improvement in the class activities. They are brave in asking when they still do not understand, or involving in answering teacher's question.

Schoepp (cited in Khameis, 2006) states the enjoyment aspect of learning language through songs is directly related to affective factors. It is directly related to affective factors because when people sing a song, they include their emotion, being sad, being happy, being upset, or being cheerful.

The song used in this research was the song, which was related with their material, the rhythm of the songs is not too fast and the song has simple lyric the song chosen because it was suitable with the objective of the study, easy to listen and suitable with the characteristic of students. The song played for three times. Teacher did that because she wants to make the students familiar with the pronunciation of the words, because some students found difficulties in pronouncing the words. Practice to say the words many times could make the students mention the words correctly and fluently. The finding is in line with what Hancock (1998:7) he states that song can be used as an exercise such as; pronunciation drills.

Puppets make the language learning activity more fun. And make the students are encouraged in participation. Linse and Nunan (2005:54) State that the use of puppets is very appropriate for the young learner classroom. It is said as appropriate because young learners like funny things and they learn with real media that can be touched and played with. A child who developmentally too shy to speak to an adult in

front of his peers, may feel very comfortable when the same adult is holding a puppet and speaking to the child as a puppet. Puppets also make the language learning activity more fun. Puppets can easily model different dialogues for children to practice with their classmates if the puppets accomplish a criteria for learning.

Puppets should be attractive, colorful, and soft material and not endanger them when they play it. It is attractive as puppets usually modeled funny to represent animal or cartoon character. The theme of the puppets they like encourage them to study the topic they learn. Colorful puppets make them interest to touch and learn the puppets.

CONCLUSION

The use of English songs and puppets can increase students' self-confidence, students fluency and students involvement in teaching and learning process. It can be seen from the improvement of students' participation in speaking activities, most of students are couraged in answering questions and involving in performing. The score of students' fluency also increase in every meetings. It can be seen from the improvement of the number of students who get good scores in each performance task.

Using English songs and puppets can motivate the students in learning speaking. English songs can help the students improve their pronunciation, this research found that some of students are more comfortable and fluent to speak when they know the pronunciation of the words that they want to say.

Some students did pauses in the first meeting because they still hesitate in saying the words. They worried about misspronounce the words. Some of students paused a moment before uttered the phrases or words. It make them can not speak fluently when speaking. Using the repetition of songs lyrics can train the students in saying the words correctly and fluently. In addition, use English songs and puppets in teaching and learning process in speaking class could make speaking activities more enjoyable and interesting.

The improvement of students' self-confidence, fluency and involvement in participation in speaking activities make this research successfull in implementing songs and puppets in teaching and learning process.

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