THE EFFECTIVENESS OF USING HANDPUPPET TOWARDS STUDENTS’ SPEAKING SKILL IN STORY TELLING
(A Quasi Experimental Study at the Second Grade Students of SMP Islam Al-Mu'min in 2017/2018 Academic Year)

A “Skripsi”

Presented to the Faculty of Educational Sciences in Partial Fulfilment of the Requirements for the Degree of S.Pd. (S-1)

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FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2018
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Dengan ini menyetikan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

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ENDORSEMENT SHEET

The ‘Skripsi’ (Scientific Paper) entitled “The Effectiveness of Using Handpuppet Towards Students’ Speaking Skill in Story Telling” (A Quasi Experimental Study at the Second Grade of SMP Islam Al-Mu’min in the Academic Year in 2017/2018) Written by Karima Desti Annisa, Student’s registration of number 1111014000050, was examined at examination session of faculty of Educational Sciences Syarif Hidayatullah State Islamic University jakarta on May 30th 2018. The ‘skripsi’ has been accepted and declared to have fulfilled one of requirements for academic title ‘S.Pd’ in Department of English Education.

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ABSTRACT


Advisor I : Drs. Syauki, M.Pd.
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Keywords : Handpuppet, Speaking Skill, Story Telling

The objective of the research was to find out the effectiveness of puppet on students’ speaking skill especially on narrative text at the second grade students’ of SMP Islam Al-Mu’min academic year 2017/2018. The students’ populations of Second grade at SMP Islam Al-Mu’min are 58 students, and the samples are 58 students (29 students for experiment class and 29 students for controlled class). The sampling technique that was used by the writer was convenience sampling. The method that used by the writer in the research was quasi experimental method which divided two different classes. The classes were designed as experiment class and control class. Both of the classes were given different treatment by the writer. Experiment class was taught used puppet as the media and the controlled class was taught without it. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. The data analyzed in this research was gathered through speaking test which assessed used speaking rubric. The data analyzed by statistic formula of T-test. The result that was gained from the research proved the difference between students’ score in learning speaking skill by Convenience sampling technique. According to the statistical calculation result, $t_c=4.287$ and with df 56 in 5% significance level $t_{table}=1.673$. it means that $t_c>t_{table}$. So, the $H_{alternative}$ is accepted. In conclude, the puppet as the media is effective improve students speaking skill in story telling in students eight grade of SMP Islam Al-Mu’min academic year 2017/2018.
ABSTRAK


Pembimbing I : Drs. Syauki, M.Pd.

Pembimbing II : Atik Yuliani, MA.TESOL.

Kata Kunci : Handpuppet, Speaking Skill, Story Telling

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All praises be to Allah, the Lord of the world, who has given the writer His mercy, guidance and strength to finish this research paper. Peace and salutation be upon to the prophet Muhammad, his family, his companions, as well as his followers.

This skripsi is presented to Department of English Education, Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta as a partial fulfillment of the requirement for the degree of S.Pd (Bachelor of Arts).

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8. All her beloved friends of DEE B 2011 who have accompanied the writer’s life during the study in university.

9. All of people, whose name cannot be mentioned for their contribution to the writer during finishing this research.

Finally, the writer admits that his writing is still far from being perfect. Therefore, her hopes some suggestion and constructive critique from the reader for this better research paper. Hopefully, this research paper will be useful not only for the writer, but also for the reader.

Ciputat, April 28th 2018

The Writer

Karima Desti Anisaa
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Ciputat, April 28th 2018
The Writer

Karima Desti Annisaa
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CHAPTER I
INTRODUCTION

A. Background of the Study

Speaking is a means of communication which is really important in the daily activities. Through speaking people get the information which they really want to know. It is because speaking is the way people express their ideas and purposes orally to the others. According to Cameron “Speaking is the active use of language to express meanings so that other people can make sense of them”\(^1\).

Speaking is one of the language skill in Teaching English. Speaking is one of the important skills that should be learned by learners. English teaching should be focused on the students'skill to communicate well through spoken language. It is because have to speak English orally in a right way. Learning to speak is different from learning to write, because learning to speak needs student encouragement to express their ideas or their story to tell in front of other people, especially when they speak in front of the class or in public. Speaking is a demanded skill because it requires the other speaking components such as: vocabulary, grammar, pronunciation, and fluency. In this case, teachers have responsibility to guide students to increase their speaking ability and motivate them by using appropriate method and technique.

Based on the writer’s experience as a teacher in SMP Daarul Maarif South Jakarta, some students get difficulties in speaking English because they are not only lack of language component, but also inconfidence. Some students also stated that because the ability to speak in English is not the goal of English subject in their school, the teacher does not provide them properly speaking activities in learning and teaching process. Moreover, the language exams which the school held for students’ are usually written test rather than

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\(^1\) Lyne Cameron, *Teaching Language to Young Learners*, (Cambridge: Cambridge University Press. 2001), p. 40
oral test. It causes students’ motivation in learning speaking lost. They tend to feel that learning a skill that will not be tested in their exam is meaningless. Also, some students have the belief that to speak well is to speak with well grammar. This belief does not only cause students to think too long before they speak, but also decrease their confidence in trying to speak. From the difficulties students explained above, it can be seen that the problems of the students’ low speaking skills not only because the lack of language component knowledge, but also their lack of confidence.

Based on the facts above, it is important to find out the solution to help the students in solving their problems. There are some media to help students in learning speaking skill. Some kinds of media that might help them to deliver the materials are song, picture, rhyme, models, puppets, etc. Puppet as one of teaching media to show characters of something. Moreover, puppet is fun. It gives benefit to the teacher, because he or she has an example’s model in presenting his or her material to their students.

Teachers can use some techniques or activities to help students to be active and motivate in acquiring the speaking skill based on the given instructional material. According to Brown "dialogues and conversations are the most obvious and most often used speaking activities in language classroom, a teacher can select from a variety tasks." As an oral skill, speaking need much practice to help student in mastering in speaking. Additionally teachers have to build communicative activities in the class. Then, students will be more active in the class. As Murcia stated in her book that communicative activities are the activities which oriented in performing: such as role play, debates, drama scenes, and interview. Teacher also can use story telling in handpuppet learning as their method in teaching learning process.

