

CHAPTER IV

RESEARCH AND DISCUSSION

This chapter present about research findings, hypothesis testing and the discussion based on the result of the study.

A. Research Finding

In this research, the researcher presents the students' speaking achievement before and after being taught by using Puppet as media in storytelling. To know the speaking achievement the researcher conducted pre-test and post-test. As mentioned before the researcher used test as the instrument in collecting data, it was given to the tenth grade students of MA Darul Hikmah Tulungagung. Pre-test and post-test were done to get speaking score of the students the students' score in pre-test and post-test are in the following table.

Table 4.1

The Result of Pre-Test

Students' Speaking Skill before Being Taught By Puppet as Media in Story Telling

No	Name	voc	flu	pro	gram	com	score
1	ANI	3	3	4	3	3	16

2	AFD	3	3	2	3	3	14
3	AYI	3	3	3	2	3	14
4	DTA	3	3	3	3	3	15
5	DI	2	3	3	3	3	14
6	EA	3	3	3	3	3	15
7	EUS	2	3	3	2	4	14
8	IS	2	3	2	2	3	12
9	LM	3	2	3	2	3	13
10	LA	3	2	3	2	3	13
11	LMN	3	3	2	2	3	13
12	NPS	3	3	3	3	3	15
13	NU	3	3	3	2	3	14
214	NLA	3	2	3	3	3	14
15	OAN	3	3	3	3	3	15
16	PRS	3	3	3	3	4	16
17	RMM	3	3	4	2	3	15
18	SASE	2	3	3	3	3	14
19	SMA	3	2	3	3	3	14
20	TRI	1	1	2	1	2	7
21	UPS	3	3	3	2	3	14
22	UQ	3	2	3	3	3	14
23	VQA	2	1	2	1	1	7
24	YRD	3	3	3	2	3	14

Pre-test was administrated on April 24th 2018, the table 4.1 shows the students speaking ability was measured by using speaking analytic scoring rubric. From 24 students there are 2 students got score 7 it means they need improve their speaking and 22 students got score more than 7.

Table 4.2

**The Result of Post Test Students' Speaking Skill after Being Taught
By Puppet as Media in Story Telling**

No	Name	voc	flu	pro	gram	com	score
1	ANI	4	4	4	4	4	20
2	AFD	4	3	4	3	3	17
3	AYI	3	4	3	3	3	16
4	DTA	4	4	3	3	3	17
5	DI	4	3	4	4	3	18
6	EA	4	4	5	3	4	20
7	EUS	4	4	3	3	3	17
8	IS	3	3	3	3	3	15
9	LM	4	3	4	3	3	17
10	LA	3	4	4	3	3	17
11	LMN	4	3	4	3	3	17
12	NPS	4	5	3	4	3	19
13	NU	3	4	3	3	3	16

14	NLA	3	4	3	3	4	17
15	OAN	4	4	4	3	3	18
16	PRS	5	5	4	3	3	20
17	RMM	4	4	4	3	4	19
18	SASE	4	3	4	3	4	18
19	SMA	3	2	3	3	3	14
20	TRI	2	2	3	2	2	11
21	UPS	4	5	4	4	4	21
22	UQ	3	4	4	3	4	18
23	VQA	2	3	3	2	3	13
24	YRD	4	4	3	3	3	17

Post-test was administrated on April 30th 2018, the table 4.2 shows the students speaking ability was measured by using speaking analytic scoring rubric. This test was conducted by the researcher after being taught using puppet as media in storytelling. The test focused on delivering students speaking orally. Each students was given 3-8 minutes to tell the narrative story using puppet.

Table 4.3

**The Result of Pre-Test and Post Test Students' Speaking Skill before
and after Being Taught by Puppet as Media in Story Telling**

No	Name	pre-test	post-test
1	ANI	16	20
2	AFD	14	17
3	AYI	14	16
4	DTA	15	17
5	DI	14	18
6	EA	15	20
7	EUS	14	17
8	IS	12	15
9	LM	13	17
10	LA	13	17
11	LMN	13	17
12	NPS	15	19
13	NU	14	16
14	NLA	14	17
15	OAN	15	18
16	PRS	16	20
17	RMM	15	19
18	SASE	14	18

19	SMA	14	14
20	TRI	7	11
21	UPS	14	21
22	UQ	14	18
23	VQA	7	13
24	YRD	14	17

1. Computation result of the students' score before being taught by using puppet as media in story telling

The pre-test asked the students to tell about their past story or recount text. The test was intended to know the students speaking skill before students given the treatment. Here, each student was given 3-8 minutes to tell their story. The teacher called them one by one to come in front of class. While the student delivering their story, the researcher got the score by using scoring rubric. The data of the students before being though by using puppet as median in story telling ca be seen on the table above. The researcher used the descriptive statistic to describe data score from students.

