

# CHAPTER 1

## INTRODUCTION

This chapter presents background of the study, research problem, the purpose of the study, the significance of the study, scope and limitation of the study, hypothesis, definition of key term, and organization of the study.

### **A. Background of the Study**

Language is important for human life. Every country has different nation language includes English that constitutes England nation language. As it is used by a half of population of people in the world, English becomes an international language. English is a tool of communication among people in the world. Moreover, having English competence is important in facing global competition. Therefore, students need to understand and use English as supplies to face global competition.

As an international language, English is commonly used by all countries in the world. Everyone is competing to master English as a communication tool in this era of globalization. Currently, mastering of English language is one of the factors that determines the success in studying, career or business. In Indonesia, English is the first foreign language which has become more important because it is useful to transfer and gain knowledge, science, technology, art, and culture.

Moreover it is beneficial to establish international relationship. Students of Indonesia learn English as a foreign language subject starting from the kindergarden up to university level. It means that English is something important for the students to be learned at school.

In junior high school, English is taught as a content subject. To study it, the students must master four skills of English, they are Listening, Speaking, Reading, and Writing. These skills are perceived as difficult subjects for there are various aspects need to be learned, for example, vocabulary, grammar, meaning, pronunciation, etc.

Speaking is so much a part of daily life that we take it for granted (Thornbury, 2005:01). Speaking is an activity to communicate with others in daily life. By speaking, people can express their ideas and purposes orally to the listeners. Most speakers need active listeners who directly respond to what they say during the interaction.

Learning to speak is different from learning to write. It should be learnt consciously by doing a lot of practices. Realizing that speaking is very important for English learners, it is essential for English teachers to encourage the students to speak. They seem to have difficulties in deciding what techniques and media must be used to teach speaking appropriately, but they must be able to find out the ways of how to make speaking easier and be fun activities for the students to learn. Hence, teachers have responsibilities to guide the students during the learning process and give motivation to improve their English especially in

speaking skill. Successful language instructions must be carefully prepared and implemented (Cahyono and Mukminatien, 2011:37).

The teacher needs to use media in their teaching because it has an important function in the teaching and learning process. By using teaching media, it can help the teacher deliver the materials or make the students easily get the concept of the material. The use of media allows students to be involved in the teaching and learning process. So, it also helps the students understand the material or teacher's explanation. From the point of view of the teacher, the use of media helps the teacher transfer their knowledge to the students. The use of appropriate media improves the student's interest in the subject being taught. The types of media such as audio, visual, and audio-visual media can be appropriately used in presenting and explaining the materials.

One of the media that can be used for teaching speaking, for example, about story telling is finger puppets. Finger puppets are a thing which is easy enough to be manipulated. Finger puppets as one of the teaching media show characters of something and their details. The finger puppets give learners an access to vitalize and vicariously experience a fantasy world. By using the finger puppets, it also can allow pent-up emotions to be released in the realm of a play world. It provides a safe form for communicating thoughts, attitudes, and emotions. Moreover, it takes the responsibility to create a miniature world.

The finger puppet has a freedom that he or she may not have in the real world. Finger puppets may be able to express ideas and feelings that the puppeteer may not be able to express by him or herself.

In this research, the researcher uses finger puppets as a fun media to facilitate and stimulate students to speak well. The students not only use words but also learn how to use all the other parts of speaking: a language-tone of voice, stress, intonation and facial expression (Scott and Yreberg, 1990:41). The researcher chooses VII-A class because it was recommendation from English teacher and she also conducted teaching and practice in this school especially in VII-A of MTs Sultan Agung Jabalsari Tulungaung. The researcher want to know whether the media is effective or not in teaching speaking.

By using finger puppets, the attention of the students will be more focused. The ability to use teaching media is one of competencies that every teacher must have. It gives benefit to the teacher because he/she has an example of model in presenting his/her material to their students.

Based on the reasons above, the researcher carries out a study entitled “The Effectiveness of Using Finger Puppets towards the First Grade Students’ Speaking Achievement at Mts Sultan Agung Jabalsari Tulungagung”.

## **B. Research Problem**

Based on the background of the study, the problem of the study are formulated as follows:

1. How is the students’ speaking achievement before they are taught by using finger puppets as media?
2. How is the students’ speaking achievement after they are taught by using finger puppets as media?

3. Is there any significant difference score of the students before and after they are taught by using finger puppets as media?

### **C. The Purpose of the Study**

Based on the formulation of the problem above, the purpose of the study are:

1. To know the student's speaking achievement before they are taught by using finger puppets as media.
2. To know the student's speaking achievement after they are taught by using finger puppets as media.
3. To know whether there is significance difference score of the students before and after being using finger puppets as media.

### **D. The Significance of the Study**

It is expected that the results of this study are useful for teacher, students and other future researchers.

For the teachers, the result of the study can inspire them in having many selections of media in teaching speaking that can enrich the quality to improve in teaching speaking.

Meanwhile, for the students, the result of the study can enrich their knowledge about finger puppets to improve their speaking achievement. As

candidate of teaches, they can take the advantages of using media in teaching when they later conduct a teaching practice.

Finally, for the researcher, the results of the study are expected give information in conducting different studies related to the same topic.

#### **E. Scope and Limitation of the Study**

The study is intended to find out significant different scores of the students in speaking achievement before and after being taught by using finger puppets.

In other words, the study is directed to know whether or not finger puppets are effective used to improve students' achievement in speaking. The study is conducted at MTs Sultan Agung Jabalsari Tulungagung for the first grade students.

#### **F. Hypothesis**

The hypothesis is a powerful tool in scientific inquiry and it is used for seeking truth. A hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomenon (Ary et al, 1985:75). In this study, there are two formulated hypothesis:

1. Alternative Hypothesis ( $H_a$ ): There is significant difference of the students' speaking achievement score before they are taught by using finger puppets as media.

2. Null Hypothesis (Ho): There is no significant difference of the students' speaking achievement score after they are taught by using finger puppets as media.

## **G. Definition of Key Terms**

Definitions of key terms are necessary to be given in order to avoid misunderstanding and misinterpretation of the terms used in this study, they are:

### **a. Conceptual Definition**

1. Effectiveness, in Oxford Learner's Pocket dictionary (2003:138), is defined as producing the result that is wanted or intended. The meaning of effectiveness in this study is whether there is any significant difference score in the students' speaking achievement before and after being taught by using finger puppets as media. When there is a significant different score, the media is effective.
2. Speaking is a productive skill. It involves putting a message together or communicating message interaction with other people.
3. Instructional media is a planned aid used to help teacher delivers and distributes message. The use of instructional media creates a conducive learning environment that enables the learners to conduct more effective learning
4. Finger puppets, it is a simple puppet which fits onto a finger. Finger puppets are a small figure of a person operated from above with strings

by a puppeteer creature: a person who is controlled by others and is used to perform unpleasant or dishonest tasks for someone else.

b. Operational Definition

The effectiveness using finger puppets towards students speaking achievement is an investigation to know whether finger puppets as media is effective or not for the first grade students Junior High school. The students' ability in speaking was seen from the test based on the topic after they were taught using the media in teaching speaking.