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Story Telling is one of the techniques that teachers use to increase students' speaking skill. Story telling mainly is a means for sharing and interpreting story or experiences. According to National Council Teachers of English story telling can be defined as retelling a tale or story to listeners through voice and gestures. In addition, according to Craig, storytelling is a process of communicating with the audiences using vocalization, narrative structure and mental imaginary. It can be concluded that storytelling is one of strategies in teaching speaking that students can briefly summarize a tale or story they heard from someone, or story they create their own.

However, teacher often find difficulties to provide story telling technique in the classroom. The difficulties are the student sometimes not confident and difficult to control their body movement, especially moving their hands while speaking in front of the class. Therefore, the teachers are suggested to find out the best technique that might increase students’ encouragement in speaking especially story-telling.

In this study, The writer uses hand puppet as the media in teaching speaking skill (story telling). Therefore, each student will be more confident to speak in story telling because they feel fun with handpuppet. Based on the explanation above, study will be continued under the title The Effectiveness of using handpuppets towards students’ speaking skills in Story Telling.

B. Identification of the Problem

From the background of the study, the writer makes identification, such as:

1. Speaking is very important skill, but most students have low achievement in speaking

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2. Students have low motivation in speaking because students are shy and afraid to speak in front of the class.
3. Most of students are not interest in speaking of storytelling because some of them are not confident with themselves and their body movement.

C. Limitation of the Study
   To avoid the study being too broad, the writer limits the study to know the effectiveness of using hand puppets towards students’ speaking skill in story telling or not in SMP Islam Al-Mu’min

D. Research Question
   The research question for this study is “is hand puppets effective towards students’ speaking skill in story telling for second grade in SMP Islam Al-Mu’min?”

E. Objective of the Study
   The study is aimed to know whether hand puppets is effective towards students’ speaking skill in story telling for second grade in SMP Islam Al-Mu’min

F. Significance of the Study
   The result of this research hopefully can give some significances, not only theoretically but also practically, for:
   1. Students
      The result of the study will hopefully contribute to the improvement of the speaking skill especially in Handpuppets in order that they can be braver with their speaking skill
   2. Teachers
      The result of the study hopefully will inform the teacher that Handpuppets are able to use as an interesting technique to increase the
student’s skill or ability in speaking. So they can add the hand puppet as the media in teaching speaking skill.

3. Other Researchers
The result of this study will hopefully contribute to the other researcher who are interested in the use of Handpuppets in students’ speaking skill. And hopefully the next researcher can dig deeper information to improve this research.
CHAPTER II
LITERATURE REVIEW

In this chapter, the researcher would like to describe some theories related to the study. The theories focus on the general concept of media, types of media, puppets as medium, types of puppet, hand puppet as media, advantages of using hand puppet, speaking skill, basic types of speaking, teaching speaking, the relevant previous studies, the theoretical thinking, and the hypothesis of the research.

A. General Concept of the Media

Media is one of the teaching components which help teacher in teaching and learning process. Media is made by teachers to help delivery the material in front of the class. The medium involved in the teaching and learning process hopefully can make the students getting easier and more interesting in teaching and learning process. Teacher will choose and design the medium that proper to the material that will be taught.

According to Harmer, Media is an aid of teaching and learning process which makes the students understand better to the material. He said that media is the basic of the material itself and it can relate with whole of the material’s topic and content.1 Another opinion comes from Murcia. She said that media is the important motivator in teaching and learning process.2 In addition Baidawi said that media in teaching English as foreign language is a physical devices which are being tools in the teaching and learning process. It also has big influence in delivering the messages inside of the material to the students.3

Anderson also classified the types of the media. They are audio, print, audio prints, projection of visual silent, audio-visual silent projection, visual motion, audio-visual motion, physical object, humans and the environment, and also computer. This is the details of those classifications above:\(^4\)

2.1. Table of Types of Media in Education

<table>
<thead>
<tr>
<th>No</th>
<th>Media Categories</th>
<th>Examples in Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Audio</td>
<td>Audio tapes, radio, CD, telephone</td>
</tr>
<tr>
<td>II</td>
<td>Print</td>
<td>Textbooks, modules, brochures, leaflets, pictures</td>
</tr>
<tr>
<td>III</td>
<td>Audio-print</td>
<td>Audio tapes that include written materials</td>
</tr>
<tr>
<td>IV</td>
<td>Proyeksi visual silent</td>
<td>Overhead transparency (OHT), Film frames (slides)</td>
</tr>
<tr>
<td>V</td>
<td>Audio visual projection silent</td>
<td>Film frames (slides) voiced</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Motion</td>
<td>silent film</td>
</tr>
<tr>
<td>VII</td>
<td>Audio Visual motion,</td>
<td>silent motion film, video / VCD, TV</td>
</tr>
<tr>
<td>VIII</td>
<td>Physical Obects</td>
<td>Real objects, models, specimens</td>
</tr>
<tr>
<td>IX</td>
<td>Humans and the environment</td>
<td>Teacher, librarian, laboratory</td>
</tr>
<tr>
<td>X</td>
<td>Computer</td>
<td>CAI (Computer Assisted Instructional = computer-assisted learning), CMI (Computer</td>
</tr>
</tbody>
</table>
2.1. Table of Types of Media in Education

By the explanation above, the writer conclude that the types of media in education are:

1. Visual media: the simple and two or three dimension object, example: photos, pictures, posters, cartoons, graphs etc.
2. Audio media: media which will simply be heard, example: be audio tapes, mp3, and radio.
3. Audio visual media: media which will be heard in addition as seen, example: silent films, videos, television, hand puppet and sound slides.
4. Multimedia: the media will present a whole media parts, example: animation. Multimedia is usually identics with computers, internet and computer-based learning.
5. Media reality: the real media that exist within the whole natural environment, whether or not applied to a state of living or preserved, example: animals, specimens, herbarium etc.

In conclusion the hand puppet includes on audio-visual media because it is an unreal object which can be seen and heard by the audience.

Moreover the writer wants to highlight all of the statements above that the media is the important part in teaching and learning process that very help not only teacher but also the students in absorbing the material. For instance, if the teacher and the class discuss about vegetable, maybe the picture or the realia of vegetable will really help their teaching and learning process.
In addition, media is an aid. It likes a useful tool which has many purposes. It helps neither teacher nor students. Teacher and students will be more interesting and enthusiast if they use media. It also can engage students’ attention and interest of material and help them to express their idea, messages and information during the teaching and learning process. Moreover, the teacher must remember that they must be wise in using the media. Media that they used must fulfill this requirement: media should be affordable or inexpensive (easy to reach), should be appropriate with the topic or material which is discussing. Should be appropriate with the learner condition and characteristic, and should have a power to engage students’ attention and interest.