Descriptive statistic are statistic that describe the activity of collection, compilation, processing and presentation of data in form of charts and graphic that provide an over view of the circumstances. The descriptive statistic of pre-test scores consisted of mean (table 4.4) and the frequency distribution of pre-test (table 4.5), can be seen below:

TABLE 4.4 Descriptive Statistic of Pre-Test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest	24	7	16	13,58	2,225
Valid N (listwise)	24				

Source: data analysed SPSS 16, 2018.

Based on the table above, we know the students speaking score in pre-test before the researcher gave the treatment. The sample consists of 24 students. It shows the mean is 13.58. The minimum score is 7.00 and the maximum score is 16.00.

Table 4.5 Frequency Distribution of Pre-Test

pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	2	8,3	8,3	8,3
	12	1	4,2	4,2	12,5
	13	3	12,5	12,5	25,0
	14	11	45,8	45,8	70,8
	15	5	20,8	20,8	91,7
	16	2	8,3	8,3	100,0
	Total	24	100,0	100,0	

Source: data analysed SPSS 16, 2018.

The frequency of pre-test after being distributed from the table above can describe as:

- a. There are 2 students (8.3%) get scores 7, it means that the students' speaking achievement need improvement.
- b. There are 20 (83.4%) students get scores between 12-15, it means that the students' speaking achievement average.
- c. There are 2 (8.3%) students get score 16, it means that students' speaking achievement good

2. Computation result of the students' score After being by using puppet as media in story telling

In this sub-point, the researcher presents the result after being given the treatment by using puppet as media in story telling, thus the students were given post-test. In the post-test there were 24 students as the test takers of the study. In the post-test the test almost same with the pre-test but little different. The teacher asks the students to practice their speaking ability with the instruction, they have to understand one title of short story so they retell the short story in front of class using their puppet. This test intended to know the students' speaking achievement after being taught using puppet as media in story telling. The descriptive statistic of post-test which consist of mean (table 4.6) and the frequency distribution of post-test in table (4.7) can be seen below:

Table 4.6 Descriptive Statistic of Post-Test Score

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest	24	11	21	17,17	2,297
Valid N (listwise)	24				

Source: data analysed SPSS 16, 2018.

Table 4.7 Frequency Distribution of Pre-Test

posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	1	4,2	4,2	4,2
	13	1	4,2	4,2	8,3
	14	1	4,2	4,2	12,5
	15	1	4,2	4,2	16,7
	16	2	8,3	8,3	25,0
	17	8	33,3	33,3	58,3
	18	4	16,7	16,7	75,0
	19	2	8,3	8,3	83,3
	20	3	12,5	12,5	95,8
	21	1	4,2	4,2	100,0
	Total	24	100,0	100,0	

Source: data analysed SPSS 16, 2018.

The table is describing about the students' score in post-test when they got the test after researcher gave them treatment. Based on the table, it shows that the mean score of the students are 17.17. The minimum score is 11 and the maximum score is 21 the frequency score after being distributed are:

- a) There are 4 (16.8%) students get score between 11-15, it means he students still avarage.
- b) There are 19 (79%) students are get score between 16-20 it means the students speaking achievement are good
- c) There is 1 (4.2%) students get score 21, it means that the students speaking achievement is excellent

From the result of data computation, there are different on the students' speaking achievement before and after being taught by using puppet as media in story telling. The data show that the students' score after being taught by using puppet as media in story telling is better than before using puppet as media in storytelling.

3. The effect of using Puppet as media in story telling toward students' speaking achievement

The researcher used statistical with a paired sample analysis by using SPSS 16.00 to ensure the effectiveness of using puppet as media in story telling toward the students speaking skill. The result is as follows:

Table 4.8 Paired Sample Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre	-3,583	1,381	,282	-4,166	-3,000	-12,716	23	,000
	tes								
	t - posttest								

Based on the table 4.6 above, the output from Paired Sample Statistics shows that the mean of pretest and post-test is 3.583. The test was given for 24 students. Standard Deviation is 1.381. Standard error mean is 0.282. It can be seen that the lower difference is 4.166 and upper is 3.000. The result of t_{score} is 12.716 with $df = 23$ with significance of 0.000.

B. Hypothesis Testing

Hypothesis testing was used to test the hypothesis of the research. In order to know the significant difference of the students pre-test and post-test before and after being taught using think aloud strategy for the

first grade students at MA Darul Hikmah Tulungagung. In analyzing the data the researcher used statistical test using *paired sample t-test* stated by SPSS Statistics 16.0. This study used standard significance 95% ($\alpha=0.05$) to test the hypothesis. The hypotheses are stated as follow:

1. When the significant value $<$ significant level, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. It means that there is significant influence of using Puppet as media in story telling toward the tenth grade students' speaking skill. It also means there is different score to the students before and after being taught by using Puppet as media in storytelling. So, Puppet as media in story telling is accepted and effective for improving speaking.
2. When the significant value $>$ significant level, the alternative hypothesis (H_a) is rejected and null hypothesis (H_o) is accepted. It means that there is no significant influence of using Puppet as media in story telling toward the tenth grade students' speaking skill.

