

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and the discussions of the research based on the implementation of hand puppet at MI Tarbiyatul Athfal Pulotondo in the academic year 2015/2016. Therefore, this chapter discuss about the description of data, hypothesis testing, and discussion.

A. Findings

In this chapter the writer want to know the effectiveness of teaching vocabulary by using hand puppet , the writer did the research by conducting the pre-test and post-test. It was given to IV class at MI Tarbiyatul Athfal Pulotondo as a subject of the research. There were 24 students consist of 17 male and 7 female as a subject at the research.

The test in this research consist of 25 questions. The type of test are 15 multiple choice and 10 matching tests. The pre-test conducted before giving treatment by hand puppet. The result of pre-test showed that students mastery in vocabulary. After getting the result of pre-test, the writer gave treatment for the students by hand puppet media. When being the teaching and learning process, the students felt curious to join the class and they are very interest during the lesson. After doing the treatment, the writers gave a post-test. To describe the data, the writer showed the criteria of score of the students test result. Table the criteria of the score as follow:

Table 4.1 Criteria of the Score

| No. | Interval Class | Criteria |
|-----|----------------|-----------|
| 1 | 80-100 | Very Good |
| 2 | 70-79 | Good |
| 3 | 60-69 | Enough |
| 4 | 50-59 | Poor |
| 5 | 0-49 | Bad |

The writer gave pre-test and post-test through the same test format in vocabulary test which are administered to 24 students. The students score in both pre-test and post-test were presented in the following tables:

In this section, the writer presented the student's vocabulary mastery before being taught by puppet. The pre-test was administered on May, 10th 2016. The table shows that from 24 students dividing of score in pre-test. Table shows the result of students' score before taught by hand puppet as follow:

Table 4.2 The Result of Students' Score Before Being Taught by hand puppet

| NO. | Name | Score of Pre Test |
|-----|------|-------------------|
| 1 | MHS | 80 |
| 2 | ANK | 72 |
| 3 | ANE | 76 |
| 4 | HS | 60 |
| 5 | LZ | 64 |

| | | |
|----|------|-------------------|
| 6 | MCN | 72 |
| 7 | MFIM | 84 |
| 8 | MAM | 84 |
| 9 | MFN | 88 |
| 10 | MYF | 64 |
| 11 | MAA | 60 |
| 12 | MAN | 88 |
| 13 | MANR | 56 |
| 14 | MBP | 56 |
| 15 | MFR | 80 |
| 16 | MHM | 72 |
| 17 | MHMA | 84 |
| 18 | MI | 84 |
| 19 | MRC | 74 |
| 20 | OW | 64 |
| 21 | SR | 68 |
| 22 | TQ | 60 |
| 23 | THJ | 72 |
| 24 | YDA | 76 |
| | | $\Sigma X = 1738$ |

The result of the mean of pre-test score is:

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

$$X = \frac{1738}{24}$$

$$X = 72.41667$$

The mean score of students pre-test was 72.41667.

In this section, the writer presented the student's vocabulary mastery after being taught by hand puppet. The post-test was administered on May, 20th 2016. The table shows that from 24 students dividing of score in post-test. Table shows the result of students' score after using hand puppet as follow:

Table 4.3 The Result of Post-test After Being Taught Using hand puppet

| NO. | Name | Score of Post Test |
|-----|------|--------------------|
| 1 | MHS | 88 |
| 2 | ANK | 80 |
| 3 | ANE | 88 |
| 4 | HS | 76 |
| 5 | LZ | 80 |
| 6 | MCN | 84 |
| 7 | MFIM | 92 |
| 8 | MAM | 92 |
| 9 | MFN | 92 |
| 10 | MYF | 72 |
| 11 | MAA | 72 |
| 12 | MAN | 92 |
| 13 | MANR | 68 |
| 14 | MBP | 68 |
| 15 | MFR | 88 |
| 16 | MHM | 88 |
| 17 | MHMA | 88 |
| 18 | MI | 88 |
| 19 | MRC | 84 |

| | | |
|----|-----|-------------------|
| 20 | OW | 72 |
| 21 | SR | 84 |
| 22 | TQ | 72 |
| 23 | THJ | 76 |
| 24 | YDA | 88 |
| | | $\Sigma Y = 1972$ |

The result of the mean of pre-test score is:

$$Y = \frac{\Sigma Y}{N}$$

$$Y = \frac{1972}{24}$$

$$Y = 82.16667$$

The mean score of students post-test was 82.1667.

