

**EXPLORING THE USE of HAND PUPPET IN
TEACHING SPEAKING**

THESIS

Submitted by

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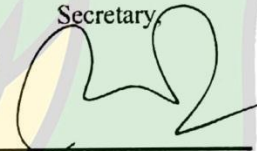
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:*Exploring The Use Hand Puppet in Teaching Speaking* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 20 April 2020
Saya yang membuat pernyataan,



Siti Ichtiarni Oktari

A R - R A N I R Y

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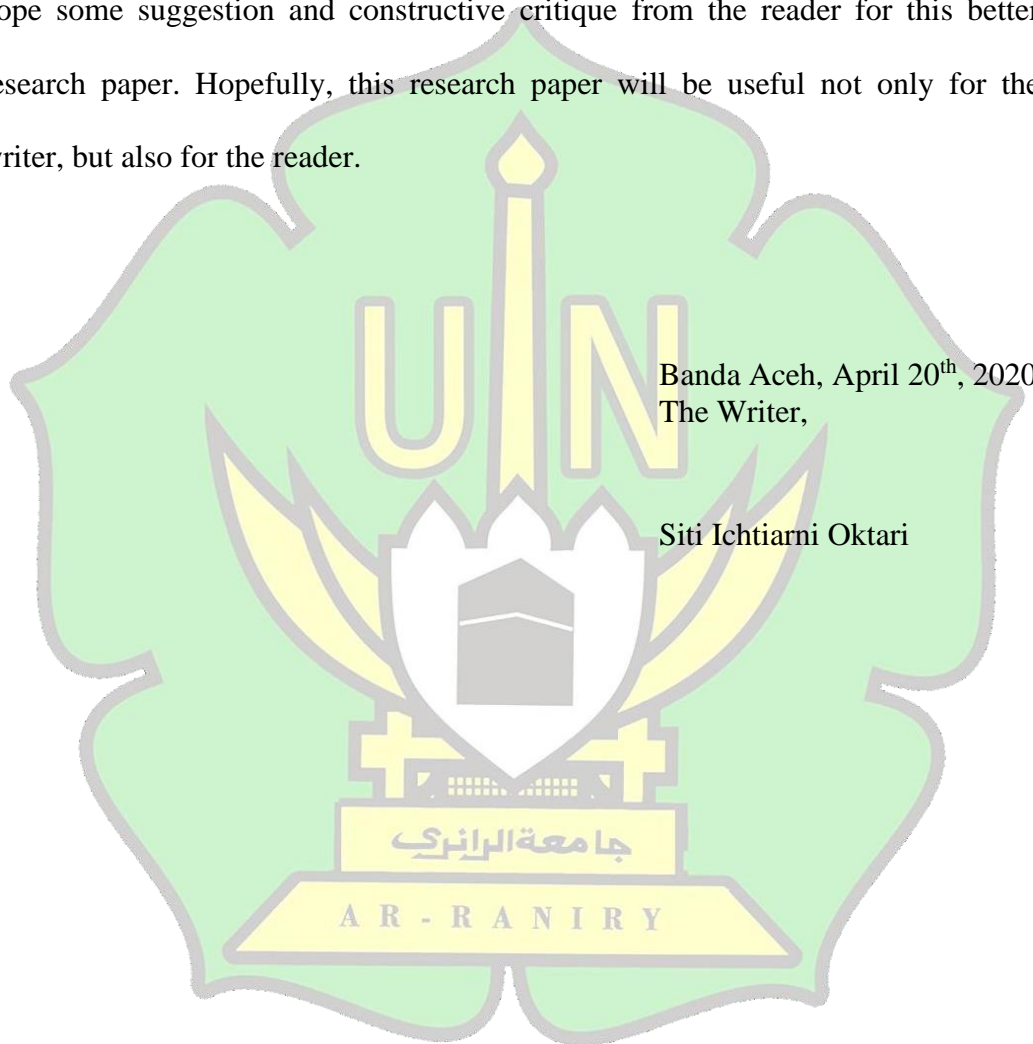
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Banda Aceh, April 20th, 2020
The Writer,

Siti Ichtiarni Oktari

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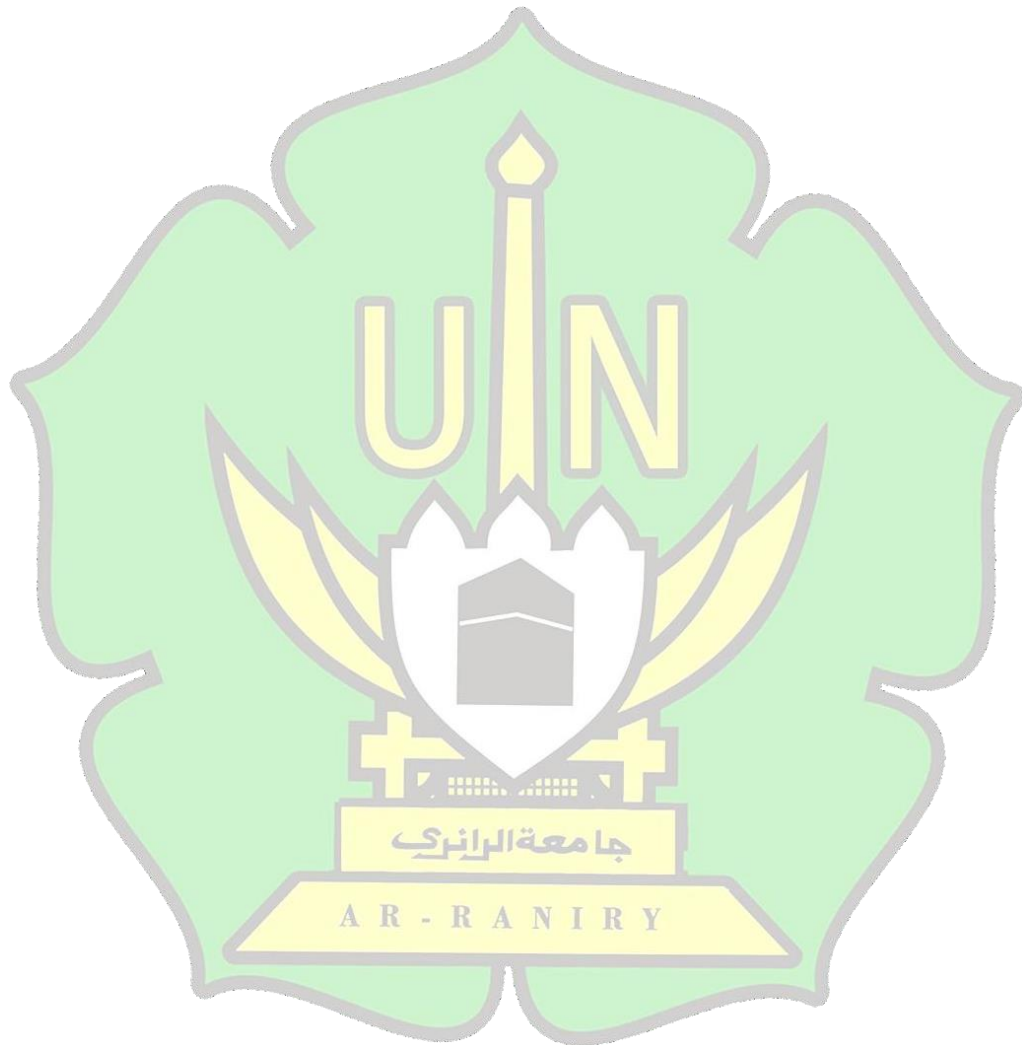
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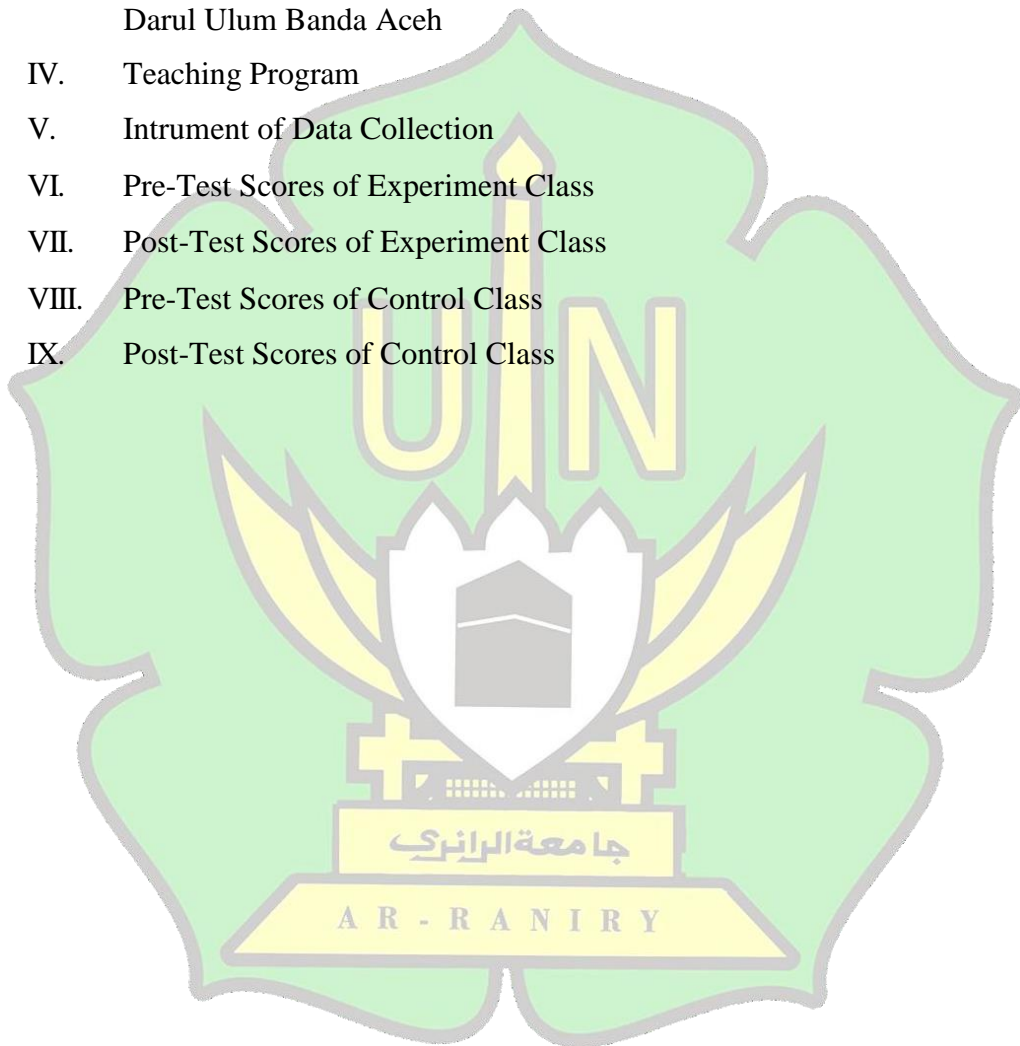
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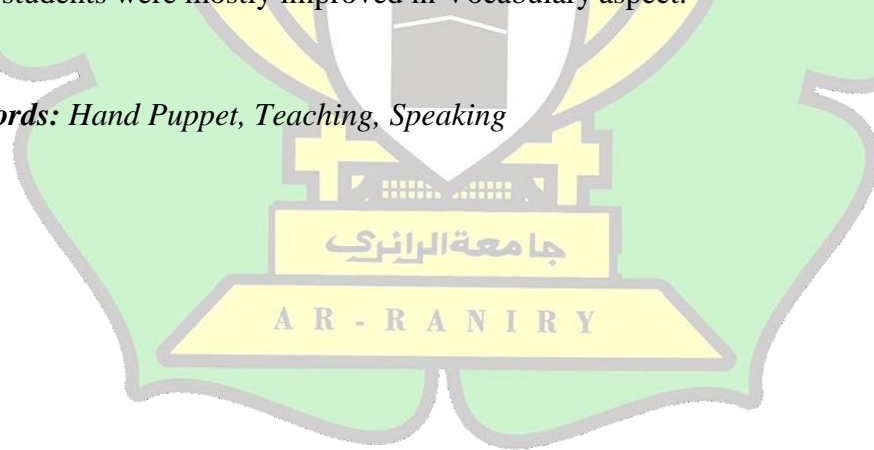
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ABSTRACT

