PUPPET AS TEACHING MEDIA: ITS EFFECTS ON STUDENTS’ WRITING SKILL VIEWED FROM THEIR MOTIVATION

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Abstract

Puppet is an inanimate object as a representative figure of human or animal that looks like a doll with head and cloth body which is controlled by strings, rods, or by placing one’s hand inside its body. It is a kind of media that gives the students audio, visual, and kinesthetic experiences when learning writing. Puppet as media in teaching will help the students to be imaginative and wider their idea in writing. This article refers to an experimental study on the effectiveness of Puppet as media to teach writing at the tenth grade of SMA Negeri 1 Purwoharjo. The samples were two classes namely experimental class which was taught using Puppet and control class which was taught using Picture Series. Each class was divided into two groups in which each consists of students having high motivation and those having low motivation. To gain the data, instruments were used namely writing test and motivation questionnaire. The data were then, analyzed by using Multifactor Analysis of Variance (ANOVA) 2x2 and Tukey test. Before conducting the ANOVA test, prerequisite test namely normality and homogeneity test were conducted. The findings of this research are: (1) Puppet is more effective than Picture Series to teach writing; (2) The students having high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students’ motivation in teaching writing. Therefore, it is recommended for English teachers to implement Puppet in teaching writing because this strategy gives positive contribution in improving students’ writing skill and facilitating them to produce a good text.

Keywords: Puppet, Picture Series, writing skill, motivation, experimental study

INTRODUCTION

Language is a part of human’s life that is used to communicate to one another. Communication can be done on oral or written ways, it can be successful if the massager and the receiver have the same perception to understand the content of the message. In globalization era, people are demanded to be able to communicate both oral and written form using international language and one of that is English. In Indonesia English is one of the compulsory subjects that must be taught in school, from junior high school to university level.

Writing is one of the English components that should be mastered by students as basic skill that is needed in written communications. Meanwhile, writing is one of language skills that have complexity to be learned. Olander (2009:23) states that Writing is an enormously complex cognitive activity, a human technology for preserving speech. For many, writing activities can be frustrating and boring. Moreover, most of students still have difficulty in producing their writing. They have lack of motivation that causes low creativity in writing. Actually, writing means the willingness to write something. If
the students still have low motivation to write how they can be willing to produce their writing.

Teacher should help them by implementing an interesting media in teaching writing. Meanwhile, teaching English as a second language is not easy and quite challenging. Teacher needs much creativity to accomplish that challenge for example using the internet. In recent years, almost every aspect of our lives uses the internet as a supporting tool to facilitate the mobility of people. Surprisingly, it is not in line with the infrastructure development that is needed to support the use of internet. In Indonesia, sometimes the use of internet just can possible run well in big city. That’s why so many schools that have internet but in poor internet connection moreover they have no internet access still can be found.

The fact is that low internet connection and lack of internet access in some schools are kinds of the obstacles that need to be overcome by the teacher. Therefore, the use of interesting handmade media which is modified to support the teaching learning process especially in teaching writing is needed. A media that can be used without being helped by internet and easy to make is puppet. Puppet is an inanimate object or representational figure, often in the figure of a human or animal, manipulated by a puppeteer (Reidmiller, 2010:11).

Because it is easy to use, communicative, and interesting, puppet can be as an interesting media in learning writing. The use of puppet can stimulate students’ motivation and give positive perception that learning writing is fun and interesting. It can also make students feel free and decrease the anxiety to write. Reidmiller (2010: 22) states that puppetry combines visual, auditory, and kinesthetic experiences for students of different learning styles or preferences. He adds that puppets provide interesting way of learning by going beyond the traditional methods of teaching and the typical lecture.

On the contrary, many teachers still use conventional media such as Picture Series. Picture series is the picture that tells a story in a sequence on a one chart (Finocchiaro, 1974:100). It contains a series of pictures which are related to each other to form a story. So, between one picture and the other pictures they are related in sequence based on the story. Picture series gives the students visual illustration of the story or material that is taught by the teacher.

The media that is used in this research gives effect in the students’ motivation in writing skill. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition (Lay, 2011: 2). It means the students’ reason that encourages them to do something without being forced by someone. Students who have motivation...
in writing they can enjoy writing and expressing their idea freely. They do not need to be forced by the teacher to write.