In this section, the writer presented the significance different score between students vocabulary mastery before and after being taught by hand puppet. Table shows the students' score before and after using hand puppet as follow:

Table 4.4 The Result of Students' Score Before and After Being Taught Using hand puppet

| NO. | NAME | Pre-test (x) | Post-test (y) |
|-----|------|--------------|---------------|
| 1 | MHS | 80 | 88 |
| 2 | ANK | 72 | 80 |

| | | | |
|----|------|--------------------|--------------------|
| 3 | ANE | 76 | 88 |
| 4 | HS | 60 | 76 |
| 5 | LZ | 64 | 80 |
| 6 | MCN | 72 | 84 |
| 7 | MFIM | 84 | 92 |
| 8 | MAM | 84 | 92 |
| 9 | MFN | 88 | 92 |
| 10 | MYF | 64 | 72 |
| 11 | MAA | 60 | 72 |
| 12 | MAN | 88 | 92 |
| 13 | MANR | 56 | 68 |
| 14 | MBP | 56 | 68 |
| 15 | MFR | 80 | 88 |
| 16 | MHM | 72 | 88 |
| 17 | MHMA | 84 | 88 |
| 18 | MI | 84 | 88 |
| 19 | MRC | 72 | 84 |
| 20 | OW | 64 | 72 |
| 21 | SR | 68 | 84 |
| 22 | TQ | 60 | 72 |
| 23 | THJ | 72 | 76 |
| 24 | YDA | 76 | 88 |
| | | $\Sigma X = 72.41$ | $\Sigma Y = 82.16$ |

To make data set meaningful from the table above, the writer encloses the frequency of pre-test score using IBM SPSS statistic 16.0. Table shows the statistical result of pre-test score as follow:

Statistics

Pre-test

| | | |
|---|---------|----|
| N | Valid | 24 |
| | Missing | 0 |

Table 4.5 Frequency of Pre-test Score

| | | Pre-test | | | |
|-------|----|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 56 | 2 | 8.3 | 8.3 | 8.3 |
| | 60 | 3 | 12.5 | 12.5 | 20.8 |
| | 64 | 3 | 12.5 | 12.5 | 33.3 |
| | 68 | 1 | 4.2 | 4.2 | 37.5 |
| | 72 | 5 | 20.8 | 20.8 | 58.3 |
| | 76 | 2 | 8.3 | 8.3 | 66.7 |
| | 80 | 2 | 8.3 | 8.3 | 75.0 |
| | 84 | 4 | 16.7 | 16.7 | 91.7 |
| | 88 | 2 | 8.3 | 8.3 | 100.0 |
| Total | | 24 | 100.0 | 100.0 | |

Based on the result, it can be seen, if 2 students (8.3%) got 56, 3 students (12.5%) got 60, 3 students (12.5%) got 64, 1 student (4.2%) got 68, 5 students (20.8%) got 72, 2 students (8.3%) got 76, 2 students (8.3%) got 80, 4 students (16.7%) got 84, and 2 students (8.3%) got 88.

This is known that the students seemed difficult to finish the vocabulary test. Then, after getting the treatment by hand puppet on two times, the students score

showed good improvement. Table shows the statistical result of post-test score as follow:

Statistics

Post-test

| | | |
|---|---------|----|
| N | Valid | 24 |
| | Missing | 0 |

Table 4.6 Frequency of Post-test Score

| | | Post-test | | | |
|-------|----|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 68 | 2 | 8.3 | 8.3 | 8.3 |
| | 72 | 4 | 16.7 | 16.7 | 25.0 |
| | 76 | 2 | 8.3 | 8.3 | 33.3 |
| | 80 | 2 | 8.3 | 8.3 | 41.7 |
| | 84 | 3 | 12.5 | 12.5 | 54.2 |
| | 88 | 7 | 29.2 | 29.2 | 83.3 |
| | 92 | 4 | 16.7 | 16.7 | 100.0 |
| Total | 24 | 100.0 | 100.0 | | |

Based on the result, it can be seen, if 2 student (8.3%) got 68, 4 students (16.7%) got 72, 2 students (8.3%) got 76, 2 students (8.3%) got 80, 3 students (12.5%) got 84, 7 students (29.2%) got 88, and 4 students (16.7%) got 92.

This result shows that after getting treatment by using flash card, students' score significantly improved. In pre-test, there was students who got >88 (8.3%), while in post-test, the percentage of sample who got >88 increased by 29.2% (8.3% -

29.12%). Moreover, the highest score in post-test (92) is large than score in pre-test (84) and also lowest score in post-test (68) is large than score in pre-test (56).

This finding indicates that after using taught by hand puppet was any significant different score improved by the score from pre-test and post-test.

After organizing the frequency of score from pre-test and post-test. Table paired sample statistic as shown below:

Table 4.7 Paired Sample Statistics

Paired Samples Statistics

| | Mean | N | Std. Deviation | Std. Error |
|-----------------|-------|----|----------------|------------|
| Pair 1 pre-test | 72.33 | 24 | 10.209 | 2.084 |
| post-test | 82.17 | 24 | 8.170 | 1.668 |

As the table shows, it can be described that the mean of post-test scores (82.17) is higher than the mean of pre-test scores (72.33).