This research focuses on teaching speaking using hand puppet to the second year students of SMP ISLAM Darul Ulum Banda Aceh. This is to find out whether using hand puppet in teaching speaking improve students' ability and to find out which aspect that most increased students' in part of speaking English skill. The population of this study was the second grade students of SMP Islam Darul Ulum which was 58 students, while the sample was taken 36 students (class B 18 students) as the experiment class and (class C 18 students) as the control class. The experimental class was taught using puppet as the media and the control class was taught without using it. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. The data of the test were analysed by using statistical procedures. It was found that the average post-test score of experiment class (64,2) was higher than the average post-test score of control class (58,5). It showed that the students of experimental class improved their speaking ability. Furthermore, it also proved by the result of the hypothesis was higher than t-table ($2,22 > 1,69$). This means that there was significant difference which of achievement between the students who were taught by using Hand Puppet and the students who were taught without using Hand Puppet. In addition, the implementation of puppet helped the students in learning process, especially in learning speaking. Vocabulary aspect, the result shows that the students were mostly improved. To conclude the research in this study is using Hand Puppet was improved in speaking skill and also the data shows students were mostly improved in Vocabulary aspect.

Key words: *Hand Puppet, Teaching, Speaking*



CHAPTER I

INTRODUCTION

A. Background of Study

Media is one of the components in teaching learning process by which the teacher applies in both teaching and delivering materials in the classroom. By using media during the teaching learning process, It will be able for teaches to motivate the students in both learning and studying the materials being presented. They use media as aids to convey the meaning and construction of language, at the same time involve the students on the topics, or as the basis for an entire activity. According to Murcia (2001, p. 461), media can serve as an important motivator in the language teaching processes in order to encourage the students' interest in learning. Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes.

Besides, according to Harmer (2001), using a variety of the media teacher can overcome students' boredom so that the students will learn enthusiastically, enjoy the teaching learning activities and will understand the lesson easily. Teaching with media is a key component in most language programs. In this study of language activities, the researcher use hand puppet as a media in the language practice in the classroom.

Puppet as one of media shows directly characters of something and their details. Also Jack (2006, p. 251) stated teaching with hand puppet media makes it easy for teachers to explain student content.

Moreover, puppet is fun and easy. Faurot (2009, p.17) argues that these hand puppets generally have soft bodies and heads, and their basic movements can be controlled practically easy. Many kinds of puppet used by the teacher such as hand puppet, shadow puppet, finger puppet, etc. It gives benefit to the teacher because he/she has an example's model in presenting his/her material to his/her students. This research is to explore the use of puppet in teaching speaking.

Using puppet in teaching speaking English is very important in many ways. First, students who are not good at English speaking and even not interested in learning about English language, this media can be used to overcome such problems. Then, hand Hand puppet for example can enrich the students' imagination, which immediately can attract them in studying and learning speaking. This also may happen to the students at Dayah Modern Darul Ulum.

This study tries to uncover the difficulties and boredom in speaking skills among students Junior Hight School at Darul Ulum. Some of students Junior Hight School at Darul Ulum cannot speak fluently because they do not have much vocabulary and interest, they still try to recall the words when they are speaking. So they are not only lack of language component, but also inconfidence, often learners did not understand the meaning, they could not speak well because they were confused of using the words. Because of that the researcher tries to find a possible way of stimulating learners to talk through using hand puppet.

Based on these conditions, the reseacher is to find out better option for improving speaking skills. Equally, researcher used Hand Puppet materials to deliver materials to the learners to make the class interesting and meaningful.

Hand Puppet can also give positive affects on the studens' interest and motivation in studying English as well as to increase their speaking skill. Another purpose of this study is to explore students' toward the use of Hand Puppet as media in improving their speaking ability. As a final point, this research was conducted to employ media hand puppet as a tool in teaching speaking for Junior Hight School at Darul Ulum Banda Aceh.

B. Research Question

Based on the background of study, the reseacher concluded research question as follow:

1. Will the use of hand puppet improve students' ability in Speaking English?
2. Which aspect of speaking does mosly increase?

C. The aim of study

The purposes of this study are as follow:

1. To find out whether the use Hand Puppet will improve students' ability in English Learning.
2. To investigate wich aspect of speaking does mosly increase.

D. Hypothesis

To get answer, the writer proposes Null hypothesis (Ho) and Alternative hypothesis (Ha) as below:

Alternative Hypothesis (Ha) : There is significant difference of the students' English achievement after they are taught by using hand puppets as media.

Null Hypothesis (Ho) : There is no significant difference of the students' English achievement before they are taught by using hand puppets as media.

E. Significance of Study

Puppet is pleasure, puppet works in all kinds of situations as a mediator between teacher and students. It can help students express their thoughts and learn to speak. This research has significance on contributing theoretically and practically, and can be expected to be useful in teaching learning process. The significances of the study were to:

1. For Teachers

The finding of this study can help them in teaching process and will notify the teacher that hand puppets are able to use as an interesting technique to increase the student's skill or ability in speaking. For the teacher, hand puppet helps to represent the foreign language in an authentic way. By using hand puppet during the teaching learning process, hopefully the teacher can motivate the students to learn and understand the material presented. Teaching using puppet can be used as the alternatives technique in teaching learning process (Nilawati, 2007, p. 14)

2. For students

Students will be able to develop and interest in English speaking. Using puppet as colorful and entertaining things will help students easily understand the material in class. The use of puppets allows students to express themselves through the social aspects of communication. Slattery and Wilis, (2001, p. 18-19) stated that puppet is a kind of aid who help children practice in speaking. Sometime in front of the class, a young student is shy to speak. Student can be motivated by using the hand puppets. Hopefully the research would lead the students to improving the speaking ability of using hand puppets. So that they can be more confident in their speaking ability.

3. For reseacher

Through this research, the researcher will find an alternative way of teaching english in a fun way and this is a good method for researcher because interested of using hand puppet. Hopefully, the next researcher can dig deeper information to improve this research.

F. Terminology

There are some terms which are needed to be defined in this reseach to avoid unnecessary misunderstanding and ambiguity. They are:

1. Explore

According dictionary John, M.&Hassan,S. (1989, p.239) explained "Explore" is analyze, examiner, exploration and examination. Besides, based on vocabulary.com "Explore" is a verb that means "traveling in or around."

Exploration the Latin root of exploration is exploring, meaning "investigating or finding out". So, based on this finding that means "explore" is to see interesting while exploring a new things.

2. Use

Use is purpose, employing, and application when to do something, as find out from dictionary John,M.&Hassan,S.(1989,p.197). Furthermore, cite of yec.co.id (2018) stated that the purpose of this "the use" is to utilize a device to do something. And also retrieved from Vocabulary.com "The Use" means work or hire for a specific purpose. Based on these explanation that means "The use" as a verb,this means a purpose or to achieve something.

3. Hand Puppet

Puppet is a doll, small character of an animal moved by wires or cords, that used in plays or show. The puppet is entertaining, interesting and humorous. According to (Lines & Nunan, 2005, p. 33) stated "puppet will use properly in the children classroom, it is because student will feel more comfortable to speak with puppet".

Based on the Cambridge Advanced Learner's dictionary (2008), Puppet means a kind of toys which shaped like other creature, human or animal, and it can move by strings, the fingers or when we took the hand inside. Meanwhile, Lohnes (2002, p. 6-8) assume puppet is an object made by wood, cloth, plastic, cardboard, etc.

In conclusion based on the statement above using hand puppet is better to use an appropriate to attract the students' attention. Puppets is not complicated so the teacher can make it by themselves and know the material easier. By using puppet the students can hear, see, think, and describe something directly. It also helps students to produce and combine a variety of characters like human or animal.

4. Teaching

Teaching is a process in which students, teachers, curriculum and other variables are structured systematically to achieve some purpose goals. According to Hornby (1995, p. 1225) teaching is how to show somebody to do something, so that they will be able to do it themselves. Furthermore, Tardif as quoted by Mustofa (2015, p. 195) "Teaching in principle is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner)". It means that teaching is an act within taken by a teacher to help and facilitate students in learning activities.

So, based on the explanation, it can be concluded that teaching is the practice or process of addressing to people's needs, perceptions, experiences and emotions or feelings of individuals and making specific methods to help them understand specific things.

5. Speaking

Speaking has the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal

chords, tongue, teeth and lips. According to Cameron (2001) speaking is the active use of language to express meanings so that other people can make sense of them. In speaking someone is obligation to be able to use the spoken language well. Speaking that one of the important skills to be mastered. This ability is one of the communications tools. It means that speaking is related to communication in human life.

According to Richards and Renandya (2002), speaking is one of the central elements of communication. It means that speaking is very important. Speaking an interactive process of constructing meaning that involves producing and receiving and also processing information (Brown, 2001). Additionally, Kayi (2006, p. 1) said that speaking the process of building and sharing meaning through the use verbal and non-verbal in variety of context.

Based on the above statement, it can be concluded that speaking is the way to communicate which only to properly produce language and also to express feelings, and to describe experiences and to clarify ideas through language used by people includes children.

6. Teaching Speaking

In teaching learning process, teachers have the ability to improve speaking students and the environment of the classroom by designing the interesting teaching learning activities. It is not easy to get students to speak in class. Therefore, the teacher should make an effort to teach how to make the students speak English as well as a means of communication. There are some explanations for speaking teaching.

According to Nunan (2003), teaching speaking is to teach English language learners to produce the English speak sounds and sound patterns. Furthermore, according to Hughes (2002), the goal of teaching speaking is communicative efficiency. In learning speaking students should be able to make themselves understand and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation.

According to Murcia (2001), when teaching speaking, teacher needs to be particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class fun and enjoyable.

It can be inferred that, teaching speaking can be fun and exciting that makes students feel comfortable they can speak and express their feelings openly. In this study the teaching speaking used the way of hand puppet for junior high school. So, It is supposed that hand puppet as a media in teaching speaking significantly can build up students ability in speaking.

A R - R A N I R Y

CHAPTER II

LITERATURE REVIEW

A. The Hand Puppet

1. Definition of Hand Puppet

A hand puppet is a puppet played by hand, to play it somebody has to put his hand inside and move it with his fingers. Typically it's like a doll just a little animal figure like monkey, dog, cat, human, and so on. Puppets are not only used for art shows in this period, but also used to teaching and learning process.

According to Thornbury (2005), puppet is recognized as a great teaching tool. Puppets are first-rate interesting storytellers, and humorous. Besides, according to Peyton (2002), puppets are widely recognized for their beneficial influence on learning and social for all ages. It means that puppet language is unique in its ability to help teachers and children learn from one another, grow, and to be self confident.

In addition, Logan (2007) said puppets could be integrated into a number of oral language techniques including storytelling, oral writing, and choral speaking. Puppet related to things that enrich students imagination which immediately can attract someone especially children.