B. Puppet as a Medium

For a good teacher, it will be better to teach using a media. It is because the media is a helpful tool or useful teaching aid in the teaching and learning process. As mentioned before, media which appropriate with the material and the students’ characteristic will be a gun for the teacher in delivering the material. According to Palmer, using more media is good. When teacher speak and collaborate their utterance makes the listener (students) more engage. The special reason is because many students have different characteristic. Some of them are visual, audiovisual, and also kinesthetic. So, when speaking uses media it can help the visual one.\textsuperscript{5} The puppet is one of the visual media

Based on the Cambridge Advanced Learner’s dictionary, Puppet means a kind of toys which shaped like other creature, human or animal, and it can move by strings, the fingers or when we took the hand inside.\textsuperscript{6}

\textsuperscript{5} Erik Palmer, \textit{Teaching the Core Skills of Listening and Speaking}. (Alexandria: ASCD, 2014), pp. 11—12

Meanwhile, Lohnes said puppet is an object made by wood, cloth, plastic, cardboard, etc. It has not to be like human but it must be act like human.\footnote{Marilyn Lohnes, Fractured Fairy Tales Puppet Plays and Patterns, (Fort Atkinson: Upstart Books, 2002), pp. 6—8}

Slattery and Wilis also state that Puppet is a kind of aid who help children practice in speaking. Sometime a young student is shy to speak in front of the class or speak with adult. Puppet can substitute the partner of young children speaking. Then the children can more enjoy in practice speaking with puppet.\footnote{Mary Slattery and Jane Wilis, English for Primary Teachers, (New York: Oxford University Press, 2001), pp. 18—19} It is in line with Lines and Nunan. They said that puppet will use properly in the children classroom. It is because student will feel more comfortable to speak with puppet.\footnote{Lines and Nunan, Practical English Language Teaching: Young Learner, (New York: McGraw Hill Companies: 2005), p. 33}

Moreover, based on the explanations above, the writer can conclude that puppet is one of the media which helpful in teaching and learning process. It helps not only teachers but also students. The interesting shape of it can engage the students to be more focus with the material, then it makes the teacher easier to organize the teaching and learning process.

1. Types of Puppet

Puppet is an ancient art which survived in thousands years. It begins in Egypt as the ritual tools. Puppet develops consistently and today it is still exist. The purpose of puppet changes. Today, it is used for educational purposes in the school and also as for entertainment tools in library or daycare. Then as a tool which has some functions, puppet has
many types. The types of Puppet are The Marrionetter, Shadow Puppet, Stick Puppet, Handpuppet;\textsuperscript{10}

a. The Marionette

This is a kind of ancient puppets. It is made from wood. The shape looks like human body. The important part that commonly available on Marionette is joints (ankle, knee, etc). The joint in this puppet is connected by hinges. Using this kind of puppet is difficult enough.

![Figure 2.1. The Marionette](image)

b. Shadow Puppet

Shadow Puppet is almost the same with the Marionette, but it is simpler. It is made from heavy papper or cardboard. In Indonesia it similar with leather puppet or wayang. The puppeteer will operate the shadow puppet with a back light on the stage. The audience will enjoy the shadow that appears in the wall. Even the shadow puppet looks simple; it is not too easy to operate.

![Figure 2.2 Shadow puppet](image)

c. Stick Puppet

Same with other puppets, but the special thing is it uses a stick. Stick puppet can be simple or complex. It depends on the design. It can be made simple by use spoon, or a stick with two dimension picture. Then it can be more complex if made like human (use a ball in the end of the sticks and make a dress like a human body).

![Stick Puppet Image](image1)

Figure 2.3 Stick Puppet

d. Hand Puppet

This is the most commonly puppet. It is affordable. The user may create their own hand puppet or buy the readily hand puppet in the store. The way to operate it is by the hand of the puppeteer. The hand can be directly placed inside it. Then the fingers operate the head and body part of it. It is relative easy to a new user. It can be used as a tool in deliver the story or educational property.

![Hand Puppet Image](image2)

Figure 2.4 Hand Puppet
2. How to make puppet

Here some tips to make it:

1. Prepare the clean shock and some property like a paper, marker, glue, etc. Choose the shock with proper color. Make sure the color is easy to draw or to decorate by marker.

2. Design the body parts which will be drawn. Block out for the face, eyes, nose, mouth, etc.
3. Start to decorate the socks. Make the face appropriate with the needs.

4. Attach the others accessories or body part that is separate. Then the puppet will be ready to use.\[11\]

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\[11\] https://www.wikihow.com/Make-a-Hand-Puppet
3. How to use puppet in teaching learning process:

   Meanwhile, to use hand puppet as the media in front of the classroom, teacher needs to pay attention on:

   1) Start with the Simple One

      Teacher who never used the hand puppet before is better to choose the simplest hand puppet. It is to make teacher felt the experiment in using hand puppet in the first time. The simple mascot puppet will be good to be chosen.

   2) Practice in Front of the Mirror before Show

      Prepare and learn how to make the hand puppet movement. It looks easy, but actually it is complicated enough to make a real movement. Even it is hard to make the movement being alive.

   3) Design some Gimmicks to the Puppet

      To make each hand puppet unique and have the special characterization, we must decide the peculiar gimmicks on each of them. It made students more familiar and associate with the characteristic of each puppet that we played. Do not forget to do something sound like a funny gimmicks. Teacher may design the hand puppet repeatedly drops something and teacher must take it many times. Students will be very tickled with this gimmick.

   4) Make the Puppet “Alive”

      A mistake person often make is letting the puppet “go to sleep” while it’s on their hand. When teacher are talking and presenting the hand puppet to the children, make sure to keep making small and gentle movements with the puppet. So it stays “alive”. Also, it’s best to avoid taking the puppet off in view of the children or store it out on a shelf where it looks like a dead body. Find a bag or box to serve as your puppet’s “house” and make sure you put on/ take off your puppet inside that house.
5) Choose Puppet Carefully

The best hand puppet is not a hand puppet which is easiest to be manipulated. Puppet turn to be alive depends on the movement. So, choose the hand puppet which is easy to be moved and also can be multiple personas. In this case, teacher may use a basic male hand puppet. It is easy enough to change to other characteristic.