The mean score before being taught by using Puppet as media in story telling is 13.58 and after being taught by using Puppet as media in story telling the mean is 17.17, it means that the mean before using Puppet is lower than after being taught by Puppet. Meanwhile, based on statistical calculation using SPSS 16.00, the researcher gave interpretation to significant value. The significant value research is 0.000, significant level is 0.05 and the t_{score} 12.716 df: 23. Because *p-value* (Sig 2-Tailed) (0.000) is smaller than significant level (0.05), it showed $0.000 < 0.05$ in

consequence, the Null Hypothesis is rejected and it can be concluded that the alternative hypothesis (H_a) saying “the alternative hypothesis can be accepted because there is no error in teaching method, and it can be said that teaching method effective in teaching speaking.

A. Discussion

From the data analysis, the objective of this study is to know if there is an effect applying puppet as media in story telling to the first grade students of MA Darul Hikmah Tulungagung in academic year 2017/2018.

In order to gain the objectives of the study, the writer conducted an experiment in a pre-test and post-test design. The research procedures done during teaching and learning process were divided into three steps. First step was preliminary study in which the researcher conducted the preliminary study to know the students’ speaking ability by administrating pretest.

The second step was giving treatment to the students. The treatment here The treatment here was teaching speaking by using puppet as media. In the first meeting the students were given material about narrative text. At the first treatment, the researcher told about what is narrative text and what is the structure of narrative text without using puppet. After explaining the researcher divided students into 4 or 5 groups and gave the paper of beauty and the beast story and the students sit with

their group and discussed about the story. Meanwhile, the researcher walk around to every group and asked if there was problem in understanding.

In second meeting the researcher told about storytelling and introduce the media of telling story it was puppet and told about the kinds of puppet and told the function. The researcher ordered students to open the beauty and the beast story's paper. The researcher ordered to students to repeat after her (it was about new vocabularies) the researcher used puppet as media in teaching pronunciation and vocabularies so write on white board. The researcher said on sentences which exists of past tense by using puppet and the students answered the verb or language feature of narrative text and so on, the researcher used puppet in teaching grammar. The researcher learn to students about intonation and expression in storytelling by puppet. The researcher gives short example about short stories by using puppet. Then, the researcher asked the one of students to come in front of class and try tell short story by using puppet. In next meeting, the researcher call one person in every group to come in front of class and tell about beauty and the beast. After finishing from retelling the researcher told about the procedure in posttest.

The last step was giving posttest. In the posttest, the students were given a test to know their speaking ability after they were treat by using puppet as media in storytelling.

Based on the results of the statistical computation using Paired Sample Test, the results show that there is significant differences between pre-test and post-test score. The result of the significant value research is 0.000, significant level is 0.05 and the t_{score} 12.716 df: 23. Because *p-value* (Sig 2-Tailed) (0.000) is smaller than significant level (0.05), it showed $0.000 < 0.05$ in consequence, the Null Hypothesis is rejected. Therefore, based on the hypothesis testing, the H_a is accepted and the H_0 is rejected, the theory is verified. It means that puppet as media in telling story is effective for teaching speaking.

For the students' score, the researcher conducted the research in five meeting. In the first meeting, it was pre-test. The aim of conducting pretest was to know the students' score before the treatment. The third until fourth meeting, the researcher gave the treatment. The treatment was teaching speaking using puppet as media in story telling . The treatment was given in two meeting. In the last meeting, the students were given posttest after they got the treatment. It was conducted to measure the effectiveness of Puppet as media in story telling after getting the treatment. To scoring, the researcher used scoring rubric.

Before the students were taught by using puppet in telling story, they looked shy, cannot out their expression and cannot enjoy in retell the story and they worried to make mistake in speaking. So the researcher explains about Puppet as media in story telling in second meeting, the students have not known about puppet but usually they used doll for media

in storytelling. So the researcher told about the puppet and showed how it used. When the students retell the story by puppet they looked have good expression and they feel more confidence than before, and also other students can enjoy in listening the story and easy in understanding the short story.

Based on the research finding, puppet media was the real effectiveness to improve speaking ability. It was because puppet media can encourage the young learners to speak more actively and enthusiastically.

The result above is also in line Richard and Renandya (2002, p. 210) “speaking is one of central elements of communication” . It means that speaking is very important. Speaking which is the interaction between two people or more to gain information could happen when there is a speaker and listener. By speaking, someone can express his or feeling, emotion and ideas. Unfortunately, some teachers still teach English by using classical teaching technique which later affects students’ achievement. Puppet media also offers fun activities in speaking and simulates to speak. The young learners can speak English easily and relax without much barriers. The comfortable situation of teaching and learning will make the students enjoy learning and get good result. It could be done because by fun learning, information could be understood and maintained in memory well.