As mentioned earlier, teaching writing is not easy because there is a complex processes that occurs on it. This thing is in line with some definitions of writing uttered by some expert. Nunan (2003: 88) defines writing as a process of thinking to invents ideas, thinking about how to express a good writing, and arranging the ideas into statement and paragraph clearly. Byrne (1997: 1) states that writing is the act of forming graphic symbols, arranging the symbols according to certain conventions, forming words, and arranging the words to form sentences. It is in line with Andrew and James (1986: 6) who say that writing is a process of building larger units from smaller one. Therefore, Brown (1994: 321) says that writing is processing or putting ideas down on paper to transform thoughts into words, to sharpen main ideas, to give them structure and coherent organization. From those theories, it can be concluded that writing is a complex process of thinking to invent ideas, transform it into words then arrange the words into sentences using correct structure and organization to make it visible and concrete.

Puppet is an inanimate object as a representative figure of human or animal that looks like a doll with head and cloth body which is controlled by strings, rods, or by placing one’s hand inside its body. As stated by Keyhmer (1997: 339) puppet is a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers. In line with it, Reidmiller (2010: 13) says that it is an inanimate object or representational figure, often in the figure of a human or animal, manipulated by a puppeteer.

The procedures of teaching by using Puppet as media are: (1) The teacher selects a story to enact; (2) The teacher writes and formats the script; (3) The teacher sets up the puppet stage; (4) The teacher asks the students to make pair groups with their partner; (5) The teacher introduces the project with a demonstration. The teacher does a puppetry based on the materials and script; (6) The teacher gives some words that relate with the materials to help the students in arranging the sentences and making their own writing; (7) The teacher gives students time to write and experiment. The students share their writing by show it in the screen using a projector then the other friends give comment and evaluation.

Another media used by teacher to teach writing is Picture Series. Picture series is the picture that tells a story in a sequence on a one chart (Finocchiaro, 1974:100). Similarity, Raimes (2001: 36) states that picture series is a set of parallel pictures that show a similar scene or tell a similar story-provided. Therefore, Wright (1997: 72) says that picture series is picture which shows some actions or events in chronological
order. Based on those definitions it can be concluded that picture series is a set of pictures which show some events as a chronological illustration of the story.

Media that used in this research will gives effect on students' motivation. Lay (2011: 2) states that motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Another definition is stated by Maehr & Meyer in Brophy (2004: 3) motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior. From those explanations, it can be summarize that motivation is the process that explains how the initiation, direction, intensity, persistence, and quality of directed behavior is instigated, sustained and become a reason to do or not to do something that is characterized by willingness and volition.

From the previous research dealing with Puppet as media in teaching, the researcher sees that some studies do not investigate the influence of Puppet on students' writing skill influenced by their motivation. Thus, the researcher makes further investigation about the effectiveness of Puppet on students writing skill from the perspective of students' motivation.

To infer the explanation of previously discussed, the researcher formulates the hypotheses as follows: (1) Puppet is more effective than Picture Series in teaching writing to the tenth grade students of SMA Negeri 1 Purwoharjo in the academic year of 2015/2016; (2) Student with high level of motivation have better writing skills than those with low level of motivation; and (3) There is an interaction between teaching media and students' motivation in teaching writing to the tenth grade students of SMA Negeri 1 Purwoharjo in the academic year of 2015/2016.

RESEARCH METHOD
This research was conducted at the tenth grade of SMA Negeri 1 Purwoharjo, Banyuwangi, East Java. This research was conducted from September 2015 until June 2016. The research method used in this research is experimental research. The researcher used quasi-experimental design because the sample was taken from two classes that already exist at that school. The design of this research was a simple factorial design 2x2 with Post-Test Only Design. In this design, two classes are chosen as the experimental and the control groups from the seventh available classes of the tenth grade students. The experimental group was taught by using Puppet, while the control group was taught by using Picture Series. At the end of treatment, the experimental group and control group were given a post test in the form of writing test. The result was analyzed by comparing the post-test scores of both groups by using ANOVA or F-test and then by using Tukey test.
The population of this research was all the tenth grade students of SMA Negeri 1 Purwoharjo in the academic year of 2015/2016. The researcher used cluster-random sampling to and took two classes from seventh classes to be the sample of this research. Each class consists of 36 students. The first class was experimental class and taught by using Puppet, and another was control class taught by using Picture Series.