6) Dealing with Students’ Responds

There are many responds from the students through the hand puppet. It is also because of the age factor. The students who are young children will enthusiast and interest with the puppet. It is because in their age, they still try and learn how to differentiate between the real and abstract object. If the teacher brings the hand puppet dog, they will think in many times whether it is real or not.

Meanwhile, the students who are old children know that hand puppet is not the real object. The better respond in teaching the old children is they can be taught how to use hand puppet easily.

7) Dealing with the Fear of Puppet

Teacher can not force all students to interest and like with the hand puppet. In some cases, there are some students who scare with the hand puppet. To solve this problem, we may getting close to them and explain them about hand puppet. do not forget to let them explore the hand puppet with their hand. Try this way far from the others students. If the fear offhand puppet
continued, do not hesitate to order those students stay away from the teacher.  

e. Mouth Puppet

Mouth puppet as known as *muppet* is a more life puppet. It can move their mouth and it being a factor to make it more life. To move the puppet’s mouth is by the puppeteer thumbs. The thumb is placed inside the lower jaw of the puppet.  

4. Using Hand Puppet in Teaching Speaking Skill

Speaking should be a demanding skill to be taught to young learner. It is because in their own language they can speak up to express their feeling, emotion or idea. So, exactly they have the same willingness to speak up in English too but they lack of the vocabulary and other limitation in English. Scott and Ytreberg said that one way to make teaching speaking is success to young learner is by using the mascot and puppet. It means that puppet has a great impact in teaching speaking.

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13 Lohnes, *op.cit*, pp.7—8

Puppet can be a mascot or model also partner for the students in practice speaking. First of all teacher can give the sample how to use puppet in front of the class. Then students can continue imitate it. Students will be more enjoy in speaking with the puppet. The feel free to express what they want to say in front of the puppet. In conclusion, puppet can help students and teacher in teaching and learning process.

5. **Advantages of Hand Puppet**

   Hand puppet as a media of course has some advantages. According to Marti, here are some advantages in using hand puppet:

   a. **Introducing new vocabulary and sentence structures**

      Puppet as a media in teaching English especially in speaking may introduce many new vocabularies into the students. It is because in trying to use hand puppet students do some effort to say something. They will think what they want to say. If they do not know what the word is it, they will open the dictionary or ask their teacher and friend. Finally they have a new vocabulary. Then not only a new vocabulary, but they also tried to make a sentence with the hand puppet. The example is when they want the hand puppet says “I want eat” they will automatically arrange the structure of that sentence in their brain. Also when the hand puppet wants to tell he/she go to market but in two days ago. The students will remember what the tenses should they used. Then when they in a good memory of simple past tense they will say, “I went to marker two days ago.” But if the students do not know or forget about the structure, the listeners (teacher and other students) will correct it.

   b. **Repeating and deepening knowledge**

      By produce the oral sentence for hand puppet sounds, sometimes students produce wrong sentence structure or pronunciation. They will be
corrected by the teacher or other students. By this treat, the speaker will repeating the correct one and they will understand deeper than before.

c. Storytelling

Using hand puppet in story telling is automatically train their capability to deliver the story. The students sense in telling the story will be shown here. They who do not good at this one, will try and try to can master the story telling with hand puppet.

d. Singing songs

Hand puppet also can make students be more confidence in singing the song. It is because the audience will speculate that the singer is the hand puppe, not the student who speak in the back.

e. Playing action games

Students will be demanded to play some roles depend on the story. They must think creatively. It is good for the development of their imagination and expression. Teacher is needed to be a guide here.

f. Creating rhyme

A rhyme is needed to make the story sounds good. The good rhyme will make the listener feel easy and enjoy catching the story. But, producing a rhyme in using hand puppet is not proper to children. Adult learner is the target.15

C. Speaking Skill

Speaking is one of the four skills in learning English as foreign language. It is categorized as a productive skill. Speaking is producing a verbal utterance to convey the meaning.16 This skill should be mastery by

15 Isabel Martin, Handpuppet (Children’s Literature / Area Studies IFA Departement Universitat Kolbenz Landau), (Landau, 2008/2009), p. 2

a learner. Speaking means we orally deliver something which has meaning to express the feeling, condition or ideas.

1. Basic Types of Speaking

Brown divided the types of speaking into five parts, they are: (a) Imitative. This type is like a simply parrot back. It is only imitate the word or phrase or probably a sentence. The listening skill has a role here because the speaker must listen and then imitate it. The word repetition task is the example. The next is (b) Intensive. This type is focus on the ability to produce a short stretches of oral language, design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The example is directed respond task and read aloud.

The other basic type are, (c) Responsive. This type is include the ability to perform the short standard conversation, greeting and small talk, simple request and command. Then the next type is (d) Interactive. The characteristic of interactive type is same with the responsive type. The difference is in the length and complexity of the interaction, which sometime include the multiple participants. And the last is (e) Extensive. This type is oral production task including speeches, oral presentation, and storytelling.

In this study, the writer focuses on extensive skill. It is because this study demands the students to do a story telling.  

2. Teaching Speaking

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Murcia argues that when students as a learner of English as a foreign language want to learn speaking, teachers must be competent in organizing the speaking activity in the class. They also must motivate their students. They must create fun and enjoyable activity in teaching speaking. The activity also must give many opportunity to students communicate each other.\(^\text{18}\)

Furthermore, Hughes stated that the speaking goal is effective communication. It means the speaker must deliver the message clearly and acceptable.\(^\text{19}\) So, the conclusion is the speaking activity must be designed creatively to make the student feels comfort and enjoy to practice speaking.