## **H. Organization of the Study**

This study is divided into five chapters:

1. Chapter I is introduction, it deals with the background of the study, formulation of the problem, the purpose of the study, significance of the study, the scope and limitation of the study, the hypothesis, definition of key terms, and organization of the study.
2. Chapter II is review of related literature. It consists of underlying theories that include nature of speaking, the aspect of speaking, teaching speaking, types of classroom speaking performance, the activities of teaching speaking, test of speaking, instructional media, and puppet.
3. Chapter III is research method. It consists of research design, population, sample and sampling, variable, data and source of data, data collecting method and instrument, try out, validity and reliability testing, and technique of data analysis.



4. Chapter IV is research finding. It presents of data description, hypothesis testing and discussion.
5. Chapter V consists of conclusion and suggestion based on the findings of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents nature of speaking, the aspect of speaking, teaching speaking, types of classroom speaking performance, the activities of teaching speaking, test of speaking, instructional media, and puppet.

#### **A. Nature of Speaking**

Speaking is one of important language skills. Philosophically, it occurs after listening skill. According to the Oxford Advanced learner's Dictionary, "to speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc. Lindsay and Knight (2006:57) state that speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people.

Speaking perhaps the most demanding skill for the teacher to teach (Scott and Ytreberg, 1990:33). Speaking skill, like Listening skill, is often neglected in the classroom or teachers assume that speaking is an area that does not require instruction or facilitation. In order to communicate effectively through speaking, learner must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, for example a teacher.

In all of life activities, of course, speaking is needed. Although another tool of communication (writing) can be used in daily life, speaking has more capacity of the use in daily life. For example, speaking happens in the case of calling or greeting someone. In this situation, it is impossible to use written communication. To express our feeling when we are happy or sad and to show ideas in a meeting, speaking plays important roles.

Speaking means negotiating intended meanings and adjusting one's speech to produce the desired effect on the listener (O'Malley, 1996:59). Speaking involves negotiation meaning between two or more persons, and it is always related to the context. Speaking is not only used to interact with other persons but also used to get information. Thornbury, (2005:13) says: "There are two main purposes of speaking. Speaking has function as transactional function related to convey information and interaction function related to establish and maintain social relationship".

In speaking activity, the students usually get some problems that make them difficult to speak or say anything. This is caused by some reasons, such as being shy in speaking, having lacked vocabulary or being afraid in using sentence patterns. Shortage of opportunities for practice is an identified as in important contributing factor to speak failure (Thornbury, 2005:28)

The students can conduct a good communication if they have sufficient competency in communication. Some experts call this competency as communication competence. Richard et al, (1992:49) mention the characteristics of communicative competence includes: knowledge of the grammar and

vocabulary of the language, knowledge of rules of speaking, e.g: how to begin and end conversation, knowing what topic can be talk about in different type of speech events, knowing how to use and respond to different types of speech acts such as request, apologies, thanks, knowing how to use language appropriate.

In communication we also must think about the ambiguity and misunderstanding. The ambiguity and misunderstanding can influence our communication with other. The sentence's ambiguity can make misunderstanding in communication. That way, having good competency in speaking helps the speaker convey ideas early.

Listening can also give facilitate on speaking. In addition, being a hearer first helps the learner appreciate the difficulties inherent in task (Nunan:1999). When we are familiar in Listening, we will know about pattern and structure right if we are accustom in heard sure that our speak is easy.

## **B. The Aspect of Speaking**

Speaking is used to interact or to communicate by with others. Speaking is needed in all of life activities. In speaking, there are five aspects to be mastered that consist of grammar, pronunciation, vocabulary, fluency, and comprehension.

### **1. Grammar**

According to the Advanced Learner's Dictionary, grammar is the rule about how words change their form and combine with other words to make sentences. Grammar is a description of a language and the way in which linguistic units such as word and phrases are combined to produce sentence in the language (Richard et al, 1999:161). It is needed for

students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

By using grammar well, someone will speak accurately. On the other hand, if someone talks or speak by making grammatical errors, his/her ideas will not get across easily.

## 2. Pronunciation

Pronunciation is the way a certain sound or sounds are produced (Richards et al, 1992:296). It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

Pronunciation focuses on accent. When a speaker says, she/he will give an emphasis on a certain word suitable with pronunciation.

## 3. Vocabulary

Vocabulary, in Oxford Learner's Pocket dictionary (2003:482), is defined as all the words that a person knows or uses. The learners can't communicate effectively or express their knowledge and ideas both orally or in written form if they do not sufficient vocabulary. Someone can not give accurate information if he does not have sufficient information. He

also can give wrong information because he does not find appropriate words to express his information. So by having enough vocabulary it will help a speaker communicate with other people.

Vocabulary is more than a list of target language words. As a part of the language vocabulary is intimately interrelated with grammar. The teaching of vocabulary is assumed as rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension based approach to language development.

#### 4. Comprehension

Comprehension is the power of understanding (Hornby, 1995:235). For oral communication certainly requires a subject to respond and to speech as well as to imitate it. If we review to the factions of speaking of speaking as transactional and interpersonal, comprehensions the one important part of catch these functions. The speakers will be able to communicate or to interact effectively if they have the topic. By understanding what they talk, there will comprehension between speaker and listener.

#### 5. Fluency

Fluency in Oxford Learner's Pocket dictionary (2003:165), is defined as being able to speak a language easily and well. Based on Nunan (2003:55) 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 is also one of important things in oral language

because if a speaker speaks fluently, the listener can catch the messages easily. Fluency in speaking is the aim of many language learners.

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluently include a reasonably fast speed of speaking and only a small number of pauses and “ums” or ”ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

### **C. Teaching Speaking**

For many years, teaching speaking provides students with the components of the language, in hope that they would eventually put them all together and speak (Nunan, 2003:49 ). However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

As long as we know, students are taught speaking by having repetition and recite dialogues. Repetition is hoped to make students become familiar with sound and structural patterns of the target language. Recite dialogues are hoped the learners can interact with other people and try to express their feeling to each other. By asking for clarification, repetition, or explanation during conversation, learners get the people they are speaking with to address them with language at a level they can learn from and understand (Nunan, 2003:55)

Speaking is a crucial part of second language learning and teaching (Cahyono and Mukminatien, 2011:42). Teaching speaking can also be defined as

sharing information from teacher to the students. The speaking skill is measured in terms of the ability to carry out in the daily conversation. This reality makes teacher thinks that speaking ability should be mastered by their students. Speaking activities will train the students to practice more in speaking.

According to Harmer, (2007:123) there are three main reasons for getting students to speak in the classroom. First, speaking activities provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. The last, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these element become. So they will be able to use words and phrases fluently without very much conscious thought.

There are many activities served in teaching speaking such as story telling, role play, discussion, etc. Teacher can choose the best activities in teaching speaking that hoped can improve the speaking abilities for the learners. Especially for young learner, the activities in speaking must be fun and interested for them. Scott and Yteberg (1990:33) states that in their own language children are able to express emotion, communicate, intentions and reaction, explore the language and make fun of it, so they expect to be able to do the same in English. So, teaching speaking must be an enjoyable and fun activity that makes the student feels secure to speak up and express their feeling freely.



## **D. Types of Classroom Speaking Performance**

According to Brown (2001:271) there are six types of classroom speaking performance. They are consisted of:

### 1. Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction, but not for focusing on some particular element of language form. Drills offer students an opportunity to listen and to orally repeat certain string of language that may pose some linguistic difficulty- either phonological or grammatical. They allow one to focus on one element of language in a control activity.

### 2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

### 3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated question or comments. These replies are usually sufficient and do not extend into dialogues.

4. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5. Interpersonal (dialogue)

The other form of conversation mentioned is interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

### **E. The Activities of Teaching Speaking**

In speaking, there are many kinds of activities in teaching and learning English we need encourage the learners to practice both production and interaction. Production is related to the learners' ability to produce sound and practice to speak. Interaction is related to the learners to interact, to communicate or hold relationship with other people.

In controlling, activities the teacher usually gives guided to do his or her instruction. The teacher make their class effectively and having fun. For example

in oral language, the teacher uses a puppet or object to help the learner express their idea and practice the word-telling the time.

Good speaking activities can and should be extremely engaging for the students (Harmer, 2007: 123). For getting a good students' speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed to make students more interested and they will not be bored during the class. By having a fun activity and being enjoyable, students are assumed to talk a great deal in class and they can express it freely. The teacher should create their classroom environment where students have real-life communication and meaningful in oral language.

There are some speaking activities that can be held by the teacher and the learners:

1. Role play

One way of getting students to speak is role-playing. Role playing is excellent way in which to stimulate, in the classroom, real communication that is relevant to experience out outside the classroom. Role play has appeal for students because it allows the students to be creatively to put themselves in another person's place for a while. Role play can be like mini-dramas (Lindsay and Knight, 2006:67).

Role plays are also excellent activities for speaking in the relatively safe environment of the classroom. In a role play, students are given particular roles in the target language. 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, 2007:125).

Role plays tend to be more structured than improvisation but less scripted than plays (O' Malley and Pierce, 1996:85). Role play 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 play is more than just play acting: it offers changes for rehearsal and engagement the some other activities fail to give (Harmer, 1998). In role play learners can play about real action in their life. 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.

## 2. Information gap

An information gap is an activity where one student is provided information that is kept from a partner (O' Malley and Pierce, 1996:81). Information gap is a useful activity in which one person has information that the other lacks. They must use the target language to share that information. For instance, one student has the direction to a party and must give them to a classmate.

According to Harmer, (2007:129) information gap activities is an information gap is where two speaker have different bits of information,

and they can only complete the whole picture by sharing that information because they have different information, there is a gap between them. This information may involve description of pictures, maps, or manipulative. In the activities, one student has a picture which they must not show their partners, learners have to arrange the object based on interactions from a partner, in find different activity, in pair each learner has a similar picture but with some differences. In this case they have described the picture and find differences from each other.

### 3. Story telling

Story/text retellings involve having students retell stories or text selections that they have listened to or read. If you ask the students to read a story silently, however you should first ensure that the text is at his or her reading level. Otherwise, this activity becomes an assessment of the student's reading skill in addition to oral skill. It is especially important with retelling to be clear of the purpose of the assessment. Retelling can also be used to determine students' understanding of story structure (O' Malley and Pierce, 1996:83). In retelling, choosing the story or text orally to students means that you will be assessing both listening comprehension and listening skill. Retellings are appropriate for individual assessment of students at beginning and intermediate levels and require no preparation on the part of the students.

According to Harmer, (2007:129) telling stories is we spend a lot of time telling other people stories and anecdotes about what happened to

us and other people. The best stories are those which the students tell in about themselves and their family or their friends. When students tell stories based on their experiences, their classmate can ask them the question in order to find out more about what happened. Story telling fosters creative thinking. It also helps the students express their idea in retelling.

#### 4. Picture cued description or stories

Picture cues can be used for assessment of individual student and are probably most appropriate for beginning and intermediate learners. 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, 1996:79). The picture that used should appropriate for the age and interest level of the learners. Learners can choose single picture or a series of picture. The picture that use should be real people rather than cartoon character in order to ensure appropriate interpretation.

Students are given picture and having them describe what happened in the picture. For this activity students can choose single picture or series of picture. Then teacher given a few minute to understand the picture that the students had. Students describe the picture to the whole class. This activity fosters the creative and imagination of the learners as well as their public speaking skills.

## 5. Debates

Debates can present opportunities for the students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. The debate is probably more often used in content area classroom than ESL classroom. Debates are most appropriate for intermediate and advance learners who have been guided in how to prepare for them (O' Malley and Pierce, 1996:87). Debates require extensive preparation by learners, call for information groups, and make use of at least the following language function: describing, explaining, giving and asking information, persuading, agreeing and disagreeing.

From the explanation above, there are so many activities that can promote speaking and it help the teacher to present the material easily. 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.

### **F. Test of Speaking**

Testing for speaking is very important aspect of language testing. By testing, students are hoping to show their ability in languages is a result from their effort in learning. In testing speaking, teacher can promote the activities to measure the students' ability. Some activities in testing speaking are:

## 1. Reading aloud

One of the techniques in testing speaking is reading aloud. This technique is usually used when the examiner wants to assess pronunciation. In this technique, the student is given a short time to glance at the text or the sentence before being required to read aloud. The ability to read aloud belongs to formal speech situations, differing greatly from the ability to converse with another person in a flexible, informal way. Although reading aloud may have certain usefulness, only a few newsreaders and teachers may ever require training and testing in this particular skill. People read and convey in different ways, using different intonation patterns.

Tests involving reading aloud are generally used when it is desired to assess pronunciation as distinct from the total speaking skill. The reading text should not be given as an unseen passage to the testees; nor should the examiner attempt to assess the whole reading. A test more useful in many ways than reading aloud is the retelling of a short story or incident. In this type of examination the student is required to retell a story he has read.

## 2. Picture cued

Using pictures, maps, and diagrams can be used to assess oral production. In this technique the student is given a picture to be studied in a few minutes and asked to describe the picture in limited time. Pictures should also be relatively free of cultural bias (O'Malley and Pierce, 1996:79).



Pictures should not call for skills that are not being assessed. The picture should also call for approximately similar types of oral language. Selecting pictures that tell stories involving several characters of the same gender calls for more referential and explicit language than those with only one or two characters.

### 3. Oral interview

The most common form of testing speaking is oral interview. Oral interview can be conducted with individuals and requires preparation on the part of the students. In a classroom setting interviews can take the form of discussion or conversation with other students. Interviews can be used to elicit the following language function: describing, giving information or giving an opinion (O' Malley and Pierce, 1996:78).

The interviewer should endeavor to put the student at his ease at the beginning of the interview, adopting a sympathetic attitude and trying to hold a genuine conversation (constantly making his own contribution without, at the same time, talking too much). Students can respond orally to questions about a range of topics that might include their prior knowledge, activities, and interests or preferences (O' Malley and Pierce, 1996:11). The teacher may be interested either in the substantive information collected or in judging the student's proficiency in responding to the question, both of which can be used for instructional planning.

The oral interview should be scored only after the student has left the room. The scoring of an interview can range from an impression mark to a

mark arrived at on the basis of fairly detailed marking scheme (showing accuracy, intonation, pronunciation, vocabulary, fluency).

## **G. Instructional Media**

### **1. Definition of Instructional Media**

According to Heinich et al, (2002:09) A medium (plural, media) is a channel of communication. Derived from the Latin word meaning “between”, the term refers to anything that carries information between a source and a receiver.

Arsyad, (2006:04) state that instructional media is all forms intermediaries used by human to communicate or spread the ideas, the concepts, or opinion so the ideas, concepts or opinion arrive to intended recipient.

According to Asnawir and Usman (2002:11) instructional media is something that is to transmit messages and can stimulate the thoughts, feelings and audience (students) desires, so can encourage the learning process themselves.