Based on the explanation above, puppet gives express feelings, attitudes and emotions. For example, hand puppet is an replica of some kind animal. The puppet, thus gives students an access to imagination experience a fantasy world. Could be from it that can make the students to study more.

2. Hand Puppet as a Media

Media is one of the teaching components which should be involved in teaching learning process. According to Harmer (2001), assume that media of teaching used by teachers to explain language meaning and construction, engage students in topic or as the base of a whole activity. Media refers to various means of communication. Besides, the puppet media help students to express their thoughts, ideas and feelings that they could not otherwise. Puppet it is one of the media shows characters of something as well as their description, it also present fun. Puppets also provide the teacher profit as she/he has a model for delivering lessons to the students. Suyanto (2010, p. 103) states that “the teacher can use puppets for all activities. By moving it, the teacher can make puppets speak, move and walk.

According to Depdiknas (2004, p. 13) stated that using a variety of the media can overcome students' boredom. So, the students not only will learn enthusiastically, but they also will enjoy the teaching learning activities and they can understand the lesson easily. Furthermore, according to Palmer (2014), using more media is good, when teacher speak and collaborate their utterance makes the listener (students) more engage.

In short, based on the explanations above the reseacher can conclude that puppet is one of the media which is helpful in teaching and learning process. It helps not only teachers but also students in both teaching and learning. On the other hand, If the teacher does not use the suitable media, especially in the teaching of speaking skills, the students will be frustrated and will not be interested in following the lesson. However, with the puppet the students will be

more engaged in the learning process. It means that in teaching speaking, puppet has a great impact.

3. Kind of Puppet

Puppet is designed to show the character. It is a kind of children's play materials. There are some kinds of puppets. Puppet is a thousand-year-old art that survived. Puppet has been changed all the time and it still exists today. The purpose of puppet changes. Today, it is used in the school for educational purposes as well as in library or school entertainment tools.

Marilyn Lohnes (2002, p. 7-8), explained in her book there are lots of kinds of puppet that we can see such as; The Marionette, Shadow Puppet, Stick Puppet, and also Hand Puppet. Furthermore, according to Foppoli (2017) has argue there are a lot of different kind of traditional puppets; Glove puppet, Rod Puppet, Marionettes Puppet and shadow puppet. Moreover, based on that explanation above, the writer can conclude that :

- a. Marrionette Puppet that is a kind of ancient puppets. It's made from wood. This shape looks like a human body. And a marionette is a puppet controlled from above using wires or strings
- b. Shaddow Puppet is almost the same marrionettes puppet, but it's more easier. It's made of thick cardboard or papper. In Indonesia it similar with leather puppet or wayang. Shadow puppets are played that are between a light and a screen. An experienced puppeteer will operate the shadow puppet with a back light on the stage by come to walk, talk fight and dance. The audience will enjoy the

shadow that appears in the wall. Even the shadow puppet looks simple; it is not too easy to operate.

- c. Stick puppet is a doll that is made from a spoon or stick, this is can be simple or complex. It depends on the design.
- d. The glove puppet, also referred to as hand puppets this is the most commonly puppet. It is inexpensive. The puppeteer may create their own hand puppet or buy the readily hand puppet in the store. The way to operate it is by the hand of the puppeteer. The hand can be directly placed inside it. Then the fingers operate the head and body part of it. It is relative easy to a new user.
- e. Rod Puppets are dolls that are played using wood. Its simplest, a rod doll is a basic doll or stick that is operated with one rod.

So when a teacher gives students puppets, they will build their imagination, they will try to think about the characters of puppets When looking at puppet faces or bodies.

4. Advantage of using Hand Puppet

Some students like a hand puppet because it is fun and energetic to inspire them to actively study in the classroom, especially young high school students. The advantages of the use of puppets in the classroom are many and varied. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others, where there is give and take and sharing of ideas. Hand puppet as a media of course has some advantages.

According to Martin (2002), here are some advantages in using hand puppet:

- a. Introducing new vocabulary and sentence structures
- b. Repeating and deepening knowledge
- c. Storytelling
- d. Singing songs
- e. Playing action games

According to Peyton (2002) for all ages, puppets are widely recognized for their beneficial influence on learning and social. It means that puppet language is unique in its ability to help teachers and children learn, grow, relate opening, be self-confident and self-expressive from each other.

There are some advantages in using hand puppet:

- a. The puppet introducing new vocabulary.
- b. The puppet can help the students to relate and play better with other students who speak English fluently.
- c. The puppet is a way for students to speak in front of the other students without feeling intimidated.
- d. The puppet can increase the students' communication, and so reduce the teacher's domination of the classroom
- e. The puppet can bring about the development of many aspect of language in junior high school
- f. The puppet can help to serve as a very effective aid for teaching language arts.

The use of puppets can motivate student interest in the speaking. Based on Ningtyas (2012) there were some advantages using puppets:

- a. The teacher easier to explain the material to the students
- b. Teacher can do correction directly during her students' performance by using the media
- c. Puppets help the students to develop their vocabulary and they feel easy to speak in front of the class
- d. Students feel confident when they perform
- e. Students become more active in the class
- f. Puppets give students motivation and the students can develop their ability in speaking descriptive text

Furhermore, according to Reidmiller (2008) also gave some advantages using puppets; (1)Puppet activities keep students actively engaged, (2)The use of puppets prepares the brain for learning and is a powerful motivator in learning, (3)Puppet play stimulates the brain and opens communication for all ages

From many statements above it can be cloncluded that the use of puppet helps the teacher transfer their knowledge to the students. Besides that the use of puppet can improve the student's interest to the subject being taught. It also allows students to be involved in teaching and learning process such as improving new vocabulary, becoming more confident and interested in learning storytelling and then the use of puppet makes students more active in speaking, It also helps the students understand the material of teacher's explanation.

B. Speaking

1. Definition of Speaking

Speaking is one of the English learning skills that students should learn. Children's speaking is focused on oral skills. People get the information they really want to know through speaking. It's because speaking is the way people communicate orally to others on their perceptions and intention. According to Cameron (2001) Speaking is the active use of language to express meanings, speaking not only about producing the word but also the use of language to relay meanings that other people can make sense of them.

According to Thornbury,(2005, p. 1) speaking is so much a part of daily life, speaking an activity to communicate with others. On the other hand, (Torky, 2006) defines speaking as a way to produce the sound that created signals. It related to the combining sound systematically to create meaningful sentences, speakers and listeners exchanged the messages orally. It means they want to deliver or share their ideas to others. And also according to Bailey and Nunan (2005, p. 2) cited "Speaking an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and evolving and it is not completely unpredictable."

From the above definitions of speaking stated above, it can be concluded that speaking is an oral communication that is used to convey messages including ideas, thoughts, and feelings orally, its purpose is to communication with others.

2. Basic Types of Speaking

Basic speaking is very important, students must know the types that in basic speaking. According to Christine and Burns (2012, p. 15), the importance of speaking in the language classroom is not just as a communication skill, but also as a means of facilitating the mastery of the target language and the learning of academic content. In the context of basic speaking, according to Brown (2004, p.141) describes six types of speaking skill. Those six types are as follows:

a. Imitative

This types includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. In this type student are asked to imitate the teacher's speak. It means the teacher speaking is only focused on pronunciation, grammar, and intonation.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. In intensive speaking the teacher may give students some pair work activities and ask students to practice some dialogues which contain some grammatical patterns and daily expression.

c. Responsive

Responsive performance includes interaction and test comprehension at the limited level of very short conversation, standard greeting and small talk,

simple request and comments. So, in this type students may give short replies to the teacher or even ask some questions or comments. To response a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking

d. Transactional

In this type students are involved in exchanging specific information with their friend. They control their conversation by themselves. Transactional speaking, carried out for purpose of conveying or exchanging specific information.

f. Interpersonal

It is carried out more for the purpose of make social relationships than for the of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games. By interpersonal it is meant speaking for maintaining relationships. The challenge of interpersonal speaking is the context or pragmatics The speaker has to keep in mind the use of slang, humor, ellipsis, etc. when attempting to communicate.

f. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. This type is to develop students oral ability of producing spoken language which is more formal and deliberate. These type of spoken language is the most difficult for learners, since they not only deliver the message or information to the audience but also think about the

structure and appropriate way to deliver the message in order to make the audience understand. It is difficult for the audience to get all the the information from the learners who is confusing.

3. Component of Speaking

According to Syakur (as cited in Pipin, 2010) defines that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency which may be assessed:

(1) Comprehension for oral communication certainly requires a subject to respond to speech as well to initiate it; (2) grammar, it is needed by the students to arrange a correct sentence in conversation; (3) vocabulary, vocabulary means the appropriate choice of words which are used in communication; (4) Pronunciation, pronunciation is the way for students to produce clearer language when they speak, and (5) Fluency, fluency can be defined as the ability to speak fluently and accurately.

Speaking is needed in all of life activities. In speaking, there are five component to be mastered that consist of grammar, pronunciation, vocabulary, fluency, and comprehension. The following five components are generally:

1. Comprehension is the ability to understand something. For oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it. According to (Cohen et al., 2005, p. 51) stated comprehension refers to the fact that participants fully understand the material, even when procedures are complicated and difficult. Therefore, that the comprehension refers to the speakers'

understanding about what are they saying to the listeners in order avoid misunderstanding information.

2. Grammar, it is needed for students to arrange a correct sentence in conversation. Moreover, Nelson (2001, p. 1) stated that grammar is the study of how words combine to form sentences. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words (Batko, 2004, p. 24). It can be inferred that grammar is a principle that students need to incorporate correct sentences in both written and oral forms of conversation.
3. Vocabulary, Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words used in at least two forms: oral and written.. Moreover, Vocabulary is a set of including single words, compound words and idioms (Richards and Schmidt, 2002, p. 580). In spoken language, the vocabulary tends to be familiar and everyday (Hinkel, 2003). It means that in spoken language or speaking, the vocabulary it is used in everyday conversation in order to understand.
4. Pronunciation, Pronunciation is the way for students when they speak to produce a clearer language. Moreover, Pronunciation covers all those aspects of speech that make speaking easy to understand, including rhythm, intonation and sentence construction, and even gesture, body language and eye contact (Fraser, 2001, p. 6).

5. Fluency, fluency can be defined as the ability to speak fluently and accurately. According Based on Nunan (2003, p. 55) fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Fluency signs include a relatively fast speaking speed and only a few pauses.

Based on the theory above, it can be concluded that there are some points that should be considered in component speaking. The students need to know at least the pronunciation, vocabularies, and language component that they are going to use. When the students have been ready and prepared for the activity of speaking, they can use the language properly.

4. Technique of Teaching Speaking

Teaching speaking is the way students can express their emotions, interact with other people in any situation. For this reason, it is important to have clear understanding while teaching speaking skills. According to Hughes (2002), the goal of teaching speaking is communicative efficiency. So, in learning speaking students should be able to make themselves understand and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation.

In addition, teaching speaking methods are typically monotonous and still in traditional ways. the teacher actually just explains the textbook materials.

To overcome this problem, the teacher should have some interesting techniques to motivate the students in learning speaking in English. According to Murcia (2001, p. 110) states when teaching speaking English as a foreign language, teacher needs to be competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class to be enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends. It helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

Furthermore, according to Ramazani (2013, p. 1748) stated in teaching learning process, the teachers have the ability to improve the students' attitudes and the classroom environment by planning the interesting teaching learning activities. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the education process and their students as well. Besides, according to Orr (2006, p. 34) advises that a good way to begin each class is with an oral activity, It helps students begin thinking in English and creates an opportunity for them to develop conversation skill and vocabulary.