\section*{D. Story Telling}

Storytelling is seen as an aid for teaching. Today storytelling is used by young learner although in the past it is used by intermediate and adult learner. It happens because of some reasons. The reason that must be highlighted is because the needs of classroom activities which is meaningful and involved the learner inside. Furthermore, it is very important to create the natural activity for acquisitioning foreign language by make a real communication inside storytelling.\(^\text{20}\) Children are innate to the stories. Bringing the story telling in the classroom makes them easier to face the material.\(^\text{21}\) The point is

\begin{flushleft}
\textsuperscript{18} Murcia, op.cit. 110\textbackslash
\end{flushleft}

\begin{flushleft}
\textsuperscript{19} Rebbeca Hughes, Teaching and Researching Speaking, (Edinburgh: Pearson, 2011), page 6
\end{flushleft}

\begin{flushleft}
\end{flushleft}

\begin{flushleft}
\textsuperscript{21} https://www.teachingenglish.org.uk/article/storytelling-benefits-tips
\end{flushleft}
storytelling gives some benefits in teaching speaking in the classroom. Some of them are:

a. Promote a good feeling and relax
b. Motivate the students to communicate their feeling and ideas
c. Encourage active participant of speaking
d. Increasing verbal proficiency
e. Encourage students imagination and creativity
f. Encourage cooperation skill among the students
g. Enhance other skill, listening skill in this case

However, even the storytelling is interesting enough, the using of hand puppet inside the storytelling itself can make it more life. Students will more interesting and encourage by that collaboration. In conclusion, the two of hand puppet and storytelling will really help the teacher and the students in speaking skill teaching and learning process.

E. Relevant Previous Study

In conducting this research, the researcher is guided by some previous studies in order to make it aimed. Some studies that relevant to this research are explained later as follow:

1. A skripsi “The Effectiveness of Using Hand Puppet to Improve Students Speaking Skill in Performing Adjacency Pairs at SMP N 11 Semarang” by Diah Nurhayati

The objective of this study was to find whether there was any significant difference in learning achievement of speaking skill between the students who were taught by using hand puppet and those who were taught by using conventional technique.

The population of the study was seventh graders of SMP 11 Semarang in the academic year of 2011/2012. The number of the population was 224 students divided into seven classes, each class was 32. This research used two classes, 7D for the experimental group and 7A for the control group. Purposive sample method is used in choosing the
sample. 20 students were taken in each class. The experimental group was taught by using hand puppet and picture and the control group was taught by using conventional teaching with picture. The researcher also conducted try-out test to get the validity and reliability.

The research instruments which were used are try-out, tests and observation journal. At last, the result of the test was analyzed using t-test formula.

The result shows the t-test or t-value obtained is (2.62177). It is higher than $t_0$ (2,00). It concludes that there is any significant difference in learning achievement between students who were taught speaking by using hand puppet and those who were taught by using conventional technique.

2. A research journal “The Use of Hand Puppet in Retelling Story” by Risky Rachmawati, Y. Gatot Sutapa Y., and Eni Rosnija

The aim of this study is to find out whether the use of hand puppet in retelling story is effective or not. The researcher also wants to figure out the significant of the effectiveness of hand puppet in retelling the story.

The participant of this study is students at 8th grade in SMP N 2 Mempawah Hilir. The population is all of the students on grade eight. Then the participants is students in class VIII A and VIII F.

This research is experimental research especially quasi experimental research. This research was aimed to examine the effectiveness of using hand puppet in teaching retelling story. The researcher carried out the experiment by dividing the sample of the research into two groups, the control group and the experimental group. For experimental research, it as started by giving pretest for both group in order to know the students’ ability before treatment. Then, the research was continued by giving treatment only to the experimental group. The treatment given by using hand puppet in retelling story which the students
were required to retell the story in their own words. The control group was not given treatment as its function is to be the comparing part.

After comparing the score of the pretest and post test used the statistical formula, the result was figure out. In the implementation of this research in the classroom, it was found that hand puppet effective to improve the students’ speaking skills in retelling story. It was seen by the calculation of the data which shown that the effectiveness of hand puppet in retelling story categorized as highly effective (1.15). It can be concluded that the use of hand puppet is effective to the eighth grade of SMP Negeri 2 Mempawah Hilir in academic year 2013/2014. From the computation of effect of the treatment, the researcher obtained 1.15 which was qualified a “high” based on Cohen’s criteria. So, it can be concluded that the effectiveness of the use of hand puppet in retelling story to the eighth grade students of SMPN 2 Mempawah Hilir in academic year 2013/2014 was very significant.

F. Thinking Framework

There are two variables. In this study, the writer decides that the independent variable is hand puppet media and the dependent variable is students’ speaking skill in storytelling. This study will be focused on whether using the hand puppet in teaching students’ speaking skill effective or not.

The writer argues that speaking is one of the language productive skills that important enough. Speaking is not only a skill. It can affect another subject or another part in our life. Speaking also can support us in many areas. If we can speak well, it means we can communicate well. If we can communicate using English, we can enter the globalization era easily. It is because communicate with English as global language made us understanding with what other people from any countries said.

Using hand puppet in teaching speaking skill is a smart way. Many advantages are gotten by teaching with this media. Puppet as a media in
teaching and learning process can motivate students. It also makes the teaching and learning process more fun. Students also feel free to speak with hand puppet than speak with other people directly. So, the writer believe that with those advantages that given by hand puppet, it will be the factor to make hand puppet effective in teaching and learning process.

G. Hypothesis

Based on theories which were elucidated above, it can be posed theoretical hypothesis. The theoretical hypotheses that will appear in the study were:

H₀ (Null hypothesis) : there was no significant effect of using handpuppet towards students’ speaking skill in story telling

H₁ (Alternative hypothesis) : there was a significant effect of using hand puppet towards students’ speaking skill in story telling
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the time and the place and time of the study, the research design of the study, the population and sample, the variable, the instrument, the technique of collecting data, the technique of data analysis, and the hypothesis of statistic.

A. Place and Time of the Research

The place of the study is at SMP Islam Al-Mu‘min which is located at Jl. Rusa 9 Cikarang, Jababeka. The research was carried out for four weeks started from March 2018 that was exactly on the second semester. The focuses are on grade 8th. The students learn English subject twice a week and each meeting takes 2 x 40 minutes.

B. Method and Research Design

In this research the writer uses quantitative method. According to Cresswell, Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The writer builds a complex, holistic, picture, analyzes words, reports detailed views of informants and conducts the study in a natural setting. It separates between the logic and feeling. Thus, this study was conducted to find out the effectiveness of using handpuppet through administering pre-test and post-test to get the scores and to have numerical data.