The researcher used two instruments of collecting data in this research. There were writing test to know students’ writing skill and motivation questionnaire using close ended question to know the level of student’ motivation. The writing test was assessed by using readability of the test instruction which informs whether the test instructions are appropriately readable for students and conducted tryout for motivation questionnaire to know the validity and reliability of the questions. The result of the questionnaire of readability showed that more than 80% of students answered “Yes” for each item in the instruction. It can be concluded that writing test in this research is readable since 80% students could understand the instruction of the test. Besides that, the instrument of motivation questionnaire should be valid and reliable. From the result of validity and reliability test, the researcher took 35 valid questions to be the instrument of the motivation questionnaire and the instrument was reliable since the value of \( r = 0.980 \).

The techniques used in analyzing the data were descriptive analysis and inferential analysis. Descriptive analysis was used to know the mean, median, mode and standard deviation of the scores of the writing test. To know the normality and the homogeneity of the data, the researcher used normality and homogeneity test. The normality and homogeneity tests were done before testing the hypothesis. Inferential analysis used was multifactor analysis of variance 2x2. It was used to test the hypotheses. \( H_0 \) is rejected if \( F_0 \) is higher than \( F_t \). If \( H_0 \) is rejected, the analysis was continued to know which group is better by using Tukey test.

RESEARCH FINDINGS AND DISCUSSION
To test the hypothesis of this research, the researcher was using Multifactor Analysis of Variance (ANOVA) 2x2. Before ANOVA and Tukey test were two kinds of test. Those are normality test and homogeneity test. The result of the tests was used as the requirement before ANOVA test and Tukey test.

There are eight groups: (1) The data of the writing test of the students who are taught by using Puppet \( A_1 \); (2) The data of the writing test of the students who are taught by using Picture Series \( A_2 \); (3) The data of the writing test of the students having high motivation \( B_1 \); (4) The data of the writing test of the students having low motivation \( B_2 \); (5) The data of the writing test of the students having high motivation
who are taught by using Puppet (A₁B₁); (6) The data of the writing test of the students having low motivation who are taught by using Puppet (A₁B₂); (7) The data of the writing test of the students having high motivation who are taught by using Picture Series (A₂B₁); and (8) The data of the writing test of the students having low motivation who are taught by using Picture Series (A₂B₂).

The result of normality test for the eight groups are: (1) The writing scores computation result of the students taught using Puppet (A₁) shows that the highest value of $L_0$ is 0.0839 with $L_t$ is 0.1476; (2) The writing scores computation result of the students taught using Picture Series (A₂) shows that the highest value of $L_0$ is 0.0944 with $L_t$ is 0.1476; (3) The writing scores computation result of the students having high motivation (B₁) shows that the highest value of $L_0$ is 0.1180 with $L_t$ is 0.1476; (4) The writing scores computation result of the students having low motivation (B₂) shows that the highest value of $L_0$ is 0.0951 with $L_t$ is 0.1476; (5) The writing scores computation result of the students having high motivation taught using Puppet (A₁B₁) shows that the highest value of $L_0$ is 0.1632 with $L_t$ is 0.2000; (6) The writing scores computation result of the students having low motivation taught using Puppet (A₁B₂) shows that the highest value of $L_0$ is 0.0918 with $L_t$ is 0.2000; (7) The writing scores computation result of the students having high motivation taught using Picture Series (A₂B₁) shows that the highest value of $L_0$ is 0.1824 with $L_t$ is 0.2000; and (8) The writing scores computation result of the students having low motivation taught using Picture Series (A₂B₂) shows that the highest value of $L_0$ is 0.1118 with $L_t$ is 0.2000. The data can be said as normal data if $L_0$ ($L_{obtained}$) is lower than $L_t$ ($L_{table}$) at the level of significance $\alpha = 0.05$. From the result, it can be concluded that all the data of writing scores for the eight groups are in normal distribution because $L_0$ of the entire data are lower than $L_t$ ($L_0 < L_t$) at the level of significance $\alpha = 0.05$.

The result of homogeneity test is 4.06. The data are homogeneous if $\chi^2$ ($\chi_{obtained}$) is lower than $\chi^2$ ($\chi_{table}$) at the level of significance $\alpha = 0.05$. Because $\chi^2$ (4.06) is lower than $\chi^2$ (7.81), it can be said that the data are homogeneous. It means that the data of this research are obtained from homogeneous sample.