Based on these explanation there are some important point that must be considered in teaching speaking. In this case teachers should have a clear objective about the lesson. The teacher should apply suitable techniques, to explore students ability to speak confidently. In this study the researcher uses hand puppet as a media teaching and learning for the teacher in conveying the

material. So, students will be able to use words and speak without very much confused.

5. Activities to Promote Speaking

Teachers are allowed to carry out some exercises in the classroom to get good students to speak English. To make students fluent in English language, they will accept English as a matter of habit.

In this research used hand puppet is one of media to promote and learning process improve speaking. Because it can be used as a model especially performing in front of the class. The students can see the performance of the model first and then, they can imitate the performance. The teacher can help the students by tossing out new and unfamiliar vocabulary words, and talking about the parts of speech to describe how the puppet act and feel.

Here are some activities which can help student to be great in speaking English. Kayi (2006) states that there are some activities to promote speaking skill in the classroom:

a. Discussion

Discussion happens when one person face the another person to talk each about his feeling, opinion or idea. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. Fauziati (2002, p. 134),

states that the main aim of group discussion is to improve fluency, grammar in probably best allowed functioning as a naturally communicative context.

b. Role Play

Role play is provides the opportunity for the students to develop and revise their understanding and perspectives by exploring thoughts and feeling of characters in given situations. Role plays give learner practice speaking the target language before they must do so in a real environment. They have to speak and act from their new character's point of view (Harmer, 2007, p. 125).

According to Richad (2003, p. 222) Role play is attractive to students because it allows students to be imaginative and to spend a while in the role of another person. Learner can used their idea and their imagination in role play to made situation more real. In role play activities, teacher gives information to the learners such as what they thing on the character. Role play can be like mini-dramas (Lindsay and Knight, 2006, p. 67).

c. Storytelling

Storytelling is seen as an aid for teaching, the storytelling is interesting enough, the using of hand puppet inside the storytelling itself can make it more life. According to Harmer, (2007, p. 129) telling stories is we spend a lot of time telling other people stories about what happened in that story. Students will more interesting and encourage by that collaboration. In storytelling the teacher usually asks to the students to read a story for the several times then, he asks to the students to retell it. In short, storytelling will really help the teacher and the students in speaking skill teaching and learning process.

d. Picture describing

The activity of picture describing the teacher usually gives the students pictures then he asks to them to mention the characteristics of the pictures orally. Picture cues require no prior preparation on the part of the student and can be used to elicit the following language function: describing, giving information, or giving opinion (O' Malley and Pierce, 1996, p. 79). In this activity, the teacher usually divides the students in a several groups consist of 4-5 and gives different picture each group.

e. Dialogue

Dialogue is one of the media to promote speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students' vocabulary. Therefore, in teaching-learning uses dialogue (short and long). Dialogues is two sides communication, it means we just not have to express something but we should have to understand what another peoples said (Klancar, 2006). So, those activities can be used by teachers to teach speaking. Teachers can choose an activity related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught.

From the explanation above, so many activities can promote speaking and it help the teacher to present the material handily. However, the level of its success depends on the teacher's way in managing the classrooms' activities. He or she should be able to organize the activity well, make the students feel secure and enjoy the activities.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of research method that used in this study. It includes research design, research location, population and sample, technique of collecting the data.

A. Research Design

Research design is a way to plan how, when and where the data are to be collected and analysed. Sukardi (2003, p. 183) explained that research design is all the process needed in designing and implementing research.

This study was conducted in an experimental design with the class pretest-posttest design by using quantitative approach. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulation on the dependent variables (Ary et al, 2002, p. 276). It can be concluded that experimental research is a quantitative research procedure in which the researcher give activity or material that make a different result for the participants.

To conduct the data, method is used quantitative. According to Cresswell (2009, p. 22), Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. To collect the data, the sample will be divided into two

classes. One of the classes was assigned as the experimental group and other one as the control group.

An experimental teaching at Darul Ulum was measured by pre-test before giving the treatment and post-test after giving the treatment to the students. The results of all test were used to describing students' achievement in speaking after using hand puppet in their learning processes. There was two class are chosen to be the sample (Class B as experiment and Class C as a control), the class was given pre-test in the beginning and the post-test in last meeting. The experiment design in this study is:

Table 3.1

Design of Study

Group	Step 1	Step 2	Step 3
Experimental	Pre-test	Treatment by using hand puppet as media	Post test
Control	Pre-test	Treatment by using conventional media	Post test

B. Reseach Location

The present study was conducted at Junior High School of Darul Ulum Banda Aceh, which is located in Jambotape street, Banda Aceh city, Aceh Proviencie. It was established since 1990. The subject of the study was the second grade in the academic year 2020/2021. This school has some facilities to support the teaching and learning process.

So this research hold at this school because:

1. The writer found that the students still have weakness and not interested in learning English speaking.
2. The research has never been conducted before.
3. Suitable for ability and limitation of time and finance.
4. The school is easy to do research for the purpose of collecting data.

C. The Population and Sample

1. Population

A population is any group of individuals that have one or more characteristics in common that has same characteristics. Population based on Arikunto (2010), in Encyclopedia of educational evaluation noted that a population is a set (or collection) of all elements possessing one or more attributes of interest. In this study, the population was the second grades students of Junior High School of Darul Ulum Banda Aceh in the academic year 2020/2021. The total numbers of second grade students were 56 students which were divided into three classes VIII-A, VIII-B and VIII-C.

Table 3.2

The Population of Research

No	Class	Number of Population
1	VIII A	20
2	VIII B	18
3	VIII C	18
TOTAL		56

2. Sample

According to Arikunto (2010, p. 174) sample is a part of population which is researched. Azwar (2010, p. 79) state sample is a part of population.

In this study the writer using purposive sampling to the sample. Purposive sampling is a sampling technique that is not based on rules (random), regions, or strata Arikunto (2006). When researcher going to Darul Ulum school, the researcher met the English subject teacher for permission to conduct research in her class being taught. Then the teacher distributes the class to the researchers namely classes B and C, because there class was considered lacking in English language lessons. So, the writer was take two classes in order to get the data., students divided into two classes (VIII-B and VIII-C) of Junior High School (SMP) Darul Ulum Banda Aceh. Which is the class VIII-B is experiment class and VIII-C is control class. The total number of the sample in experiment class (VIII-B) consist 18 male students and the total number of the sample in control class (VIII-C) consist 18 male students. Which are class VIII-B by using hand puppet as media while class VIII-C without using treatment.

This research was conducted in three meetings. The first meeting was for pre-test they had speaking introduce themselves in front of class. The second meeting was for explanation of Recount Text by the researcher and in the last meeting there was different for both class, in control class the last meeting was post-test that is they had to speak a short conversation about recount text (holiday) in front of the class with his friends without using any media. On the other hand, experiment class the last meeting was post test of recount text

(Holiday) by doing treatment they had to speak a short conversation by using hand puppet in front of the class.

Table 3.3
The Sample of Study

No	Class	Number of Sample	Group
1	VIII B	18	Experiment
2	VIII C	18	Control
TOTAL		36	

D. The instrument of Data Collection

Gay and Airasian (2000) stated that instrument is a tool that is used in collecting data. To support this research, the researcher needs to collect data. To carry out the data needed, the writer divides the test into pre-test and post-test and also pre-experimental design. Pre-test and Post-test are given to both control group and experimental group. The pre-test was conducted before the treatments given, the purpose of giving the pre-test is to know the students' achievement speaking skill before the treatments are carried out. Meanwhile, post-test is conducted after the treatments, the researcher given Recount Text about holiday and the student have to perform in front of the class with his friends to dialog.

The explanation was be discussed as follow:

1. Experimental Teaching

To obtain data needed, experimental teaching was conducted in this study.

The researcher taught control and experimental class directly. The researcher

choose two class to be the sample of this research, and from that class the researcher will make a comparison. The first class as experiment class (VIII-B) the reseacher teach recount text by using of hand puppet and the second class of control class (VIII-C) the researcher just only give them Recount Text material without using hand puppet. This is to make comparison of the influence in teaching English by using hand puppet and without using hand puppet.

2. Test

A test is a method of measuring a person's ability or knowledge. Considering the fact that the research's objective is speaking skill, the writer use an oral test. According to Brown (2004a), "Test is a method of measuring someone's knowledge, ability or performance in a given domain."

Based on the statement above, test can be used to measure the students' ability or students' learning achievement. The test was given to know basic competence and to know their earlier knowledge before they got treatment. The writer divides the test into pre-test and post-test. Pre-test and post-test are given to both controlled class and experimental class.

2.1 Pre-Test

The pre-test is conducted before the treatments given, the purpose of giving the pre-test is to know the students' achievement in speaking skill before the treatments are carried out. Pre-test was given by asking the students to speak orally. The score of pre-test then were gotten.

For pre-test the Researcher would asked the student for speak up in front of the class is “Introduce Yourself within 1 to 2 minute”. The writer will listen carefully.

2.2 Post-Test

According (Brown, 2004a, 2004b) Post-test is given to the control and the experimental class after conducting all the treatments and the pre test. It was taken as measurement tool to measure students ability before and after the treatment was conducted. After taught the material, the writer gives the post test. Students’ score of these tests will be compared with the pre-test before.

Meanwhile, post test was conducted after the treatment. It was also given to both control class and experimental class. Then with the result of that comparison, the writer will see the effectiveness of the hand puppet toward students’ speaking skill. The post-test was the last test to know the students’ improvement and motivation in teaching speaking after using hand puppet as media in teaching. It was conducted to compared how was influences by using hand puppet to students’ and without using hand puppet to students' ability in english language.

E. Technique of Data Analysis

After collecting the data, the researcher analyzes the data. Hasan (2006, p. 30) said that “analysis quantitative is analysis that using statistic instruments, the instrument that use models like mathematic model”. The result was given in numerical form then was explained and interpreted in a descriptively. Analysis data quantitative is also called statistic analysis. Statistic analysis is “method to

organize and analysis data quantitative or data that to need as data quantitative” (Tanzeh, 2006, p. 31).

1. Test

The writer used several formulas for evaluating the results of pre-test and post-test information to determine the mean score, standard deviation, and t score. In this research, to score the students’ performance in speaking test, the researcher used analytical oral language scoring rubric. By using this scoring rubric, the students’ speaking achievement completely and specifically could be judged. In assessing the test, the researcher used Haris’s criteria as cited in Sulфина (2012) in scoring the students’ speaking. The criterias are stated below:

Table 3.4: Criterias of Assessing Speaking

No	Component	Score Level				
		5 Excellent	4 Very good	3 Good	2 Average	1 Poor
1	Pronunciation	Speak with few traces of foreign language	Always intelligible, though one is	Pronunciation problems necessitate concentrate	Very hard to understand because of pronunciation	Pronunciation problems are to severe and

		.	conscious of a definite accent.	and occasionally lead to misunderstanding.	ion problems, must frequently be repeated.	make speech virtually unintelligible.
		(17-20)	(13-16)	(9-12)	(5-8)	(1-4)
2	Grammar	Uses English with few (if any) noticeable errors of grammar or word order (17-20)	Occasionally makes grammatical and word order errors which do not, however, obscure meaning. (13-16)	Makes frequent errors of grammar and word order which occasional obscure meaning. (9-12)	Grammar and word order errors make comprehension difficult, must often rephrase sentence and/or restrict himself to basic structural patterns. (5-8)	Grammar and word order errors are so serious as to make speech virtually unintelligible. (1-4)

3	Vocabulary	Use of vocabulary and idioms is virtually that of a native speaker. (17-20)	Sometimes uses inappropriate terms and/or rephrase ideas because of lexical inadequacies. (13-16)	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary. (9-12)	Misuses of words and very limited vocabulary make comprehension quite difficult. (5-8)	Vocabulary limitations are so severe as to make conversation virtually impossible. (1-4)
4	Fluency	Speech as fluent and effortless as that of native speaker. (17-20)	Speed of speech seems to be slightly affected by language problems	Speed and fluency are rather strong affected by language problems. (9-12)	Usually hesitant, often forced into silence by language limitations. (5-8)	Speech is so halting and fragmentary as to make conversation virtually impossible. (1-4)

			. (13-16)			
5	compre hension	Appears to understa nd everythin g without difficulty . (17-20)	Understa nding nearly everythin g at normal speed although occasion ally repetitio n may be necessar y. (13-16)	Understands most of what is said at slower than normal speed with repetitions, has great difficulty following what is said. (9-12)	Can comprehend only “social conversatio n” spoken slowly and with frequent repetitions. (5-8)	Cannot be said understand even simple English conversatio n. (1-4)

Table 3.5 The criteria scales of assessing speaking.