Then, after organizing the paired sample statistic. Table shows the paired sample correlations.

Table 4.8 Paired Sample Correlations

Paired Samples Correlations

| | N | Correlation | Sig. |
|-----------------------------|----|-------------|------|
| Pair 1 pre-test & post-test | 24 | .925 | .000 |

Based on the table, output paired sample correlations shows the large correlations between samples, where can be seen numerical both correlation is (0.925) and numerical significance is (0.000).

Therefore, to know how the effective hand puppet is use. The writer tested the result of pre-test and post-test by using paired sample test. Table 4.9 as shown below:

Table 4.9 Paired Sample 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-test - post-test | -9.833 | 4.082 | .833 | -11.557 | -8.109 | 11.800 | 23 | .000 |

B. Hypothesis testing

From the result above, it could be seen that the value of t_{score} was 11.800, whereas t_{table} with significant level 5% is 1.714. It can be seen that “t” with significant level 5% and degree of freedom 23 is 1.714, meanwhile the t_{score} is 11.800. The conclusion, t_{score} is greater than t_{table} . So, the null hypothesis (H_0) from this research is there is no significant difference between student’s vocabulary mastery being taught by using puppet and are not being taught by using puppet is rejected. Then, the alternative (H_a) from this research is there is significant difference between student’s

vocabulary mastery being taught by using puppet and are not being taught by using puppet is accepted.

So, by known level significant 5% or 00.5, so $t_{\text{score}} = 11.800 > t_{\text{table}} = 1.714$. It means, there is any significant different in students' achievements in teaching vocabulary before and after being taught by hand puppet in 4 grades of MI Tarbiyatul Athfal Pulotondo in academic year 2015/2016.

C. Discussion

Selectively hand puppet as media for teaching vocabulary because has some advantages to use in teaching vocabulary. The result from the test, teaching vocabulary using hand puppet make the students can be easy to understand in learning vocabulary. The student's difficulty makes the students felt hard to memorize their vocabulary. By hand puppet, the students join the class with interesting and felt enjoy in learning activities. They felt interest and that can make them active in the class, it is appropriate with, Lewis (1973:364) hand puppet is easy to understand, memorize, remember and could avoid misunderstanding because the students see the object directly, when the writers teach without hand puppet the situation in classroom is very crowded and the students are not active. Based on Mahoney (1998:72), the purpose of teaching English by using puppets are (a) to develop students' imagination and creativity, (b) to provide opportunities for students to share oral interpretations, and (c) to provide a supportive environment for experimenting with voice and language, like the writer know, when the writer teach

with hand puppet the students shows their imagination with ask many question that shows the students active in the class.

Based on the research method in chapter III in this research, the writer conducted an experiment research with one pre-test and post-test design. In this research, the first step was administering of pre-test by giving vocabulary test without hand puppet as media, in which the writer to know the students' vocabulary mastery before they getting the treatment. The result of pre-test showed that some students getting trouble to meaning of vocabulary. The students felt confused, and bored in classroom. Therefore, the writer was giving treatment by hand puppet as media. The material taken from syllabus talking about spelling and copies a simple word, and sentence about animal and things. During getting the treatment, the students felt interested, enjoy, active, happy and enthusiastic to learn English vocabulary. The last step, the writers was administering of post-test. The post-test was given to know the students' vocabulary mastery after them getting the treatment. The writer wanted to know how far the students can memorize and understanding about the vocabulary, after given treatment was done. It was known that the students' vocabulary was significant.

In the result of the mean score of pre-test is low (72.41) and the mean score of post-test is rise (82.16), from the explanation before the mean score of post-test (82.16) is large than the mean score of pre-test (72.41). The result shows that scores of post-test was better than scores of pre-test. It can be known that students mean score improve up 9.75 points. So, the teaching and learning vocabulary process is

effective. It is refer to the previous study by Sofika Chandra Nilawati (2009), and Kadina Kesuma Ilham (2009) stated that using hand puppet was effective and makes students felt interesting, enjoyable, and focus in teaching-learning process.

After a calculation in the previous explanation, the result to know was any significant different in vocabulary score or not, the writer used of statically computing t-test. It can be seen by the result of statistical computing t-test, the result of t_{score} is 11.800. When the t_{score} is compared to t_{table} with the degree of freedom 23, the t_{score} 11.800 is higher than t_{table} 1.714. Therefore, based on the hypothesis testing, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

From explanation above, it is very appropriate with the result that in teaching and learning process using hand puppet is effective, especially to improve to students' vocabulary mastery. Based on research finding in this research that there are any significant different in vocabulary mastery of students before and after being taught using hand puppet. Thus, it can be concluded that the use of hand puppet as media is effective in teaching vocabulary at fourth grade of MI Tarbiyatul Athfal Pulotondo academic years 2015/2016.