Later, this study specifically was designed as quasi-experiment research. The quasi Experimental is Experimental situation in which the research assigns, but not randomly, participants to groups because the

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1 John W. Creswell, Research Design Qualitative Quantitative and Mixed Methods Approaches, (University of Nebraska. Lincoln, 2009), p.22
experimenter cannot artificially create groups for the experiment.\textsuperscript{2} The quasi–experiment design uses nonrandomized control group pre-test and post-test can be figured as follows:

\begin{table}[h]
\centering
\begin{tabular}{|l|c|c|c|}
\hline
\textbf{GROUP} & \textbf{PRE-TEST} & \textbf{TREATMENT} & \textbf{POST-TEST} \\
\hline
Experimental & \textit{O} \textsubscript{1} & \textit{X} & \textit{O} \textsubscript{2} \\
\hline
Control & \textit{O} \textsubscript{3} & - & \textit{O} \textsubscript{4} \\
\hline
\end{tabular}
\caption{Design of the research}
\end{table}

\textit{O} = observation/measurement  \\
\textit{X} = treatment given to experimental group

In this study, the writer decides that there are two variables, the independent and dependent variable. Variable is a concept where the subjects stand variously in a class.\textsuperscript{3} The independent variable is variable which is chosen to influence others variables.\textsuperscript{4} In this case, the independent variable is Hanpuppet. Meanwhile, the dependent variable is a variable which is depend on the independent variable.\textsuperscript{5} The dependent variable on this study is students’ speaking skill.

\section*{C. Population and Sample}

\subsection*{1. The Population of the Research}

The population is a group of something that has same characteristics.\textsuperscript{6} The population in this research were eight grade students of \textit{SMP Islam Al-Mu’min} in academic year 2017/2018. The total

\begin{thebibliography}{6}
\bibitem{FarenkelWallen2012} Farenkel and Wallen, \textit{loc.cit.}, p. 39
\bibitem{FarenkelWallen2013} Farenkel and Wallen, \textit{ibid}, p. 42
\bibitem{FarenkelWallen2014} Farenkel and Wallen, \textit{op. cit.}, p. 42
\bibitem{Creswell2015} Creswell, \textit{op. cit.}, p. 142
\end{thebibliography}
numbers of second grade students are 58 students which are divided into two classes.

2. **The Sample and Sampling Technique of the Research**

The sample is subgroup of population. It is chosen as a subgroup to generalize the target population which will be observed.\(^7\) The writer uses a convenience sampling for the sampling taking technique A convenience sampling is a group of subjects who conveniently are available for study.\(^8\)

In this study, the writer takes the subjects who are available and permitted by the school to participate. The writer only took two classes as the sample of this study that are VIII A which consists of 29 students and VIII b which consists of 29 students each class, VIII A as the experimental class and VIII B as the controlled class.

D. **The Instrument of the Research**

Instrument is a device to collect data. In this research, the writer uses test as the instrument of her research. Considering the fact that the research’s objective is speaking skill, the writer use an oral test.

The writer divides the test into pre-test and post-test. Pre-test and post-test are given to both controlled group and experimental group. The pre-test is conducted before the treatments given, the purpose of giving the pre-test is to know the students’ achievement in speaking skill before the treatments are carried out. Meanwhile, post-test is conducted after the treatments. It was taken as measurement tool to measure students’ achievement after the treatments are conducted.

1. **Pre-test**

The writer gives the students a pre-test for two classes before teaching. It is to know the students’ capability or level in their speaking skill. It is a storytelling test which demand the students to speak up in

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\(^7\) Creswell, *ibid*, p. 142

\(^8\) Fraenkel and Wallen, *op. cit.*, p. 98
front of the class without any media. And The Researcher give one theme to the student for speak up in front of the class is “The Happiest moment in his/her life for about 2 minutes”. The writer will listen carefully and also record the performance. That perform will be assessed by rubric or speaking assessment scale that adapted from Brown.

According to Brown, speaking is one of the productive skills that can be studied directly. So, the writer decides to score the students when they practice the storytelling in front of the class. The writer also record and listen it in many times to give an appropriate score. The assessment of the students’ practice used speaking testing rubric that modified from the previous relevant study. The rubric that the writer used made by Nurhayati which is adapted from Brown rubrics. Brown classified the scales into some aspects. They are pronunciation, grammar, vocabulary, fluency and comprehension. It will be attached on appendix.

2. Post Test

After taught the material, the writer gives the post test. Students’ score of these tests will be compared with the pre-test before. Then with the result of that comparison, the writer will see the effectiveness of the hand puppet toward students’ speaking skill in storytelling.

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10 Diah Nurhayati, *The Effectiveness of Using Hand Puppet to Improve Students’ Speaking Skill in Performing Adjency Pairs*, (Semarang: Semarang University Repository), p. 48

11 Brown, *op. cit*, p.140
E. Technique of Data Analysis

In analyzing data from the pre-test and post-test, the writer used the statistical calculation of the T-test in which the sample is not related each other. The data is analyzed by using T-test formula for large sample:

\[ t_0 = \frac{M - M}{\text{Sl}} \]

Before accounting the data using T-test, the procedures of calculation are follows:

1. Determining Mean of variable X, with formula:

\[ M = \frac{\Sigma X}{N} \]

\( M_x \) = the average of gained score (mean of variable X)
\( \Sigma X \) = sum of gained score (variable X)
\( N \) = number of the students

2. Determining Mean of variable Y, with formula:

\[ M = \frac{\Sigma Y}{N} \]

\( M_y \) = the average of gained score (mean of variable Y)
\( \Sigma Y \) = sum of gained score (variable Y)
\( N \) = number of the students

3. Determining of standard deviation of variable X, with formula SD:

\[ SD_x = \sqrt{\frac{\Sigma x^2}{N}} \]

\( SD_x \) = Standard deviation score of Variable X
\( \Sigma x^2 \) = Sun of Squared gained score (Variable X)
N = Number of the students

4. Determining standard deviation score of Variable Y, with formula:

\[ S_y = \sqrt{\frac{\sum y^2}{N}} \]

SD_y = Standard deviation score of Variable Y 
\(\sum y^2\) = Sum of squared gained score (Variable Y) 
N = Number of the students

5. Determining Standard Error Mean of Variable X, with formula:

\[ SE_{MX} = S \sqrt{\frac{1}{N}} \]

SE_{MX} = Standard Error Mean Variable X 
SD_x = Standard deviation of Variable X 
N = Number of the students

6. Determining Standard Error Mean of Variable Y, with formula:

\[ SE_{MY} = S \sqrt{\frac{1}{N}} \]