From the definition above, it can be concluded that media can be used as facilities to deliver information from sender to receiver, in this point teacher and students. The use of media is significant as it would help the students in understanding and learning the lesson. For instance, if teachers want to explain about animal, media like dolls, pictures, and so on might help the students in visualizing the shape of those animals easily.

Media is one of the teaching components which should be involved in teaching learning process. It is strongly suggested that the teacher makes teaching medium to help the delivering material in the classroom. According to Nilawati (2007:18),

“Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special”

By using media during the teaching learning process, hopefully the teacher will be able to motivate the students to learn and understand to the material presents. Media would help to make the condition for the learners to identify or describe someone or something.

In addition, media have a purpose that is to capture and sustain the students' interest and attention and they can give more impression conveying and explaining information, messages, ideas, facilitate communication etc. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learners' characteristics, and media should interest the students' attention.

## **2. Kinds of Media**

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objective, generally there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

### **a. Audio Media**

Audio media is related with hearing sense, where the message poured in symbolic audit, both verbal and non verbal (Asnawir and Usman, 2002:83). Audio is hearing or sound. Usually it is called listen media. This media is used by teacher in listening classroom. The example of audio media is radio, cassette tips. The teacher will play the cassette and ask the students to doing task or list of words which they get. Audio media in learning include message which can stimulate feeling, thought, attentions, etc to hold teaching and learning process. It is hoped to help the students easy in hearing something and can improve characteristic of feeling (imaginative, fancy).

Audio media has some advantages such as, it encourage self ware and critical thinking, it can be moved easily. In other hand the audio media has some disadvantages such as, only has one way communication, abstract, and only can be heard without seeing to picture.

b. Visual media

Visual is connected with seeing. Visual media is a media which concern of sight only. Visual media is also called by printing media. The example of visual media are pictures, models, things, graphs or tool which can gives the real visual experience the students.

Successful in uses visual based media determined by quality and effectiveness the visual material and graphic (Arsyad, 2006:106). In teaching learning process the teacher must choose and planning good visual material with regards visual elements that will be displayed. By doing good planning the teacher can showing clearly visual and make interest in teaching learning process. So, it is be able to convey the message that is desire by the user.

Like audio media the visual media also has advantages and disadvantages. One of advantages of visual media is can presents the ideas, message or event become real. In other hand, disadvantages of visual media are (1) only focuses on visual message itself and less planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

c. Audio-visual media

Audio-visual media is a media which combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media. The example of audio-visual media are film, video, tv, etc.

The audio-visual media has some advantages and disadvantages. The advantages of audio-visual media are it can help and change the teacher rules become easier, encourage learner to know more, and gives opportunities to the learners to practice by themselves. In other side, audio-visual media also has some disadvantages such as, it needs much money to get and save it, not all the teacher can use it.

In this study, the researcher chose visual media because she used the finger puppets as media in teaching and learning process.

## **H. Puppet**

### **1. The Nature of Puppet**

Puppet is a doll with a head of a person or animal and a cloth body; it can be manipulated with the fingers. The definition of puppet based on Oxford Learner's Pocket Dictionary (2003), "puppet is doll that can be made to move," for example by pulling strings attached to its limbs, or by putting one's hand inside it.

Based on Wikipedia a puppet is an animate object or representational figure animated or manipulated by a puppeteer. There are many different varieties of puppet, and they are made of a wide range of materials, depending on their form and intended use. They can be extremely complex or very simple in their construction.

Teacher can use simple and clear picture to present new language. Teacher can used mime to make the situation, also can used realia clothes, animal, toy furniture, etc. puppet also can just be paper bags with holes for

eyes. Puppets don't need to be more than masks, and these don't have to be complicated (Scott and Ytreberg, 1990:36)

Puppet can allow pent up emotions to be released in the realm of a play world. They provide a safe space for communicating thoughts, attitudes and emotions. For example, finger puppet is an imitation of some kind of animal. The puppet, thus gives people an access to visualize and vicariously experience a fantasy world.

A creative teacher usually uses a tool or media to help her in delivering a message while teaching. The teacher believes that it is better to use an appropriate media to attract the students' attention and to make them understand the material easier. Teaching using puppet can be used as an alternative technique in the teaching learning process (Nilawati, 2007:14).

In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as an alternative technique in the teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach.

## **2. Kinds of Puppet**

When the researcher cited in Wikipedia there are lots of kinds of puppet that we can see on television or internet. It is unique, colorful and funny.

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets.

There are some kinds of puppets:

- a. Black light puppet is a form of puppetry where the puppet are operated on stage lit only with ultraviolet lighting, which both hides the puppeteer perform in black against a black background, with the background and costume normally made of black velvet.
- b. Finger puppets, it is simple puppet which fits onto a finger and has strengthens likes it is easy and simple to use because has small size. The finger puppet is an extremely simple puppet variant which fits onto a single finger. Finger puppets normally have no moving parts, and consist primarily of a hollow cylinder shape to cover the finger. Finger puppets can be used in some activities speaking such as, storytelling, describing something, dialogue, etc.
- c. Hand or glove puppet – it is controlled by one hand which occupies to interior of the puppet. Large varieties of hand puppets place the puppeteer's hand in just the puppet's head, controlling the mouth and head, and the puppet's body then hangs over the entire arm



In this study the researcher choose finger puppets as the media to teach the students because finger puppet is simple to make and to modify it also can be add by some colorful things and it is interesting for the learner. It is easy to perform because it is controlled by finger.

### **3. Advantages of Using Puppet**

Most of student's especially junior high school students that is still in young age, they like a media that is fun and colorful that can motivate them to study actively in class. Then, puppet as colorful and funny things can help them to understand the material of study in class easily.

The benefits of the use of puppets in the classroom are many and varied. The use of puppets provides an opportunity for student expression through the social aspects of communication (Reidmiller, 2008). 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.

Based on Ningtyas (2012) there ware some advantages using puppets:

- The teacher easier to explain the material to the students
- Teacher can do correction directly during her students' performance by using the media
- Puppets help the students to develop their vocabulary and they feel easy to speak in front of the class
- Students feel confident when they perform

- Students become more active in the class
- Puppets give students motivation and the students can develop their ability in speaking descriptive text

The use of puppets can motivate student interest in the reading selection or topic. According to Peyton (2002),

“Students typically resistant to lecturing and representing diverse learning styles and personalities are freed to process and articulate concepts and explore the who-what-when-where- and why of the curriculum physically, interactively, and experientially.”

Reidmiller (2008) also gave some advantages using puppets:

- The use of puppets is beneficial to the student who prefers to learn kinesthetically.
- Puppet activities keep students actively engaged.
- The use of puppets prepares the brain for learning and is a powerful motivator in learning.
- Puppet play stimulates the brain and opens communication for all ages

For many students the group work of the puppet presentations can be less intimidating than an individual performance. The use of puppets in the classroom increased student involvement, motivation, and the development of student’s reading, oral language, and communication skills

## **I. Review of Previous Study**

Research about the use puppet media have been conducted by some researchers. Nilawati (2007) from English Department Faculty of Languages and Arts Semarang State University conducted a Classroom Action Research (CAR) entitle “The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students” these research focused on the effort to increase vocabulary achievement by using puppet media. The result of the research showed that there was improvement of the students’ vocabulary achievement after they are taught by using puppet media. The researcher concluded that puppet media is effective to increase students vocabulary achievement.