After the data are normal and homogeneous, then the data are analyzed by using Multifactor Analysis of Variance (ANOVA) 2x2. This test is used to know the effects of the independent variables and attributive variable toward the dependent variable. In addition, it functions to check if there is an interaction among those variables. The hypothesis is rejected if $F_0$ is higher than $F_t$ ($F_0>F_t$). The mean scores and summary of the data is presented in table 1 and 2.
Table 1. The mean scores

<table>
<thead>
<tr>
<th>Motivation (B)</th>
<th>Teaching Media</th>
<th>Total Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Puppet (A₁)</td>
<td>Picture Series (A₂)</td>
</tr>
<tr>
<td>High Motivation (B₁)</td>
<td>82.17</td>
<td>73.56</td>
</tr>
<tr>
<td>Low Motivation (B₂)</td>
<td>71.06</td>
<td>71.28</td>
</tr>
<tr>
<td>Total</td>
<td>76.61</td>
<td>72.42</td>
</tr>
</tbody>
</table>

Table 2. The summary of ANOVA 2x2

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>SS</th>
<th>Df</th>
<th>MS</th>
<th>F₀</th>
<th>F₁(0.05)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between columns</td>
<td>316.67</td>
<td>1</td>
<td>316.67</td>
<td>12.45</td>
<td>3.98</td>
</tr>
<tr>
<td>(Teaching Media)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between rows</td>
<td>806.67</td>
<td>1</td>
<td>806.67</td>
<td>31.72</td>
<td></td>
</tr>
<tr>
<td>(Motivation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columns by rows</td>
<td>2080.56</td>
<td>1</td>
<td>2080.56</td>
<td>81.81</td>
<td></td>
</tr>
<tr>
<td>(interaction)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>1474.47</td>
<td>3</td>
<td>491.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within group</td>
<td>1729.43</td>
<td>68</td>
<td>25.43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6407.80</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Because $F_0$ between columns (12.45) is higher than $F_1$ at the level of significance $\alpha = 0.05$ (3.98), $H_0$ is rejected and there is significant difference between Puppet and Picture Series as media to teach writing. From the table 4.11, it can be seen that the mean score of A₁ (76.61) is higher than that of A₂ (72.42). It shows that students taught by using Puppet have better writing skill than those taught by using Picture Series. Thus, it can be concluded that Puppet is more effective than Picture Series to teach writing.

b. Because $F_0$ between rows (31.72) is higher than $F_1$ at the level of significance $\alpha = 0.05$ (3.98), $H_0$ is rejected and there is significant difference in writing skill between the students who have high and low motivation. From the table 4.11, it can be seen that the mean scores of B₁ (77.87) is higher than the mean scores of B₂ (71.17). Therefore, it can be concluded that the students who have high motivation have better writing skill than those having low motivation.

c. Because $F_0$ columns by rows (81.81) is higher than $F_1$ at the level of significance $\alpha = 0.05$ (3.98), $H_0$ is rejected and there is an interaction between teaching media and students’ motivation to teach writing. Thus, it can be concluded that the effectiveness of teaching media is influenced by the level of students’ motivation.

After knowing the effects and the interaction of independent variables toward the dependent variable, it is also necessary to compare the mean of every treatment with the other means using Tukey test. This test is used to identify which means are significantly different from the other. The summary of the data is presented in table 3.
Table 3. The summary of Tukey test

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Sample</th>
<th>( q_o )</th>
<th>( q_t )</th>
<th>( \alpha )</th>
<th>Meaning</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>( A_1 ) and ( A_2 )</td>
<td>36</td>
<td>4.99</td>
<td>2.86</td>
<td>0.05</td>
<td>( q_o &gt; q_t )</td>
<td>Significant</td>
</tr>
<tr>
<td>2</td>
<td>( B_1 ) and ( B_2 )</td>
<td>36</td>
<td>7.90</td>
<td>2.86</td>
<td>0.05</td>
<td>( q_o &gt; q_t )</td>
<td>Significant</td>
</tr>
<tr>
<td>3</td>
<td>( A_1B_1 ) and ( A_2B_1 )</td>
<td>18</td>
<td>7.24</td>
<td>2.97</td>
<td>0.05</td>
<td>( q_o &gt; q_t )</td>
<td>Significant</td>
</tr>
<tr>
<td>4</td>
<td>( A_1B_2 ) and ( A_2B_2 )</td>
<td>18</td>
<td>0.19</td>
<td>2.97</td>
<td>0.05</td>
<td>( q_o &lt; q_t )</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

a. Because \( q_o \) between columns \( A_1 \) and \( A_2 \) (4.99) is higher than \( q_t \) (2.86) at the level of significance \( \alpha = 0.05 \), the difference of the means between columns is significant. It means that the effect of teaching writing using Puppet differs significantly from that of teaching writing by using Picture Series. Because the mean of \( A_1 \) (76.61) is higher than that of \( A_2 \) (72.42), it can be concluded that Puppet is more effective than Picture Series to teach writing.