No	Assessment Criteria	Score				
		5	4	3	2	1
1	Pronunciation	20	16	12	8	4
2	Grammar	20	16	12	8	4
3	Vocabulary	20	16	12	8	4
4	Fluency	20	16	12	8	4
5	Comprehension	20	16	12	8	4
	Total	100	80	60	40	20

The criteria of speaking mastery scale:

1. 91-100 : Excelent
2. 76-90 : Very Good
3. 51-75 : Good
4. 36-50 : Average
5. >35 : Poor

Then, the data from test was analysed by using the formula as suggested by Sudjana (2008) by using statistic calculation of the t-test formula with the significance degree of 5%. The formula as follow:

$$\frac{\sqrt{\Sigma}}{\Sigma} [- \quad -]$$

Where:

M_x : Mean of Post-test of the experimental class

M_y : Mean of Post-test of control class

$\sum SD_x$: Sum of deviation score in experimental class

$\sum SD_y$: Sum of deviation score in control class

N_x : Number of student of the experimental class

N_y : Number of student of the control class

The procedures of calculation as follow:

- a. Determining the mean variable M_x with following formula:

$$M_x = \frac{\sum x}{N_x}$$

- b. Determining the mean variable M_y with following formula:

$$M_y = \frac{\sum y}{N_y}$$

- c. Determining variable SD_x with following formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N_x} - \left(\frac{\sum x}{N_x}\right)^2}$$

- d. Determining variable SD_y with following formula:

$$SD_y = \sqrt{\frac{\sum y^2}{N_y} - \left(\frac{\sum y}{N_y}\right)^2}$$

- e. Determining t-table in significance level 5% with df:

$$Df = N_x + N_y - 2$$

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

In this chapter, the writer presents the descriptions of the data, focuses on the analysis of the data covering the experimental teaching, the pre-test and post-test, examining hypothesis and the discussion of the findings.

A. Description of the Data

1. The Teaching

The writer conducting the data by teaching learning process of give them the material about “introduction themselves” as pre-test and about “Recount Text” as post-test.

Activity for Pre-Test (Control Class and Experimental Class)

Students may performing a speaking in front of the class entitle “Introduce yourself” the information you have to share including :

- Your full name
- Your age
- Where you was born
- Your hobby
- Future goals
- Story about your family

Activity Post-Test (Experimental Class)

- Researcher performing a speaking in front of the class talk in 10 minute by using hand puppet to deliver example recount text story about holidays.
- Make a group consist two people and performing a conversation in front of the class using hand puppet about the recount texts with the theme “holidays” that researcher given. Students may prepare and deliver their speaking in they own way within 2 to 3 minute.

Activity Post-Test (Control Class)

- Researcher performing a speaking in front of the class talk in 10 minute by conventional media using whiteboard to deliver example recount text story about holidays.
- Make a group consist two people and performing a conversation in front of the class about the recount text with the theme “holidays” that researcher given. Students may prepare and deliver their speaking in they own way within 2 to 3 minute.

2. The Students' Scores of Experiment Class

After conducting the research, the writer obtained two kinds of data, which as pre-test and post-test scores. The students' speak were scored based on the criteria namely; Pronunciation ,grammar, vocabulary, fluency, and comprehension.

Table 4.1

The Score of Pre-Test and Post Test of the Experiment Class

No	Initials	Pre-Test Score	Post-Test Score
1	AMT	37	60
2	AH	36	72
3	DM	49	61
4	FH	22	50
5	HT	43	61
6	IM	37	51
7	MAMS	63	89
8	MIAF	37	50
9	MA	20	42

10	MAF	66	94
11	MF	51	74
12	MN	47	70
13	RF	37	47
14	RAF	30	50
15	SUL	62	81
16	TMH	33	60
17	YM	54	85
18	ZAF	66	90

B. The Analysis of the Test

1. The Analysis of Pre-Test in the Experiment Class

To analyze the data from pre-test, the writer calculated the data by using the following formula:

a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

AR - RANIRY

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The pre-test data in the table can be listed from the highest to the lowest score as follow:

66	66	63	62	54	51	49	47	43
37	37	37	37	36	33	30	22	20

The highest score of pre-test is 66 and the lowest score is 20, so the range is as follow:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 66 - 20 \\
 &= 46
 \end{aligned}$$

b. Interval

The number of interval class is identified by using formula below:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 18 \\
 &= 1 + (3,3) (1,25) \\
 &= 1 + 4,125 \\
 &= 5,125 \text{ (taken 5)}
 \end{aligned}$$

c. Range of Interval Class

The range of interval class was be examined by using following formula:

$$\begin{aligned}
 P &= - \\
 &= - \\
 &= 9,2 \text{ (taken 9)}
 \end{aligned}$$

d. The Table of Frequency Distribution

Table 4.2

The Frequency of Pre-test score in Experiment Class

Interval	Fi	Xi	Fixi
20 – 28	2	24	48
29 – 37	7	33	231
38 – 46	1	42	42
47 – 55	4	51	204
56 – 64	2	60	120
65 – 73	2	69	138
	Σ		Σ

e. The mean score of pre-test table in experiment class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$\begin{aligned}
 X &= \frac{\Sigma}{\Sigma} \\
 &= \text{---} \\
 &= 43,5
 \end{aligned}$$

The result above shows that the mean score of pre-test in the experiment class is 43,5

2. The Analysis of Post-Test in the Experiment Class

To analyze the data from post-test, the writer calculated the data by using the following formula:

a. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The post-test data in the table can be listed from the highest to the lowest score as follow:

94	90	89	85	81	74	72	70	61
61	60	60	51	50	50	50	47	42

The highest score of post-test is 94 and the lowest score is 42, so the range is as follow:

$$R = H_s - L_s$$

$$= 94 - 42$$

$$= 52$$

b. Interval

The number of interval class is identified by using formula below:

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 18$$

$$= 1 + (3,3) (1,25)$$

$$= 1 + 4,125$$

$$= 5,125 \text{ (taken 5)}$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = -$$

$$= -$$

$$= 10,4 \text{ (taken 10)}$$

d. The Table of Frequency Distribution

Table 4.3

The Frequency of Post-test score in Experiment Class

Interval	Fi	Xi	Fixi
42 – 51	6	46,5	279
52 – 61	4	56,5	226
62 – 71	1	66,5	66,5
72 – 81	3	76,5	229,5
82 – 91	3	86,5	259,5
92 – 101	1	96,5	96,5
	Σ		Σ

e. The mean score of post-test table in experiment class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$X = \frac{\Sigma}{\Sigma}$$

$$= \frac{513,6}{7,9}$$

$$= 64,2$$

Based on the calculation above, the writer got the mean score of pre-test was 43,5 and the mean score of post-test was 64,2. The result shows that the post-test score in experiment class (64,2) was higher than in the pre-test (43,5).

2. The Students' Scores of Experiment Class

1. The Analysis of Pre-Test in the Control Class

Table 4.4

The Score of Pre-Test and Post Test of Control Class

No	Initials	Pre-Test Score	Post-Test Score
1	AM	25	55
2	AAS	21	40
3	DA	60	72
4	FM	42	59
5	FP	45	48
6	H	37	54
7	HAF	43	56
8	IZ	61	80

9	KR	36	50
10	MAS	38	48
11	MFH	61	85
12	MS	40	60
13	MSR	56	75
14	RSS	50	65
15	TA	20	40
16	WA	37	50
17	ZAF	58	68
18	ZI	20	47

B. The Analysis of The Test

1. The Analysis of Pre-Test in the Control Class

To analyze the data from pre-test, the writer calculated the data by using the following formula:

b. Range

The range (R) is determined by using the formula below:

A R - R A N I R Y

$$R = H - L$$

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The pre-test data in the table can be listed from the highest to the lowest score as follow:

61	61	60	58	56	50	45	43	42
40	38	37	37	36	25	21	20	20

The highest score of pre-test is 66 and the lowest score is 20, so the range is as follow:

$$R = H_s - L_s$$

$$= 61 - 20$$

$$= 41$$

b. Interval

The number of interval class is identified by using formula below:

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 18$$

$$= 1 + (3,3) (1,25)$$

$$= 1 + 4,125$$

$$= 5,125 \text{ (taken 5)}$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = -$$

$$= -$$

$$= 8,2 \text{ (taken 8)}$$

d. The Table of Frequency Distribution

Table 4.5

The Frequency of Pre-test score in Control Class

Interval	Fi	Xi	Fixi
20 – 27	4	23,5	94
28 – 35	0	31,5	0
36 – 43	7	39,5	276,5
44 – 51	2	47,5	95
52 – 59	2	55,5	111
60 – 67	3	63,5	190,5
	Σ		Σ

e. The mean score of pre-test table in control class

Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$\begin{aligned}
 X &= \frac{\Sigma}{\Sigma} \\
 &= \text{---} \\
 &= 42,6
 \end{aligned}$$

The result above shows that the mean score of pre-test in the control class is 42,6

2. The Analysis of Post-Test in the Control Class

To analyze the data from post-test, the writer calculated the data by using the following formula:

b. Range

The range (R) is determined by using the formula below:

$$R = H - L$$

Where:

R = Range of the score

H = The highest Score

L = The lowest score

The post-test data in the table can be listed from the highest to the lowest score as follow:

85	80	75	72	68	65	60	59	56
55	54	50	50	48	48	47	40	40

The highest score of post-test is 85 and the lowest score is 40, so the range is as follow:

$$\begin{aligned} R &= H_s - L_s \\ &= 85 - 40 \\ &= 45 \end{aligned}$$

b. Interval

The number of interval class is identified by using formula below:

$$I = 1 + (3,3) \log n$$

$$= 1 + (3,3) \log 18$$

$$= 1 + (3,3) (1,25)$$

$$= 1 + 4,125$$

$$= 5,125 \text{ (taken 5)}$$

c. Range of Interval Class

The range of interval class will be examined by using following formula:

$$P = -$$

$$= -$$

$$= 9$$

d. The Table of Frequency Distribution

Table 4.6

The Frequency of Post-test score in Control Class

Interval	Fi	Xi	Fixi
40 – 48	5	44	220
49 – 57	5	53	265
58 – 66	3	62	186
67 – 75	3	71	213
76 – 84	1	80	80
85 – 93	1	89	89
	Σ		Σ

e. The mean score of post-test table in control class

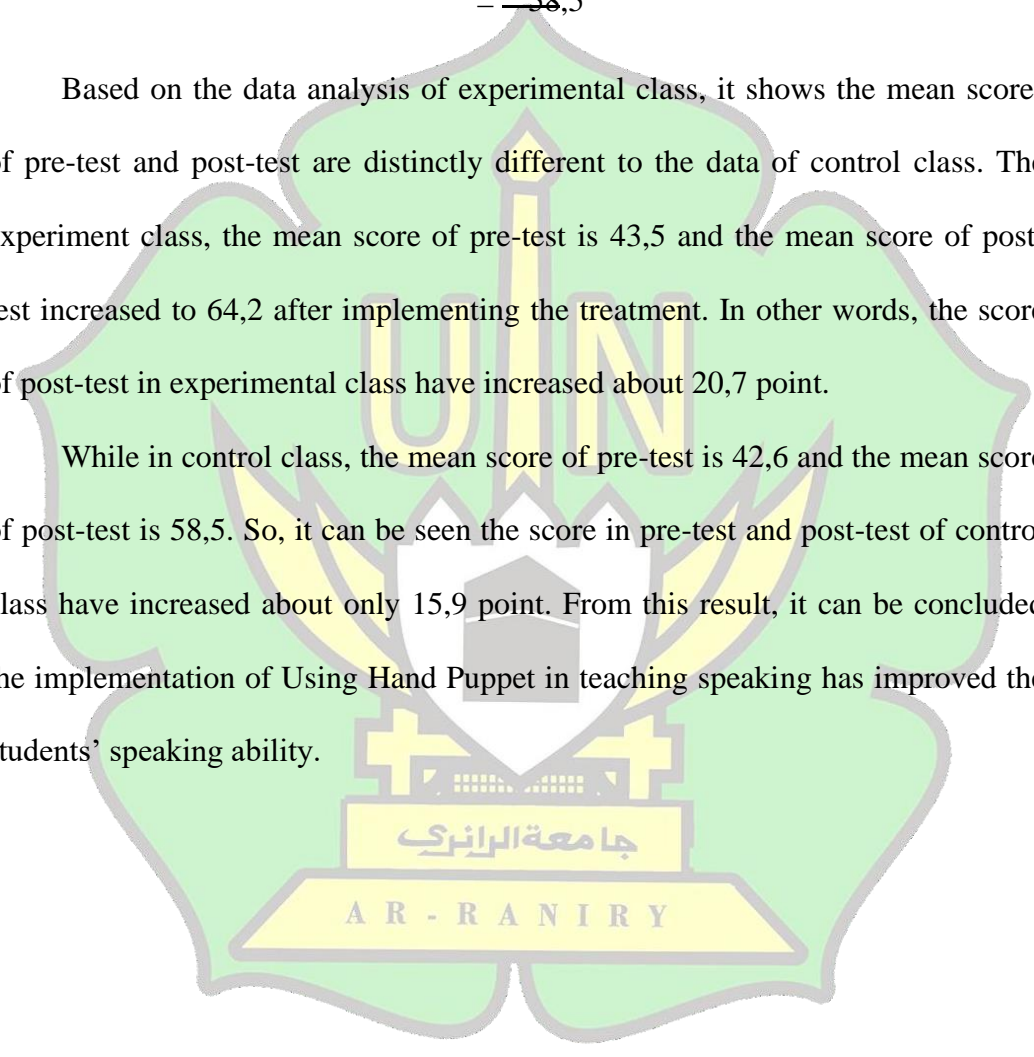
Based on the table of frequency above, the writer examines the mean score by using the following formula:

$$X = \frac{\Sigma}{\Sigma}$$

$$= = 58,5$$

Based on the data analysis of experimental class, it shows the mean scores of pre-test and post-test are distinctly different to the data of control class. The experiment class, the mean score of pre-test is 43,5 and the mean score of post-test increased to 64,2 after implementing the treatment. In other words, the score of post-test in experimental class have increased about 20,7 point.

While in control class, the mean score of pre-test is 42,6 and the mean score of post-test is 58,5. So, it can be seen the score in pre-test and post-test of control class have increased about only 15,9 point. From this result, it can be concluded the implementation of Using Hand Puppet in teaching speaking has improved the students' speaking ability.



C. Examining Hypothesis

A hypothesis is a theory, something being suggested for the sake of argument so that it can be tested to see if it is valid. In the scientific method, the hypothesis is constructed before any applicable research has been done, apart from a basic background review. You ask a question, read up on what has been studied before, and then form a hypothesis.

According to Sudjana (2008), in examining the hypothesis, the t-test is used to determine the significant of the students score. The t-test is designed to measure and examine the significant between two means of experiment and control class. Then the result of calculation of the t-test value will be compared to t-table value. If t-test (t_0) is higher than t-table of 5% alpha significance level, it means that there is significance difference achievement between the experiment and control class. The t-test formula as follows:

$$\frac{\bar{M}_x - \bar{M}_y}{\sqrt{\frac{\sum SD_x^2 + \sum SD_y^2}{n_x + n_y}}}$$

Where:

M_x : Mean of Post-test of the experimental class

M_y : Mean of Post-test of control class

$\sum SD_x$: Sum of deviation score in experimental class

$\sum SD_y$: Sum of deviation score in control class

N_x : Number of student of the experimental class

N_y : Number of student of the control class

In analyzing the hypothesis, the writer uses some steps as follow:

1. Stating the Alternative hypothesis (H_a) and Null hypothesis (H_0), that is:

- a. Alternative Hypothesis (H_a) : There is significant difference of the students' English achievement after they are taught by using hand puppets as media.
- b. Null Hypothesis (H_0) : There is no significant difference of the students' English achievement before they are taught by using hand puppets as media.

2. Listing the deviation score of experiment and control class

Table 4.7 Deviation score of experiment class

No	Initials	Pre-test Score	Post- Test Score	X (PostTest- Pretest)	X^2
1.	AMT	37	60	23	529
2.	AH	36	72	36	1,296
3.	DM	49	61	12	144
4.	FH	22	50	28	784
5.	HT	43	61	18	324
6.	IM	37	51	14	196
7.	MAMS	63	89	26	676

8.	MIAF	37	50	13	169
9.	MA	20	42	20	400
10.	MAF	66	94	28	784
11.	MF	51	74	23	529
12.	MN	47	70	23	529
13.	RF	37	47	10	100
14.	RAF	30	50	20	400
15.	SUL	62	81	19	361
16.	TMH	33	60	27	729
17.	YM	54	85	31	961
18.	ZAF	66	90	24	576
				Σ	Σ

Table 4.8 Deviation score of control class

No	Initials	Pre-test Score	Post- Test Score	Y (PostTest- Pretest)	Y ²
1.	AM	25	55	30	900
2.	AAS	21	40	19	361
3.	DA	60	72	12	144
4.	FM	42	59	17	289
5.	FP	45	48	3	9

6.	H	37	54	17	289
7.	HAF	43	56	13	169
8.	IZ	61	80	19	361
9.	KR	36	50	14	196
10.	MAS	38	48	10	100
11.	MFH	61	85	24	576
12.	MS	40	60	20	400
13.	MSR	56	75	19	361
14.	RSS	50	65	15	225
15.	TA	20	40	20	400
16.	WA	37	50	13	169
17.	ZAF	58	68	10	100
18.	ZI	20	47	27	729
				Σ	Σ

3. Finding the mean score of variable X and Y by using the following

formula:

a. Mean of Variable (Experiment Class):

$$\bar{X} = 21,94$$

b. Mean of Variable Y (Control Class):

$$\bar{Y} = 16,78$$

4. Finding sum of deviation standard score of variable X and Y by using

following formula:

a. Variable X

$$\sum \sum^2 - \frac{\Sigma}{n}$$

$$= 9487 - \frac{10000}{11}$$

$$= 9487 - 909,09$$

$$= 9487 - 8668,06$$

$$= 818,94$$

b. Variable Y

$$\sum \sum^2 - \frac{\Sigma}{n}$$

$$= 5778 - \frac{10000}{11}$$

$$= 5778 - 909,09$$

$$= 5778 - 5066,89$$

$$= 711,11$$

5. Calculating the standards error of the mean difference between variable X

and Y:

$$= \sqrt{\frac{\sum \sum^2}{n}}$$

$$= \sqrt{\frac{818,94}{11}}$$

$$= \sqrt{74,45}$$

$$= \sqrt{[]}$$

$$= \sqrt{[]}$$

$$= 2,32$$

6. Calculating t_0 score by following formula:

$$\frac{\sqrt{\Sigma \Sigma} [- -]}{\sqrt{\Sigma \Sigma} [- -]}$$

$$= []$$

$$= 2,22$$

7. Determining t-table in significance level 5% with df:

$$df = N_x + N_y - 2$$

$$= 18 + 18 - 2$$

$$= 34$$

8. Examining t_0 through t_{table} :

In significance level of 5% ($\alpha=0,05$), the t_{table} shows that the critical score for differentiation score 34 is 1,69

The result from the statistical measuring of the tests showed that the t-score is 2,22 and t-table on degree of significance of 5% is 1,69. Alternative hypothesis (H_a) was categorized acceptance if t-value < t-table. On the contrary, null hypothesis (H_0) was accepted if t-value > t-table. So it can be stated that t_0 is higher than t_{table} ($2,22 > 1,69$) it means that H_a is accepted and H_0 is rejected.

D. Discussion

. The students' speaking scores of the experiment class were better after the use of hand puppet in teaching speaking than those from the control class, were not taught by using Puppet show media. The research finding above showed that students from experiment class perform better than students from the control class in post-test. Afterward, the experiment class students' score is higher than the control class students.

Based on the data and the process during the research, teaching and learning process is divided into three meeting. First meeting is the researcher administrated pre-test by giving speaking test is introduced students self. It is used to know the students' earlier speaking before they get treatment.

The second is researcher given explanation about material that is how the treatment process to the students. The material is recount text that short conversation about holiday. The teacher explained about puppet and demonstration it. The treatment here is teaching speaking by using hand puppets as media.

The last meeting is giving post-test to the students after they got treatment. After the students got treatment, the students are more active and enthusiastic to speak in front of the class because they enjoy speaking. From the research finding, it is known that the t_0 is bigger than t-table and the alternative hypothesis (H_a) is accepted, while the Null hypothesis (H_0) is rejected. It means that there is significance different score of the speaking achievement of the second grade students of SMP Islam Darul Ulum before and after being taught using hand puppets as media.

the students after conducting the treatment. In the pre-test, the result of assessing speaking aspects during the test will be elaborated as follow:

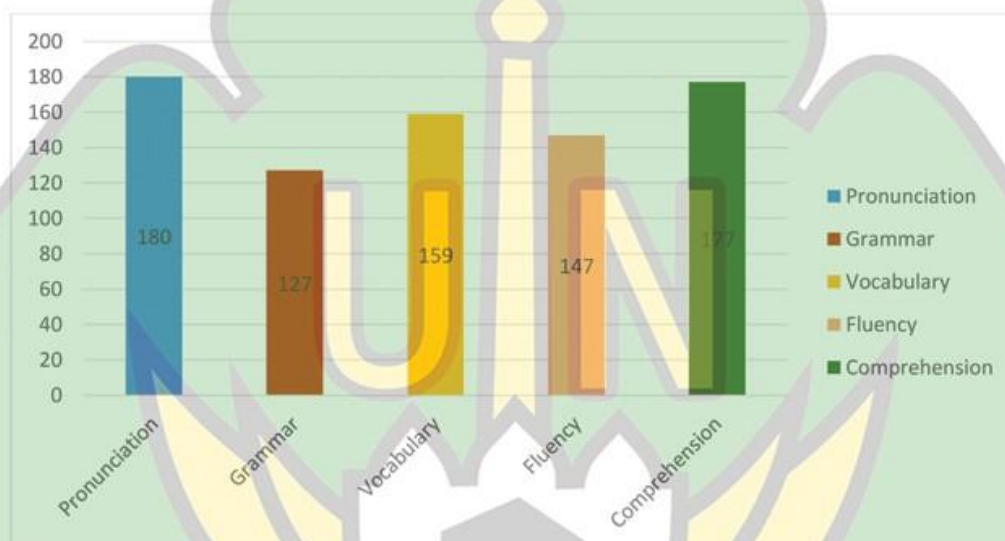


Figure 4.1 : The speaking aspects score of pre-test in experiment class

The graphic above explains the score of speaking aspect before conducting the treatment. The specification of the value of each aspects is explained as follow:

Pronunciation = 180

Grammar = 127

Vocabulary = 159

Fluency = 147

Comprehension = 177

It can be seen that the students' score of speaking aspects in the pre-test only ranged between 127 (the lowest score) to 180 (the highest score).