Ningtyas (2012) from English Department of Languages And Arts Surabaya State University conducted a qualitative research entitled “The Use of Puppet to Teach Speaking Descriptive Text For Tenth Graders of Senior High School in SMA YPM 3 Sumobito. The researcher conducted descriptive qualitative research. The result of the research showed that puppet media has some advantages in teaching speaking. From the result, the researcher concluded that puppet media can be used as alternative media to teach speaking.

The two studies above focuses on using finger puppets in teaching vocabulary and descriptive. Meanwhile, the present study was different in term of the object to be studied. The present study focused on the effectiveness of using finger puppets as media in teaching speaking for Junior High School.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the research method. It discusses the method used in this study. It includes research design, population, sampling and sample, variable, data and source of data, data collecting method and instruments, validity and reliability and technique of data analysis.

#### **A. Research Design**

Research design is a plan on how to collect and process data that can be implemented to achieve the research objectives. Sukardi (2003:183) explains that research design is all the process needed in designing and implementing research.

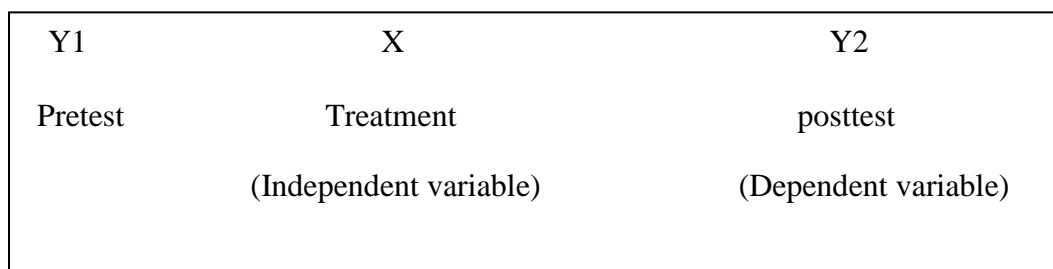
This study was conducted in an experimental design with one- group pretest- posttest design using quantitative approach. Experimental research is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables, and observes the effect of the manipulation on the dependent variables (Ary et all, 2002:276). Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research was done in the class with taking students as population.

Experimental research is unique in two very important respects. An experimental usually involves two groups of subject, an experimental group and a control group, although it is possible to conduct an experiment with one group. In pre-test and post-test group the observation was done twice, before giving treatment called pre-test and after giving treatment called post-test.

This study was classified as pre- experimental design because it was little or no control of extraneous variables. This study used pre-experimental research design because it did not have random assignment of subject to group or other strategy to control extraneous variable and there was no pre treatment. That is why, in this study the researcher just took one group and used pre-test and post-test to see the result of the treatment. In pre-test and post-test group the observation do two times, before giving treatment called pre-test and after giving treatment called post-test.

### 3.1 Diagram of one -group pre-test posttest design

A diagram of one- group pretest- posttest design:



The procedures of experimental research using one group pretest- posttest design:

- 1) Administrating a pre-test with a purpose of measuring speaking achievement of first grade students at MTs Sultan Agung Jabalsari Tulungagung before being taught by using finger puppets
- 2) Applying the experimental treatment in teaching English using finger puppets as media
- 3) Administrating a post-test with a purpose of measuring speaking achievement of first grade students at MTs Sultan Agung Jabalsari Tulungagung after being taught by using finger puppets

Different attribute to the application of the experimental treatment was determined by comparing the pretest and posttest scores. In this study, the researcher wanted to know the effectiveness of using finger puppets as media toward students' speaking achievement by conducting experimental research. The impact was assessed by providing a specific treatment. The effectiveness would be known after knowing the significant differences between the students who were taught before and after using finger puppets as media.

## **B. Population, Sample and Sampling**

### **1. Population**

Population is whole of research subject. In Encyclopedia of educational evaluation noted that a population is a set (or collection) of all elements possessing one or more attributes of interest (Arikunto, 2010:173). Population based on Ary et al in Sukardi (2003:53) population

is all numbers of well defined class of people, events or object. In this study, the populations were all of first grade of MTs Sultan Agung Jabalsari Tulungagung consisted of three classes; they were class A, B, and C. The total population was 56 students.

## 2. Sample

According to Arikunto (2010:174) sample is a part of population which is researched. Azwar (2010:79) state sample is a part of population. In this study, the researcher took the VII-A class as a sample of this research. This class consisted of 20 students of first grade at Mts Sultan Agung Jabalsari Tulungagung. The sample consisted of 11 boys and 9 girls.

## 3. Sampling

Sampling is a technique of taking sample which gives opportunity for every element or population member to be chosen as sample. In this study the researcher used purposive sampling. Purposive sampling was technique to determine sample with a particular consideration.

The researcher was choose the class VII-B at the sample because the students had homogeneity than other classes. The meaning of homogeneity in this study is the students have similar score when they get examination especially in speaking test. The researcher proved it when she conducted a teaching practice there.

### **C. Variable**

A variable is a construct or a characteristic that can take on different values or scores (Ary et al, 2002:34). Variable can be classified in several ways. The most important classification is on the basis of their use within the research under consideration when they are classified as independent and dependent variables (Ary et al, 1985: 30).

Independent variables (X) is variable that consequence of or upon antecedent variables. One independent variable must be the treatment variable. One or more group receive the experimental manipulation or treatment. In this study the independent variable was the use finger puppets as media in teaching speaking.

Dependent variable (Y) is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other independent variables. In this study the dependent variable was the students' achievement of speaking.

### **D. Data and Source of Data**

Data is information unit recorded which can be distinguished with other data, can be analyzed and relevant with certain problem (Tanzeh, 2011:79). According to Arikunto (2010:173) data are a whole facts and numbers that can be used as material for arranging information. The data are very significant in the research. The data in this research belonged to quantitative data. In this study the



data were taken from the students' scores of the first grade students at MTs Sultan Agung Jabalsari Tulungagung from speaking test (pre-test and post-test). Those data were used to know the student's achievement in speaking before and after being taught by using finger puppets as media.

According to Arikunto (2010:172) data source is subject from where the data are gotten. Primary data is the data obtained directly from the subject of research by using measurement tool or data retrieval tool directly on the subject as a source of information is sought (Aswar, 2010:91). The source of data in this research belonged to primary data source. This data source was the students of VII-A class of Mts Sultan Agung Jabalsari Tulungagung.

## **E. Research Instrument**

### **1. Test**

In order to the research data have high enough quality, therefore the instruments that was used must meet requirements as good instruments. Instrument was used to collect data in research and it was one of the significant steps in conducting the research. Therefore, the researcher must choose some instruments in data collecting process.

The instrument that was used in this research was speaking test. The test is made by the researcher by referring to the learning sources for the first grade students of MTs Sultan Agung Jabalsari Tulungagung. It is Erlangga Book for junior high school students year VII. The researcher applied pretest and posttest. Pretest was taken before doing an experimental study or before teaching by using finger puppets as media.

These kinds of test was oral test. The second was Posttest, it was taken after doing an experimental study or after teaching by using finger puppets as media. These kinds of tests was oral test by asking the students to speak orally based on the topic in descriptive text.