SE_{MY} = Standard Error Mean Variable Y 
SD_y = Standard deviation of Variable Y 
N = Number of the students
7. Determining Standard Error Mean of Difference Mean of variable X and Mean of Variable Y, with formula:

\[
Sl = M = \sqrt{SE_{MX} - SE_{MY}}^2
\]

SE\(_{MX,MY}\) = Standard error of differences mean of variable X and mean variable Y
SE\(_{MX}\) = Sum of squared of standard error mean variable X
SE\(_{MY}\) = Sum of squared of standard error mean variable Y

8. Determining \(t_0\) with formula:

\[
t_0 = \frac{M - M}{S_l - m}
\]

\(t_0 = t\) observation
\(M_X =\) Mean variable X
\(M_Y =\) Mean variable Y
SE\(_{MX,MY}\) = Standard error of differences mean of variable X and mean variable Y

9. Determining \(t\)-table in significant level 5% and 1% with \(df\).

\[
df = (N_1 + N_2) - 2
\]

\(df =\) Degree of freedom
\(N_1 =\) Number of the students (control class)
\(N_2 =\) Number of the students (experiment class)

F. The Statistical Hypothesis

After calculating the \(t_0\), the writer compares \(t_0\) and \(t\)-table. Testing hypothesis uses criteria with significance degree 0.05. The calculation of statistical measurement as follows:

If \(t_0 > t\), the \(H_a\) is accepted.
If \(t_0 < t\), the \(H_a\) is rejected or \(H_0\) is accepted.
H$_{a}$: There is an effectiveness of using handpuppet towards students’ speaking skill.

H$_{0}$: There is no an effectiveness of using handpuppet towards students’ speaking skill.
CHAPTER IV
THE RESEARCH FINDING

In this chapter, the writer presents the descriptions of the data, the analysis of the data and the interpretation of the data.

A. Description of the Data

1. The Students’ Scores of Experiment Class

   After conducting the research, the writer obtained two kinds of the data; the pre-test and post-test scores:

   Table 4.1
   The Score of Pre-Test, Post Test, and Gained Scores of Experiment Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72</td>
<td>92</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>80</td>
<td>28</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
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<td>64</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>92</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>48</td>
<td>76</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>68</td>
<td>76</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
<td>80</td>
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<td>64</td>
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</tr>
<tr>
<td>29</td>
<td>52</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>1600</td>
<td>2204</td>
<td>604</td>
</tr>
<tr>
<td>Mean</td>
<td>55,17241</td>
<td>76</td>
<td>20,82759</td>
</tr>
</tbody>
</table>
Based on the table above, the highest pre-test score of the students in the experiment class was 80, and the lowest was 32. Meanwhile, the highest post-test score was 96 and the lowest score in the experiment class was 48. After the writer collect the data in Ms. Excel 2007, the writer got the mean score of pre-test was 55.17 and the mean score of post-test was 76.

2. The Students’ Scores of Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>32</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>56</td>
<td>68</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>72</td>
<td>84</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>48</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>56</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>68</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>56</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>68</td>
<td>68</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>56</td>
<td>64</td>
</tr>
<tr>
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<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>13</td>
<td>68</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
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<td>52</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>36</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>56</td>
<td>52</td>
<td>-4</td>
</tr>
<tr>
<td>17</td>
<td>56</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>18</td>
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<td>56</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
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<td>72</td>
<td>12</td>
</tr>
<tr>
<td>20</td>
<td>52</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>68</td>
<td>76</td>
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</tr>
<tr>
<td>22</td>
<td>72</td>
<td>80</td>
<td>8</td>
</tr>
<tr>
<td>23</td>
<td>76</td>
<td>72</td>
<td>-4</td>
</tr>
<tr>
<td>24</td>
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<td>68</td>
<td>16</td>
</tr>
<tr>
<td>25</td>
<td>64</td>
<td>76</td>
<td>12</td>
</tr>
<tr>
<td>26</td>
<td>48</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td>27</td>
<td>44</td>
<td>36</td>
<td>-8</td>
</tr>
<tr>
<td>28</td>
<td>64</td>
<td>84</td>
<td>20</td>
</tr>
<tr>
<td>29</td>
<td>72</td>
<td>68</td>
<td>-4</td>
</tr>
<tr>
<td>Total</td>
<td>1608</td>
<td>1896</td>
<td>288</td>
</tr>
<tr>
<td>Mean</td>
<td>55.44828</td>
<td>65.37931</td>
<td>9.93103</td>
</tr>
</tbody>
</table>

Based on the table above, the highest pre-test score in the controlled class was 76 and the lowest was 32. Meanwhile, the highest
post-test score in the controlled class was 84 and the lowest was 36. After the writer collects the data in Ms. Excel 2007, the writer got the mean score of pre-test was 55.44 and the mean score of post-test was 65.37.