After conducting the treatment toward the students in experiment class, it was found that the range score of the speaking aspects have increased and get higher score compares to the score in the post-test. The improvement of the score in the post-test is drawn in the graphic below:

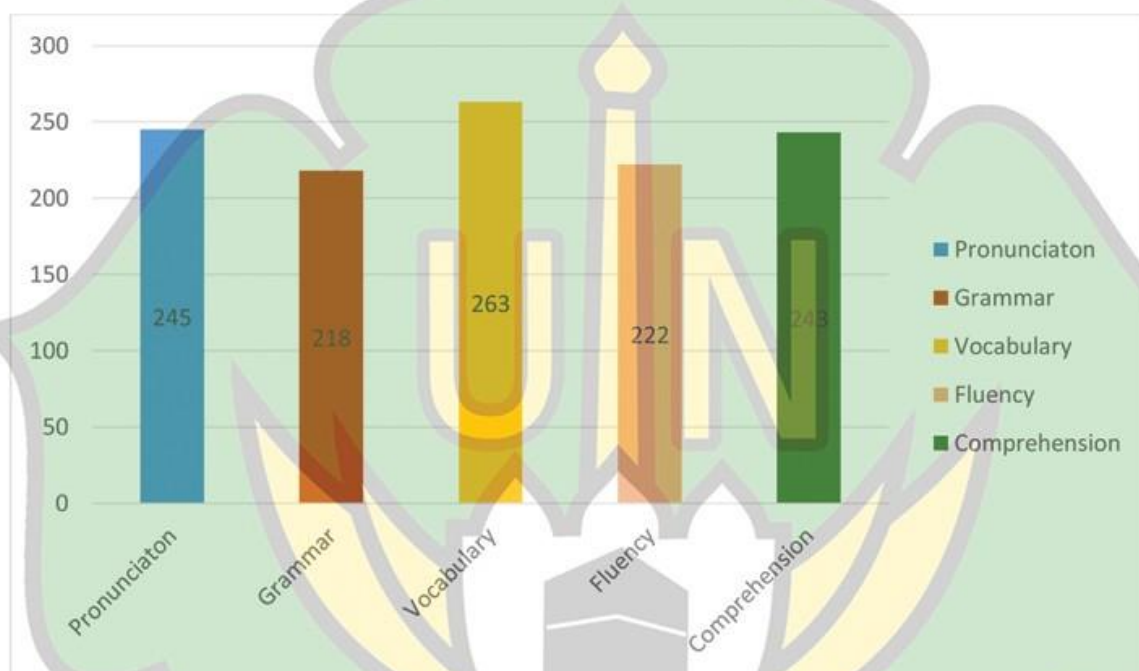


Figure 4.2 : The speaking aspects score of post-test in experiment class

The specification of the value of each aspects is explained as follow:

Pronunciation = 245

Grammar = 218

Vocabulary = 263

Fluency = 222

Comprehension = 243

From analyzing the speaking aspects score in the pre-test and post-test, the writer compares the results of the tests to see the improvement of the speaking aspects score of experiment class students before and after the treatment conducted in the graphic below:



Figure 4.3: The comparison scores of pre-test and post-test

Based on the description of diagram above that presented the score of every speaking aspects has increased. The research finding above shows that the blue graphic and orange graphic shows that post-test score reaches the higher points than the pre-test score. Students from experiment class the post-test score was better than pre-test score. It indicates that the score of the speaking aspects in the experiment class get a better enhancement after the treatment of using hand puppet in teaching speaking.

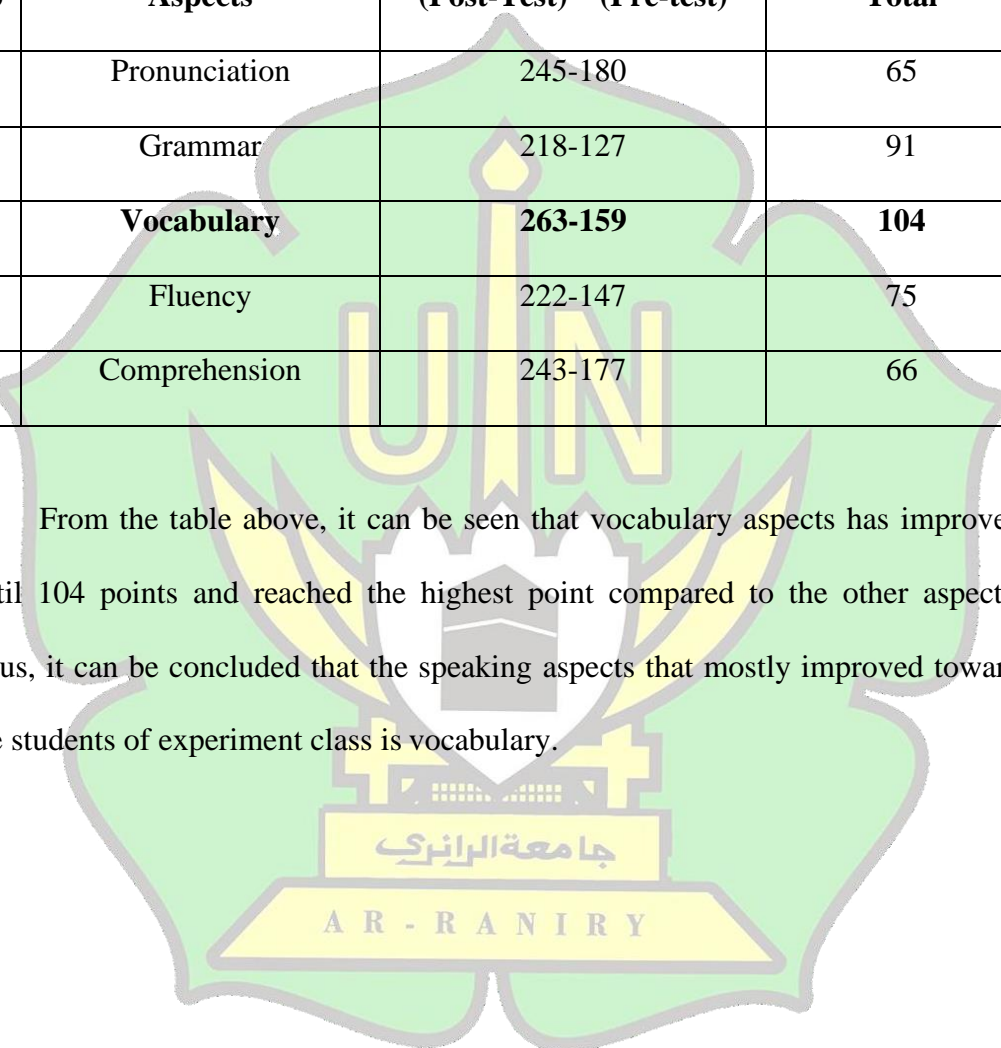
Thus, to examine the speaking aspect that mostly improved toward the students of experiment class, the writer calculates the data by post-test value minus pre-test value to see the deviation score as follow:

Thus, to examine the speaking aspect that mostly improved toward the students of experiment class, the writer calculates the data by post-test value minus pre-test value to see the deviation score as follow:

Table 4.9: The calculation of speaking aspects score

No	Aspects	(Post-Test) – (Pre-test)	Total
1.	Pronunciation	245-180	65
2.	Grammar	218-127	91
3.	Vocabulary	263-159	104
4.	Fluency	222-147	75
5.	Comprehension	243-177	66

From the table above, it can be seen that vocabulary aspects has improved until 104 points and reached the highest point compared to the other aspects. Thus, it can be concluded that the speaking aspects that mostly improved toward the students of experiment class is vocabulary.



CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Based on the result of research discussion and findings in the previous chapter, suggestions are presented in this chapter. After doing the experiment that is implementing Hand Puppet in teaching speaking skill toward second grade students at Darul Ulum, the researcher was found that there was a significant difference of the students' achievement in speaking skill between the students who were taught speaking skill by using Puppet Show media and those who are not using hand puppet. In other words, applying the hand puppet show as a learning media in teaching speaking skill could enhance the students' speaking skill. It was also found that students from experimental class perform better than students from the controlled class in post-test.

The writer also wants to clarify that the scores gained came from the rubric of the speaking assessment. The rubric which only has 5 points as the maximum scored.

Furthermore, by applying Hand Puppet as learning media in teaching speaking skill of the second grade at Darul Ulum, the students show positive response and their interested in this media. The findings of statistical signified the use of Hand Puppet media in teaching learning process enhances the students' motivation in learning speaking skill with the percentage it was categorized strong. It means that the students have a strong motivation in improve their

speaking toward the use of Hand Puppet because this media created fun, enjoyable, attractive and good atmosphere.

In addition, the result of data analysis shows that the t-score is 2,22. From the table distribution, it is known that the t-table for the significant level of 5% is 1,69. It means that the t-score value is higher than the t-table ($2,22 > 1,69$). Therefore, the writer concludes that using hand puppet is effective to improve students' speaking skill specially the second year students of SMP islam Darul Ulum.

B. The Suggestion

The finding of the research score shows that there is significance difference on the students' score before and after they are taught by using hand puppets as media. There are some suggestions for the students, the teachers and the next researchers. The first was for the students, using puppet is expected to increase their confidence and bravery to speak, to show their skill in front of the audience.

The second is for the teacher, the using of Puppet can be applied in the class especially in teaching speaking skill. Thus, the puppet as a tools can help the teacher to build the students' skill, because as we know puppet can improve students' confidence, train their perform in front of the audience, etc.

The last one for the next researchers, this study is very important because it will give some knowledge to the next researcher and to know the benefits of using this media in teaching English especially in teaching speaking.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14099/UN.08/FTK/KP.07.6/09/2019

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-13911/UN.08/FTK/KP.07.6/12/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 November 2018
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-13911/UN.08/FTK/KP.07.6/12/2018** tanggal 14 Desember 2018
- KEDUA : Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Pertama
2. Alfatunnur, M.Ed Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Siti Ihtiarini Oktari
- NIM : 150203181
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Exploring the Use of hand Puppet in Teaching Speaking
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
- KEEMPAT : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.
- KELIMA

Ditetapkan di: Banda Aceh
Pada Tanggal: 20 September 2019

An. Rektor
Dekan


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jl P.Nyak Makam No. 23 GP. Kota Baru TELP/FAX. (0651) 7555136, 755513
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Kode Pos: 23125

**SURAT IZIN
NOMOR:074/A.4/072**

**TENTANG
PENGUMPULAN DATA**

Dasar : Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor B-17104/Un.08/FTK.1/TL.00/12/2019 tanggal 23 Desember 2019, hal mohon izin untuk mengumpul data penyusun skripsi.