In collecting the data, two kinds of test were administered, they were Pre-test and Post-test.

a. Pre-test

Pre-test refers to a measure or test given to the subject prior to the experimental treatment. Pre-test was given to the 20 students of experimental group to measure their ability before being given a treatment. The test was given to know basic competence and to know their earlier knowledge before they got treatment. Pre-test was given by asking the students to speak orally. The score of pre-test then were gotten. The pre-test was conduct in the first meeting and one meeting before they were getting treatment. The pre-test was conducted on Thursday, March 7<sup>th</sup> 2014.

b. Post-test

Post-test was a measure on some attribute or characteristics that was assessed for participant in an experiment after treatment. Post-test was used to measure students' ability after giving treatment process to know their knowledge after they got the treatment. Post-test was given by asking the students to speak orally about family. In elaborating the topic, the students were suggested to make improvement (imagining the content of

the topic). In other word, the students were directed to elaborate artificial content of the topic.

Before having post-test, the students get treatment. In the process of treatment, the researcher applied a finger puppet as a media in teaching speaking. The kind of finger puppet is about animal.

The post-test were in the form of speaking orally about family. The test was used to measure the students' ability after they were given treatment. The post-test was conduct in the last meeting and only one meeting. The pos-test was held on Friday, March 18<sup>th</sup> 2014.

## **2. Procedure to Make the Test**

Before the researcher conducted the test, the researcher made some procedure:

- Researcher made some topic based on the situation
- Consulted to advisor and the advisor only choose one topic in post-test. The topic was describing about family in freely
- Each students given time about 5-10 minutes to perform in front of the class
- Before applying the test, the researcher also consulting to English teacher and she deal with my procedure.

## **3. Try Out**

The researcher also conducted a try-out of instrument before using it to collect data. "The result of try out can be used to measure the validity and the reliability of the test, and it can be carried out in either a small

number or a large number” (Arikunto, 2010:223). So, the try-out functions to determine the extent to which it discriminates between individuals who are different.

In constructing the instrument, there were considered some purpose which tended to influence the reliability of the test, they were: (1) to know the level of the test, whether the test is easy or difficult; (2) to know the number of the test, whether it is more enough or not; (3) wording, whether the students understand the topic; (4) introducing the topic, whether the students are familiar with the topic about family.

The researcher conducted try out for 10 students in the same level but in different classes. They were getting the same topic for post-test. From the purpose above, the purpose of this try-out was to wording and introducing the topic. From the result of the try-out the students understood the instruction.

There were some instructions in the try out: (1) the topic is about family, in here you can describe free family, you can make improvement or imagination; (2) based on the topic, describe it orally in front of the class, each students was given time about 5-10 minutes.

#### **4. Research Activity**

##### **(1) Pretest**

The pretest for the experimental held on March 07<sup>th</sup> 2014 test was conducted to measure the speaking ability of the sample. First, the researcher came to the class and explained what they were going to

do. Then, the researcher asked the students to perform in front of the class to speak orally one by one.

(2) Treatment

The researcher taught using finger puppets as the media of teaching for the treatment. Before asked the students to perform, the researcher given example how was using the media. The first treatment was given on March 11<sup>th</sup> 2014 the second treatment was given on March 14<sup>th</sup> 2014 2011.

(3) Posttest

Post-test was conducted after treatments. Here, researcher asked the students did the same activities with the pre-test. The students were given the activity based on the topic. The post-test was conducted to know if there was the different score that achieved after giving the treatments. The posttest was conducted on March 17<sup>th</sup> 2014 2011.

## **F. Data Collecting Method**

Data collecting method is a way how the needed data are collected. Data collecting is a systematic and standardized procedures to obtain the necessary data (Tanzeh, 2011:83). To collect the data, test was used as an instrument.

Hence, the data of this study were collected by administering test. Arikunto (2010:193) explains “Tool is a space of question or exercise and other

tools that are used to measure the knowledge, skills, abilities or talent of the intelligentsia that is owned by an individual or group". Ary et al (1985:189) sees a test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned". Test is as an instrument or procedure designed to elicit performance from the learners with the purpose of measuring their attainment of specified criteria.

In getting the data, class VII-A was become an experimental group. The researchers as teacher in this study teaches the students. In teaching learning process for the first meeting, the teacher gave pretest in speaking ability .In the second and third meeting, the teacher taught speaking by using finger puppets as media. In the last meeting, the teacher gave posttest in speaking ability to the students.

### **G. Validity and Reliability Testing**

A research is always dependent upon measurement. There are two important characteristics that every measuring instrument should go through a process of validity and reliability check.

#### **a. Validity**

Validity is the degree to which a test measure what it is supposed to measure. A common misconception is that a test is, or, is not valid. Brown (2004:22) explains that validity is the most complex criterion of an effective test and the most important principle of language testing. It is the extent to which inferences made from assessment result are appropriate,

meaningful, and useful in terms of the purpose of the assessment. A test should test what the writer wants to test.

In this research, the researcher considered the content and construct validity for the test as the instrument of research.

Content validity is a kind of validity which depends on careful analysis of the language being tested and a particular test. A test is said to have content validity if its contents constitute a representative sample of the language skills, structures, etc. with which it is meant to be concerned (Hughes, 2003:26). According to Arikunto (2010: 67), a test has content validity when the test measures a certain purpose that reflects the material which was given.

The most proper role to achieve the content validity for the speaking test was asking the students to test the students' performance directly. The researcher also looked at the syllabus when constructing the test and the test was suitable to the syllabus of English for Junior High School in the competence of speaking.

Brown (2004:25) explains that "Construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perception". In the term of construct validity, the test is considered to have construct validity if it can be demonstrated that it measures just the ability which is hypothesized in a theory of language ability.

Both in the pre-test and post-test, the researcher gave speaking test thought oral test. The tests were considered to have construct validity for the purpose of testing proficiency in speaking skill.

b. Reliability

Brown (2004:20) states “a reliable test is consistent and dependable. If the students are given the same test on two different occasions, the test should yield similar results”. The word “similar” is used here because it is almost impossible for the test takers to get exactly the same scores when the test is repeated the following day.

In this study, the researcher used Inter-rater reliability. This way was done by asking another teacher to score students’ performance by using the same scoring rubric. Hence, the students’ speaking was scored once by two different scorers.

**The Result Score from Two Raters**

No.	Rater 1	Rater 2
1	11	10
2	10	10
3	14	14
4	11	11
5	9	10
6	10	10
7	12	12
8	12	11
9	12	11
10	11	11
11	12	12
12	11	11
13	10	11
14	10	10
15	12	11
16	10	10



17	14	14
18	9	9
19	12	12
20	13	12

**Reliability Statistics**

Cronbach's Alpha	N of Items
.952	2

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	11.10	1.674	.914	.
VAR00002	11.25	2.092	.914	.

The result of the calculation showed the reliability coefficient was 0.952. The ideal reliability coefficient is 1. In this study the calculation was comparable to 1 (0.952- 1). It means that the test is reliable.

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.