b. Because \( q_o \) between rows \( B_1 \) and \( B_2 \) (7.90) is higher than \( q_t \) (2.86) at the level of significance \( \alpha = 0.05 \), the difference of the means between rows is significant. It means that there is a significant difference between students’ high and low motivation level towards students’ writing skill. Because the mean scores of \( B_1 \) (77.87) is higher than the mean scores of \( B_2 \) (71.17), it can be concluded that the students having high motivation have better writing skill than those having low motivation.

c. Because \( q_o \) between cells \( A_1B_1 \) and \( A_2B_1 \) (7.23) is higher than \( q_t \) (2.97) at the level of significance \( \alpha = 0.05 \), the difference between the students having high motivation taught by using Puppet and the students having high motivation taught by using Picture Series is significant. Because the mean of \( A_1B_1 \) (82.17) is higher than that of \( A_2B_1 \) (73.56), it can be concluded that Puppet is more effective than Picture Series to teach writing for students having high motivation.

d. Because \( q_o \) between cells \( A_1B_2 \) and \( A_2B_2 \) (0.19) is lower than \( q_t \) (2.97) at the level of significance \( \alpha = 0.05 \), the difference between the students having low motivation taught by using Puppet and the students having low motivation taught by using Picture Series is not significant. It means that that Puppet is as effective as Picture Series to teach writing for students having low motivation.

The following section discusses findings of this research by considering the result of data analysis above:

a. The Difference between Puppet and Picture Series

The findings of this research reveal that there is a significant difference between teaching writing by using Puppet and teaching writing by using Picture Series. The mean score of the students who are taught by using Puppet is higher than students...
who are taught by using Picture Series. It shows that Puppet is more effective than Picture Series to teach writing.

Puppet is media which can help students learn writing well. This media provides the visualizations of the story that can help the students to write the story with good organization and content. It means that the students can remember something that took place during one of the puppet shows, which in turn help them visualize the word in action. It also helps the students in reducing their fear and shyness to write because when they see the puppet shows, they focus on what the puppet’s doing and saying rather than their anxiety of writing.

Explaining grammar and punctuation using puppet gain students attention and interest. While the teacher uses puppet to explain about grammar and punctuation it makes students easier because she explains it by using unique and funny gesture so it helps the students understand grammar and punctuation in interesting way and can reduce their anxiety to write in correct grammar. In line with in Champin & Renfro in Reidmiller (2010: 23) say that inhibitions and shyness are forgotten when the child, seeing a puppet show, focuses on what the puppet is doing and saying rather than the immobilizing fear of his or her own sense of involvement in the process. In addition, Reidmiller (2010: 83) says that puppet helps the students to visualize the word in action.

On the other hand picture series is two dimension media that focuses on just visual side without giving the auditory and kinesthetic experience for the students. This kind of media just can be seen but cannot be touch. It provides a series of pictures which give the students visual description of the story, so the students do not need to force their mind to imagine the scene of the story. The visual description of the scene in the story can be captured in one frame so the students do not need to be imaginative because they can see the scene in picture series. Because of it, the students are untrained to use their imagination which affects the difficulties in finding and expressing the idea. Sometimes, picture series cannot illustrate some events which show abstract expression such as showing opinions or impact that give the difficulties for the students in understanding the event on the scene. So, the students will need a lot of time if they want to do deep understanding about the pictures and relate it with the topic. Similarly, McCarthy (1992: 115) says that pictures are not suitable or sufficient for demonstrating the meaning of all words. He adds that it is hard to illustrate the meaning of some words, especially the abstract ones such as ‘opinion’ or ‘impact’
b. The Difference between High and Low-Motivated Students in their Writing Skill

The findings of this research reveal that students having high motivation have better writing skill than those having low motivation. The mean of writing score of students having high motivation is higher than those having low motivation.

Students who have high motivation have their own desire to learn. They have high intrinsic motivation that affected their learning behavior. Although they do not get extrinsic motivation it does not prevent their motivation to learn. So, high-motivated students will have their own desire to write something without being forced because they enjoy, like, are interested, and love to write although the teacher does not give them reinforcement or the environment does not support them to learn they still have willingness and desire to write. High motivated students like to do the task, they like to challenge themselves how well they can do the task. In their heart, they have desire to always perform well on a wide range of school tasks so they can achieve their goal in learning. For them, learning is not a burden but an enjoyable moment that they feel happy when they learn. In line with it, Chang (2014: 162-163) states that the characteristics of high motivated students are (1) students show a willingness and interest to participate in class activities, and shares opinions without being forced; and (2) students have a willingness to do homework and give teachers feedback on their learning progress. Similarity, Clinkenbeard (2012: 623) says that high-motivated students are willing to engage in any work that is assigned to achieve their learning goal.