MEMBERI IZIN

Kepada :
Nama : SITI ICHTIARNI OKTARI
NIM : 150203181
Juursan/Prodi : Pendidikan Bahasa Inggris
Untuk : Mengumpulkan data pada SMP Islam Darul Ulum Banda Aceh dalam rangka penyusunan skripsi dengan judul:

“EXPIORING THE USE OF HAND PUPPET IN TEACHING SPEAKING”.

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 07 Januari s.d 07 Februari 2020
4. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 07 Januari 2020 M
12 Jumadil Awwal 1441 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
KABID PEMBINAAN SMP,



Penyusun: **BAKRI, S.Pd, M.Pd**

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Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan UIN Ar-Raniry Banda Aceh.
2. Kepala SMP Islam Darul Ulum Kota Banda Aceh.



**YAYASAN PEMBANGUNAN UMAT ISLAM BANDA ACEH
SEKOLAH MENENGAH PERTAMA (SMP) ISLAM YPUI
BANDA ACEH**



Alamat: Jl. Syiah Kuala No. 5 Telp (0651) 21580 Jambo Tape Banda Aceh Kodepos 23123

**SURAT KETERANGAN PENELITIAN
Nomor : 421/SMPI/108/2020**

Kepala SMP ISLAM YPUI Banda Aceh dengan ini menerangkan bahwa :

Nama : **SITI ICHTIARNI OKTARI**
N I M : 150203181
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Keguruan Universitas Islam
Negeri Ar-Raniry Banda Aceh

Yang namanya tersebut di atas adalah benar telah melakukan **Penelitian Pada SMP Islam YPUI Darul Ulum Banda Aceh dengan Judul “ EXPIORING THE USE OF HAND PUPPET IN TEACHING SPEAKING “**.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

جامعة الرانيري
A R - R A N I R Y Banda Aceh, 21 Januari 2020
Kepala Sekolah

**PEMERINTAH KOTA
BANDA ACEH
DINAS PENDIDIKAN
DAN
KERUDAYAAAN
SMP ISLAM
YAYASAN PEMBANGUNAN
UMAT ISLAM
BANDA ACEH**
Fatimah
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Technique Teaching Program

Place : Darul Ulum Banda Aceh

Date : 13 Januari 2020

Teaching program techniques through the use of hand pupets for students with the following stages:

The researcher prepares the design as well as the preparation of learning before entering the class.

CLASS : VIII-B (EXSPERIMENT)

1. First meeting

- **Early stage :**

- The teacher came in to say hello
- The teacher introduces herself
- The teacher explains the purpose of teaching in the class and what activities will be learned

- **The Core Stage**

- The teacher starts an explanation of the material being taught that is about "How to introduce yourself"
- The teacher explains how to introduce yourself using English and explain which is vocabulary, pronunciation and so on.
- After that teachers ask students to introduce themselves in front of the class including:
 - ✓ Student Full Name
 - ✓ Student Age
 - ✓ Where student was born
 - ✓ Student Hobby
 - ✓
- In here students allowed to talk within 1 to 2 minute
- While students performing the researcher will do an scoring assessment (Pre-Test) of their language speaking

- **Closing Stage**

- The teacher makes the conclusion of today's learning
- The teacher gives feedback from all learning
- The teacher closes with greetings

2. Second meeting

- **Early stage :**
 - The teacher came in to say hello (greeting)
 - The teacher explains the teaching objectives in the class and what activities will be learned this about recount text
 - The teacher continues the clear about recount text
 - The teacher explains that they will use dolls for this material of recount text
- **The Core Stage**
 - The teacher writes a short conversation of recount text on the board
 - The teacher explains how to read it and how to pronounce it
 - The teacher asks students to follow the pronunciation method simultaneously over and over
 - The teacher takes out a puppet and makes an example of using conversation from the text on the whiteboard
 - The teacher divides the groups in pairs to make a conversation
 - Teachers ask students to train in class
 - The students can make conversation by themselves
 - The teacher gives students the assignment to practice at home and perform it in front of the class in next meeting
- **Closing Stage**
 - The teacher makes the conclusion of today's learning
 - The teacher gives feedback from all learning
 - The teacher closes with greetings

3. Last Meeting

- **Early stage :**
 - The teacher came in to say hello
 - Teachers start learning
 - Teachers ask about their assignments, do they have conversation exercises at home
- **The Core Stage (Post-Test)**
 - The teacher asks students to come forward with their friends to start converting in front of the class by using hand puppet
 - Teachers listen carefully of their vocab, pronoun, and fluency
 - The teacher asks the other students to listen and listen to them
 - Researchers assess their conversation (Post-Test)

- **Closing Stage**
 - The teacher makes the conclusion of today's learning
 - The teacher gives feedback from all learning
 - The teacher take the last photo with them
 - The teacher closes with a farewell and thanks

CLASS : VIII-C (CONTROL)

1. First meeting

- **Early stage :**
 - The teacher came in to say hello
 - The teacher introduces herself
 - The teacher explains the purpose of teaching in that class and what activities will be learned
- **The Core Stage**
 - The teacher starts an explanation of the material being taught that is about “How to introduce yourself”
 - The teacher explains how to introduce yourself using English and explain which is vocabulary, pronunciation and so on.
 - After that teachers ask students to introduce themselves in front of the class including:
 - ✓ Student Full Name
 - ✓ Student Age
 - ✓ Where student was born
 - ✓ Student Hobby
 - ✓ The happiest moment in his/her life
 - In here students allowed to talk within 1 to 2 minute
 - While students performing the researcher will do an scoring assessment (Pre-Test) of their language speaking
- **Closing Stage**
 - The teacher makes the conclusion of today's learning
 - The teacher gives feedback and responses from all learning
 - The teacher closes with greetings

2. Second meeting

- **Early stage :**
 - The teacher came in to say hello (greeting)
 - The teacher explains the teaching objectives in the class and what activities will be learned this about recount text

- The teacher continues to be clear about recount text
- The teacher explains that they will make conversation about recount text in front of the class

The Core Stage

- The teacher writes a short conversation of recount text on the board
- The teacher explains how to read it and how to pronounce it
- The teacher asks students to follow the pronunciation method simultaneously over and over
- The teacher divides the groups in pairs to make a conversation
- Teachers ask students to train in class
- The students can make conversation by themselves
- The teacher gives students the assignment to practice at home and perform it in front of the class in next meeting

- **Closing Stage**

- The teacher makes the conclusion of today's learning
- The teacher gives feedback from all learning
- The teacher closes with greetings

3. Last Meeting

- **Early stage :**

- The teacher came in to say hello
- Teachers start learning
- Teachers ask about their assignments, do they have conversation exercises at home

- **The Core Stage (Post-Test)**

- The teacher asks students to come forward with their friends to start converting in front of the class
- Teachers listen carefully of their vocab, pronoun, and fluency
- The teacher asks the other students to listen and listen to them
- Researchers assess their conversation (Post-Test)

- **Closing Stage**

- The teacher makes the conclusion of today's learning
- The teacher gives feedback from all learning
- The teacher asks for a photo with them
- The teacher closes with a farewell and thanks

Intrument of Data Collection

INSTRUMENT

Speaking Test

Grade/Semester VIII/2

Conversation (in pairs)

Activity for Pre-Test

1. You may performing a speaking in front of the class entitle “Introduce yourself” the information you have to share including :
 - Your full name
 - Your age
 - Where you was born
 - Your hobby
 - Future goals
2. You are allowed to talk within 1 to 2 minute
3. You may prepare and deliver your speaking in your own way

Activity for Post-Test

Post-Test Activity (Experimental Class)

1. Students performing a conversation in front of the class with your friend by using hand puppet to deliver example recount text story about your holidays.
2. You may prepare and deliver your speaking in your own way
3. You allowed to talk within 1 to 4 minute

PRE-TEST SCORE IN EXPERIMENTAL CLASS

No	Students' Name	Score					
		Content	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	AMT	5	8	6	8	10	37
2	AH	9	9	4	8	6	36
3	DM	12	8	10	9	10	49
4	FH	4	3	5	6	4	22
5	HT	8	15	8	5	7	43
6	IM	10	9	4	6	8	37
7	MAMS	16	15	8	7	17	63
8	MIAF	9	5	7	8	8	37
9	MA	5	3	4	3	5	20
10	MAF	20	20	11	12	15	66
11	MF	10	10	18	15	8	51
12	MN	12	12	7	10	10	47
13	RF	6	6	8	6	12	37
14	RAF	5	5	4	13	5	30
15	SUL	15	12	8	11	16	62
16	TMH	9	5	4	7	8	37
17	YM	10	7	10	11	16	54
18	ZAF	12	16	9	14	15	66
	Total	177	147	127	159	180	790

POST-TEST SCORE IN EXPERIMENTAL CLASS

No	Students' Name	Score					Total
		Content	Fluency	Grammar	Vocabulary	Pronunciation	
1	AMT	11	12	12	15	10	60
2	AH	17	16	10	17	12	72
3	DM	10	13	11	17	10	61
4	FH	10	8	8	10	14	50
5	HT	13	10	9	12	17	61
6	IM	9	8	10	13	11	51
7	MAMS	19	16	14	20	20	89
8	MIAF	10	8	12	10	10	50
9	MA	10	7	5	12	8	42
10	MAF	20	18	17	19	20	94
11	MF	12	16	11	15	17	74
12	MN	10	16	11	16	17	70
13	RF	8	12	10	6	11	47
14	RAF	13	7	9	9	12	50
15	SUL	19	14	20	20	8	81
16	TMH	12	12	11	15	10	60
17	YM	20	14	15	16	20	89
18	ZAF	20	15	20	17	18	90
	Total	243	222	218	263	245	1,187

PRE-TEST SCORE IN CONTROL CLASS

No	Students' Name	Score					Total
		Content	Fluency	Grammar	Vocabulary	Pronunciation	
1	AM	10	3	4	4	4	25
2	AAS	5	4	3	5	4	21
3	DA	15	10	8	12	15	60
4	FM	10	10	6	8	8	42
5	FP	8	9	8	13	7	45
6	H	7	9	4	9	8	37
7	HAF	10	7	12	4	10	43
8	IZ	13	15	8	13	12	61
9	KR	9	6	4	9	8	36
10	MAS	6	6	6	9	9	38
11	MFH	8	12	13	13	15	61
12	MS	8	8	4	9	11	40
13	MSR	5	11	13	15	12	56
14	RSS	10	12	12	5	11	50
15	TA	4	3	4	3	6	20
16	WA	7	4	9	9	8	37
17	ZAF	12	9	10	15	12	54
18	ZI	5	4	2	4	5	20
	Total	152	142	132	159	165	750

POST-TEST SCORE IN CONTROL CLASS

No	Students' Name	Score					
		Content	Fluency	Grammar	Vocabulary	Pronunciation	Total
1	AM	9	12	6	15	13	55
2	AAS	10	8	8	4	10	40
3	DA	16	15	10	15	16	72
4	FM	12	12	6	15	14	59
5	FP	10	9	5	12	12	48
6	H	10	12	6	13	13	54
7	HAF	10	12	5	17	12	56
8	IZ	20	18	10	14	18	80
9	KR	10	10	6	10	14	50
10	MAS	9	12	4	13	10	48
11	MFH	19	18	10	20	18	85
12	MS	12	15	5	16	12	60
13	MSR	10	17	9	20	19	75
14	RSS	18	15	6	13	13	65
15	TA	8	10	4	10	8	40
16	WA	11	12	6	9	12	50
17	ZAF	11	15	10	17	15	68
18	ZI	10	12	5	10	10	47
	Total	215	234	127	243	239	1,052