**Table 3.1 Analytic Oral Language Scoring Rubric**

<b>Focus/rating</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Content	Contents of the topic are presented completely or in details	Contents of the topic are sufficiently presented in details	Contents of the topic are presented less complete or less details	Contents of the topic are not presented completely or in details
Fluency	The	The description of	The description of	The description

	description of the topic is given by not pausing too often and not too long	the topic is given by not pausing too often but too long	the topic is given by pausing too often and not too long	of the topic is given by pausing too often and too long
Grammar	The description of the topic is given in good grammar	The description of the topic is given by making a little mistakes in grammar but they do not influence the presentation of the contents	The description of the topic is given by making a little mistakes in grammar and they influence the presentation of the contents	The description of the topic is given by making some mistakes in grammar and they influence the presentation of the contents
Vocabulary	The description of the topic is given by using various vocabularies	The description of the topic is given by using sufficient various vocabularies	The description of the topic is given by using less various vocabularies	The description of the topic is given by using monotone vocabulary

Standard performance define what a student must know and or be able to do attain a certain level, such as passing a test or scoring proficient on some measurement scale. By using standard performance students' level in speaking achievement would be know.

**Table 3.2 Standard performance**

Score	Criteria
1-4	Unacceptable
5-8	Below average
9-12	Acceptable
13-16	Excellent

## H. Technique of Data Analysis

In this research, the researcher used statistical data analysis technique to know the different score between the students' achievement in speaking ability before and after being taught by using finger puppets as media in teaching

speaking. This technique of data analysis belonged to quantitative data analysis and the data were analyzed statistically by using T-test. According to Arikunto (2010:349) the formula of T-test is:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Notes:

Md = Mean of the different between pretest and posttest

Xd = Deviation of every subject (d- Md)

$\sum x^2 d$  = Total of quadrate deviation

N = Subject of sample

d.b = Decide by N-1

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the findings as the result of analyzing the data. Therefore, this chapter discusses data description, hypothesis testing, and discussion.

#### **A. Data Description**

Having tested students both administering pre-test and post-test, the researcher had gotten score of students speaking achievement. To get the results of the data, there were two parts mentioned below.

##### **1. Data Presentation**

The purpose of the research was to know the effectiveness of using a finger puppet as media toward the student's speaking mastery for first Grade students at MTs Sultan Agung Jabalsari Tulungagung. To obtain the data, the test was given to the experimental class. The researcher involved a class consisted of 20 students. So, the researcher used a small sample which connected each other (T-Test for one sample, that are value between pre-test and post-test).

As mentioned before, the researcher used test as the instrument in collecting data. It was given to class VII-A students of MTs Sulatan Agung Jabalsari Tulungagung as a control group and experiment group.

The researcher applied three steps; pre-test, treatment using finger puppets as media and post-test. Pre-test and post-test were done to get speaking score of the students. The data of the students' achievement before and after teaching English speaking by using finger puppets as media can be seen in the following table.

**Table 4.1 Scores' of Pre-Test**

No.	Student	Criteria of Analytic Scoring Rubric				Score
		Content	Fluency	Grammar	Vocabulary	
1	BCA	2	2	2	3	9
2	DWP	2	2	1	2	7
3	DNF	2	2	2	3	9
4	DW	2	2	2	2	8
5	ENN	2	2	1	2	7
6	EW	2	1	2	2	7
7	ER	2	1	2	2	7
8	FNI	2	2	2	2	8
9	FH	2	2	2	2	8
10	FZ	2	2	2	2	8
11	IS	2	2	2	2	8
12	MN	2	1	3	2	8
13	MDK	2	2	2	2	8
14	MIR	2	1	2	3	8
15	MFR	2	2	2	3	9
16	NCPF	1	2	2	2	7
17	RY	2	2	2	3	9
18	AP	2	1	2	2	7
19	MAS	3	2	2	2	9
20	BI	2	2	2	3	9

**Table 4.2 Scores' of Post-Test**

No.	Student	Criteria of Analytic Scoring Rubric				Score
		Content	Fluency	Grammar	Vocabulary	
1	BCA	3	2	3	3	11
2	DWP	3	2	2	3	10
3	DNF	4	3	3	4	14
4	DW	3	2	3	3	11
5	ENN	2	2	2	3	9
6	EW	3	2	3	2	10
7	ER	3	3	3	3	12
8	FNI	3	3	3	3	12
9	FH	3	3	3	3	12
10	FZ	3	2	3	3	11
11	IS	3	3	3	3	12
12	MN	3	2	3	3	11
13	MDK	3	2	3	2	10
14	MIR	3	2	3	2	10
15	MFR	3	3	3	3	12
16	NCPF	3	2	3	2	10
17	RY	4	3	4	3	14
18	AP	2	2	3	2	9
19	MAS	3	3	3	3	12
20	BI	4	3	3	3	13

**Table 4.3 Score of Pre-test and Post-test**

No.	Student	Pre-test	Post-test
1	BCA	9	11
2	DWP	7	10
3	DNF	9	14
4	DW	8	11
5	ENN	7	9
6	EW	7	10
7	ER	7	12
8	FNI	8	12
9	FH	8	12

10	FZ	8	11
11	IS	8	12
12	MN	8	11
13	MDK	8	10

*Continued*

*Continuation*

No.	Student	Pre-test	Post-test
14	MIR	8	10
15	MFR	9	12
16	NCPF	7	10
17	RY	9	14
18	AP	7	9
19	MAS	9	12
20	BI	9	13

## 2. Data Analysis

Data analysis was done to know the different score of the students in speaking before and after test by searching the gain “d” (score after test and before test). The researcher presented and analyzed the data which had been collected through two kind of test and it was conducted to twenty students.

The researcher provided the table about the list of pre-test and post-test total scores to identify mean and T-test score. The table was presented as follow:

**Table 4.4 Scores’ of Pretest and Post-Test to Get (d)**

No.	Student	Pre-test	Post-test	Gain (d). pre-test post-test
1	BCA	9	11	+2
2	DWP	7	10	+3
3	DNF	9	14	+5
4	DW	8	11	+3

5	ENN	7	9	+2
6	EW	7	10	+3
7	ER	7	12	+5

*Continued*

*Continuation*

No.	Student	Pre-test	Post-test	Gain (d). pre-test post-test
8	FNI	8	12	+4
9	FH	8	12	+4
10	FZ	8	11	+3
11	IS	8	12	+4
12	MN	8	11	+3
13	MDK	8	10	+2
14	MIR	8	10	+2
15	MFR	9	12	+3
16	NCPF	7	10	+3
17	RY	9	14	+5
18	AP	7	9	+2
19	MAS	9	12	+3
20	BI	9	13	+4
	N=20	$\Sigma X= 160$	$\Sigma Y= 225$	$\Sigma D= 65$

a. Identifying Mean

From the table above, the mean of students' score can be found applying the following formula:

Finding the mean "D"

$$MD = \frac{\sum D}{N} = \frac{65}{20} = 3,25$$



Mean from X and Y:

$$M_x = \frac{\sum x}{N} = \frac{160}{20} = 8$$

$$M_y = \frac{\sum y}{N} = \frac{225}{20} = 11,25$$

**Table 4.5 The Statistical Result using T-test**

No.	Student	Pre-test	Post-test	D	Xd (d-Md)	X <sup>2</sup> d
1	BCA	9	11	+2	-1.25	1.5625
2	DWP	7	10	+3	-0.25	0.0625
3	DNF	9	14	+5	1.75	3.0625
4	DW	8	11	+3	-0.25	0.0625
5	ENN	7	9	+2	-1.25	1.5625
6	EW	7	10	+3	-0.25	0.0625
7	ER	7	12	+5	1.75	3.0625
8	FNI	8	12	+4	0.75	0.5625
9	FH	8	12	+4	0.75	0.5625
10	FZ	8	11	+3	-0.25	0.0625
11	IS	8	12	+4	0.75	0.5625
12	MN	8	11	+3	-0.25	0.0625
13	MDK	8	10	+2	-1.25	1.5625
14	MIR	8	10	+2	-1.25	1.5625
15	MFR	9	12	+3	-0.25	0.0625
16	NCPF	7	10	+3	-0.25	0.0625
17	RY	9	14	+5	1.75	3.0625
18	AP	7	9	+2	-1.25	1.5625
19	MAS	9	12	+3	-0.25	0.0625
20	BI	9	13	+4	0.75	0.5625
	N=20					$\sum x^2d = 19.75$

b. Finding T-score

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

$$t = \frac{3.25}{\sqrt{\frac{19.75}{20(20-1)}}$$

$$t = \frac{3.25}{\sqrt{\frac{19.75}{20(19)}}$$

$$t = \frac{3.25}{\sqrt{\frac{19.75}{380}}}$$

$$t = \frac{3.25}{\sqrt{0.0519}}$$

$$t = \frac{3.25}{0,228}$$

$$t = 14.254$$

To know the degree of freedom, we can find the result from the formula:

$$d.f = N - 1$$

$$= 20-1$$

$$= 19$$

## B. Hypothesis Testing

From the result of computation, it revealed:

That the value of T-score > T-table in  $d.f= 19$  with the significant level 0,05. That is why, the alternative hyphotesis ( $H_a$ ) was accepted and the Null

Hyphotesis (Ho) was rejected. It meant that there was significant different scores on speaking achievement to the first grade students before and after being taught using finger puppets as media.

Meanwhile, the value of T-score  $>$  T-table in  $d.f.= 19$  with the significant level 0,05, the Null Hyphotesis (Ho) is accepted and the alternative hyphotesis (Ha) isrejected. It means that there is no significant different score of speaking achievement to the first grade students before and after being taught using finger puppets as media.

The mean of total speaking test score of 20 students before being taught by using finger puppets as media was (8.00). After getting treatment, the mean score of students' speaking was (11.25). It meant that the students' score were improved.

Based on the statistical calculation using t-test, the researcher gave interpretation to  $t_{count}$ . First, she considered the  $d.f.$  with the  $d.f$  (19). She checked to the score of "t" at the significance level of 0,05. In fact, with the  $d.f$  of (19) and the critical value at 0,05 significance  $t_{table}$  was (2.093).

By comparing the "t" that she got in calculation  $t_{count} = (14.254)$  and the value of "t" on the  $t_{table} = t_{0.05} = (2.093)$ . It was known that  $t_{count}$  was bigger than  $t_{table} = 14.254 > 2.093$

Because the  $t_{count}$  was bigger than  $t_{table}$  the null hyphotesis (Ho) saying that there is no significant difference of the students' speaking achievement score after they are taught by using finger puppets as media was rejected and the alternative hyphotesis (Ha) saying that there is significant difference of the students'

speaking achievement score before they are taught by using finger puppets as media was accepted. It meant that there was significance different score of the students speaking achievement of the first grade students of MTs Sultan Agung Jabalsari Tulungagung before and after being taught by using finger puppets as media .

### **C. Discussion**

The objective of this study is to know if there was an effect of using finger puppets toward students' speaking mastery of the first grade students of MTs Sultan Agung JabalsariTulungagung.

Based on research method in chapter III in this research, teaching and learning process is divided into three steps. First step is the researcher administrated pre-test by giving speaking test. It is used to know the students' earlier speaking before they get treatment.

The second is given treatment to the students. The treatment here is teaching speaking by using finger puppets as media. The material is about asking the students to describing something. At the treatment, the researcher asks the students to speak orally by using finger puppets as media. After the students got treatment, the students are more active and enthusiastic to speak because they enjoy speaking. The last step is giving post-test to the students after they got treatment.

From the research finding, it is known that the  $t_{count}$  is bigger than  $t_{table}$  and the alternative hyphotesis ( $H_a$ ) is accepted, while the Null hyphotesis ( $H_o$ ) is rejected. It means that there is significance different score of the speaking

achievement of the first grade students of MTs Sultan Agung Jabalsari Tulungagung before and after being taught using finger puppets as media.

Based on the result, it can be concluded that using finger puppet as media is effective in teaching speaking at junior high school especially for the first grade students of MTs Sultan Agung Jabalsari Tulungagung. It can be seen in the treatment process, the students are more interested and enthusiastic in learning speaking. Those facts are in line with (Reidmiller 2008) the use of a puppet can provide help with public speaking, especially for the shy or apprehensive student.

Ningtyas (2012) said that the use of puppet make the teacher easier to explain the material for the students. By using the puppets teacher can do correction directly when the students perform in front of the class and the teacher knows what mistake the students. The finger puppets given different character and its easy for the teacher to given example when she want to explain about the characteristics something also when they want to retelling story.

Finger puppets also give them fun activities in speaking and they stimulated the students to speak. They become more active to speak up and to ask questions in the classroom. They are also interested to learn and practice speaking using finger puppets. By fun learning, information can be understood and it maintains the students' motivation to learn.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Based on the description of findings presented the previous chapter, a conclusion and suggestion are presented in this chapter. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes all discussion of the research finding. Meanwhile, the suggestions is a reflecting of the presentation of the research finding, the discussion and the conclusion. The formulation of the suggestion must be in accordance to the significance of the research.

#### **A. Conclusion**

Based on the research findings, the researcher draws correlation as follows:

1. The students' achievement before being taught by using finger puppets as media is good because the mean of the total score of 20 students is (8.00).

2. The students' achievement after being taught by using finger puppets as media is very good because the mean of the total score of 20 students is (11.25).
3. Based on the statistical analysis using T – test with the significant level 0,05 and the d.f= 19 shows the value of table “t” = (2.093). While,  $t_{count}$  is (14.254). Because the  $t_{count}$  is higher than  $t_{table}$ , the alternative hypothesis ( $H_a$ ) that states there is significant difference score of the students' speaking achievement by using finger puppets is accepted, while the null hypothesis ( $H_o$ ) that states there is no significant difference score of the students' speaking achievement by using finger puppet is rejected. So, there is any significant difference score of the students speaking achievement before and after taught by using finger puppets as media.

From the result above implies that the finger puppets as media is effective used in teaching speaking to the first grade students of MTs Sultan Agung Jabalsari Tulungagung. That is why, the media are suggested used in, especially teaching speaking.

## **B. 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 finger puppets as media. Some suggestion are addressed to the students, teachers and future writer, as follows:

1. For the Students

By using finger puppets as media, the students can improve their achievement in speaking. The students are suggested to follow up the speaking by using the media in their study. The students would be active and independent in classroom. The media help the students become active in learning English. It is hoped that the students can increase and improve their ability in speaking. So, the use of media in teaching learning process is important.

## 2. For the Teacher

In order to succeed in teaching English, teacher must more creative to create enjoy situation in the classroom. The teacher of English especially in speaking class should keep and hold condition and situation of class conducive in teaching learning speaking, so the students will get encouragement to practice the English. They can support the learner in speaking through the usage of media which can stimulate their learners.

## 3. For the Future Researcher

This research is not perfect yet, it is suggested for the future researcher to conduct further research on the similar area by improving the methodology or use it as reference to conduct a further research related to the use of finger puppets as media in different area of teaching. This study is very important because it will give some knowledge to the researcher and to know the benefits of using this media in teaching English especially in teaching speaking.





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