On the contrary, students with low motivation have difficulty in learning because they have low intrinsic motivation. Their desire to learn depends on extrinsic motivation. It means that their willingness to write depends on the environment, the teacher, or the other students. They need motivation from outside such as the reinforcement from the teacher, their friends’ help and the comfort environment of the classroom. Low-motivated students have no interest to do the task well. They have low personal enjoyment when they are learning. They feel a burden to learn and they do not care about whether they can achieve their learning goal or not. In line with it, Pelletier (2006: 568) say that low-motivated students cannot predict the consequences of their behavior, nor can they see the motive or desire behind. They may feel disintegrated or detached from their action and will thus invest little effort or energy in its effectuation. He adds that low-motivated students have been associated with boredom and poor concentration in class, less desire to do the task, higher perceived stress and low personal enjoyment at school and while studying.
c. The Interaction between Teaching Media and Writing

The findings of the research reveal that there is an interaction effect between teaching media and students’ motivation on students’ writing skill. The data show that Puppet is significantly different from Picture Series to teach writing for the student who have high motivation, but the difference happens insignificantly to those who have low motivation.

Puppet is an effective media to teach writing for the students having high motivation because this media provide the visual, auditory, and kinesthetic experience for the students. High motivation students tend to be active and compete to write based on their imagination. The figure of puppet that looks realistic and represent the figure of human or animal give the students’ visual experience so it helps the students to imagine widely that will also make them get wider concept of idea in writing. Each puppet has their own character and each character has different voice and intonation, for example lion puppet has loud voice and deep intonation it give the students idea if they want to write the story about lion they have imagination that the character of lion has loud voice. Puppet combines visual, auditory, and kinesthetic experiences for students of different learning styles or preferences (Reidmiller, 2010: 22). Therefore, Friedman (1996: 18) states that the puppet provides a visual metaphor that represents real life, but is “one step removed from the real world”.

On the contrary, students having low motivation have contradictory characteristics with the high one. They are characterized by having less desire during teaching and learning process. Students with low motivation have low level of personal enjoyment, like, love, and interest to write that affect their low willingness in writing. Because of that, low-motivated students have less motivation to take a part in activities during teaching and learning process. They show no interest and no willingness during the process of learning. They cannot give new ideas and share with other since they have less imagination. Therefore, they are unable to enjoy the learning process through media that given by the teacher. Low-motivated students are defined as they have an absence of individuals’ desire to behave in particular ways that fuel the choice to engage in particular activities (Legault et.al in Jacobson, 2009: 5).

Low-motivated students have no interest to do the task well. They have low personal enjoyment when they are learning. They feel a burden to learn and they do not care about whether they can achieve their learning goal or not. Clinkenbeard (2012: 623) says that low-motivated students see no reason to work on tasks or otherwise of no interest to them. Moreover, low-motivated students are easy to get bored and poor concentration while teaching and learning process. They have less desire to learn writing and feel that learning writing is difficult. Because of the characteristics of students who have low motivation, whether they have taught by using Puppet or Picture
Series while studying they still have the difficulties to write. Thus, Puppet is as effective as Picture Series to teach writing for students having low motivation. It is in line with, Pelletier (2006: 568) say that low-motivated students have been associated with boredom and poor concentration in class, less desire to do the task, higher perceived stress and low personal enjoyment at school and while studying.

**CONCLUSION AND SUGGESTIONS**

There are some research findings that can be taken: (1) Puppet is more effective than Picture Series to teach writing; (2) The students having high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students' motivation in teaching writing. In this case, students having high motivation have better writing skill than those having low motivation when they are taught using Puppet. However, students having low motivation have better writing skill when they are taught using Picture Series.

From the research findings, it can be suggested that: (1) It is better to adopt or apply Puppet in teaching writing; (2) Students are suggested to use Puppet as media in learning, so it can motivate them in learning, widen their imagination, decrease their anxiety to write, and give chance to develop students' thoughts and ideas in writing freely. It is also suggested that students use this media when they want to learn any kinds of text, such as recount, procedure, narrative text, etc; and (3) It is better to use the findings of this research as a literature reference for other researcher with different variables or different population characteristics.

**REFERENCES**