3. The Calculating Scores of Experiment and Controlled Class

Table 4.3
The Comparison of Students’ Score in the Experiment Class and Control

<table>
<thead>
<tr>
<th>NO.</th>
<th>EKS. CLASS</th>
<th>CONT. CLASS</th>
<th>X(X̄ − Ȳ)</th>
<th>Y(Ȳ − Ȳ)</th>
<th>X(X̄ − Ȳ)^2</th>
<th>Y(Ȳ − Ȳ)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>16</td>
<td>-0.83</td>
<td>6.07</td>
<td>6.0690</td>
<td>0.6849</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>16</td>
<td>7.17</td>
<td>6.07</td>
<td>6.0690</td>
<td>51.4435</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>12</td>
<td>7.17</td>
<td>2.07</td>
<td>2.0690</td>
<td>51.4435</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>20</td>
<td>-20.83</td>
<td>10.07</td>
<td>10.0690</td>
<td>433,7883</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>12</td>
<td>-0.83</td>
<td>2.07</td>
<td>2.0690</td>
<td>0.6849</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>12</td>
<td>7.17</td>
<td>2.07</td>
<td>2.0690</td>
<td>51.4435</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>16</td>
<td>-0.83</td>
<td>6.07</td>
<td>6.0690</td>
<td>0.6849</td>
</tr>
<tr>
<td>8</td>
<td>24</td>
<td>12</td>
<td>3.17</td>
<td>2.07</td>
<td>2.0690</td>
<td>10,0642</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>16</td>
<td>-12.83</td>
<td>6.07</td>
<td>6.0690</td>
<td>164,5470</td>
</tr>
<tr>
<td>10</td>
<td>24</td>
<td>0</td>
<td>3.17</td>
<td>-9.93</td>
<td>-9,9310</td>
<td>10,0642</td>
</tr>
<tr>
<td>11</td>
<td>24</td>
<td>0</td>
<td>3.17</td>
<td>-9.93</td>
<td>-9,9310</td>
<td>10,0642</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>12</td>
<td>28</td>
<td>8</td>
<td>7.17</td>
<td>-1.93</td>
<td>-1.9310</td>
<td>51,4435</td>
</tr>
<tr>
<td>13</td>
<td>28</td>
<td>12</td>
<td>7.17</td>
<td>2.07</td>
<td>2.0690</td>
<td>51,4435</td>
</tr>
<tr>
<td>14</td>
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<td>8</td>
<td>-20.83</td>
<td>-1.93</td>
<td>-1.9310</td>
<td>433,7883</td>
</tr>
<tr>
<td>15</td>
<td>8</td>
<td>12</td>
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<td>2.07</td>
<td>2.0690</td>
<td>164,5470</td>
</tr>
<tr>
<td>16</td>
<td>28</td>
<td>-4</td>
<td>7.17</td>
<td>-13.93</td>
<td>-13,9310</td>
<td>51,4435</td>
</tr>
<tr>
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<td>24</td>
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<td>3.17</td>
<td>6.07</td>
<td>6.0690</td>
<td>10,0642</td>
</tr>
<tr>
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<td>0</td>
<td>16</td>
<td>-20.83</td>
<td>6.07</td>
<td>6.0690</td>
<td>433,7883</td>
</tr>
<tr>
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<td>28</td>
<td>12</td>
<td>7.17</td>
<td>2.07</td>
<td>2.0690</td>
<td>51,4435</td>
</tr>
<tr>
<td>20</td>
<td>32</td>
<td>16</td>
<td>11.17</td>
<td>6.07</td>
<td>6.0690</td>
<td>124,8228</td>
</tr>
<tr>
<td>21</td>
<td>20</td>
<td>8</td>
<td>-0.83</td>
<td>-1.93</td>
<td>-1.9310</td>
<td>0,6849</td>
</tr>
<tr>
<td>22</td>
<td>-8</td>
<td>8</td>
<td>-28.83</td>
<td>-1.93</td>
<td>-1.9310</td>
<td>831,0297</td>
</tr>
<tr>
<td>23</td>
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<td>-4</td>
<td>7.17</td>
<td>-13.93</td>
<td>-13,9310</td>
<td>51,4435</td>
</tr>
<tr>
<td>24</td>
<td>32</td>
<td>16</td>
<td>11.17</td>
<td>6.07</td>
<td>6.0690</td>
<td>124,8228</td>
</tr>
<tr>
<td>25</td>
<td>12</td>
<td>12</td>
<td>-8.83</td>
<td>2.07</td>
<td>2.0690</td>
<td>77,9263</td>
</tr>
<tr>
<td>26</td>
<td>32</td>
<td>12</td>
<td>11.17</td>
<td>2.07</td>
<td>2.0690</td>
<td>124,8228</td>
</tr>
<tr>
<td>27</td>
<td>32</td>
<td>-8</td>
<td>11.17</td>
<td>-17.93</td>
<td>-17,9310</td>
<td>124,8228</td>
</tr>
<tr>
<td>28</td>
<td>32</td>
<td>20</td>
<td>11.17</td>
<td>10.07</td>
<td>10,0690</td>
<td>124,8228</td>
</tr>
<tr>
<td>29</td>
<td>24</td>
<td>-4</td>
<td>3.17</td>
<td>-13.93</td>
<td>-13,9310</td>
<td>10,0642</td>
</tr>
<tr>
<td>Total</td>
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<td>0.00</td>
<td>3628,1379</td>
<td>1651,8620</td>
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<td>Mean</td>
<td>20,8275</td>
<td>9,9310</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Data Testing

In this research, the normality test is performed before the calculation of $t_{\text{test}}$ value to determine if the data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. The data is analyzed by the use of IBM SPSS Statistic 18. The result of the test can be seen as follows:

a) Normality of the Pre-test

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>PreScore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dimension 1</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>29</td>
</tr>
</tbody>
</table>

\(^a\) Lilliefors Significance Correction

It can be concluded that $L_0 < L_{\text{table}}$ and it means the data was normal.

The writer used normality test via SPSS 18, especially used Lilliefors Significance Correction. From the table above table 4.4 above, it can be seen that the $L_0$ in significance column was 0.107 in experiment class, and 0.200 in control class. Meanwhile, the $L_{\text{table}}$ was 0.246.\(^1\) It can be conclude that $L_0 < L_{\text{table}}$ and it means the data was normal.

\[^1\] Budi Susetyo, *Statistika untuk Analisis dan Penelitian*, (Bandung: Refika Aditama, Inc., 2010), p. 331
b) Normality of the Post-test

Table 4.5

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>PostScore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dimension 1</td>
<td>1</td>
<td>.155</td>
</tr>
<tr>
<td>dimension 2</td>
<td>2</td>
<td>.170</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

The writer used normality test via SPSS 18, especially used Lilliefors Significance Correction. From the table above table 4.5 above, it can be seen that the $L_0$ in significance column was 0.072 in experiment class and 0.031 in control class. Meanwhile, the $L_{tables}$ was 0.246. It can be conclude that $L_0 < L_{table}$ and it means the data was normal.

c) Homogeneity of the Pre-test

Table 4.6

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreScore</td>
</tr>
<tr>
<td>Levene</td>
</tr>
<tr>
<td>Statistic</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>.053</td>
</tr>
</tbody>
</table>

<sup>2</sup> Susetyo, op.cit., p. 331
The writer used homogeneity test via SPSS 18, especially used One-Way ANOVA test. From the table above, it can be seen that the $F_0$ in significance column was 0.818. Meanwhile, the $F_{\text{tables}}$ was 1.91. It can be conclude that $L_0 < L_{\text{table}}$ and it means the data was homogeneity.

d) Homogeneity of the Post-test

![Table 4.7]

Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>PostScore</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.000</td>
<td>1</td>
<td>56</td>
<td>0.984</td>
</tr>
</tbody>
</table>

The writer used homogeneity test via SPSS 18, especially used One-Way ANOVA test. From the table above, it can be seen that the $F_0$ in significance column was 0.984. Meanwhile, the $F_{\text{tables}}$ was 1.91. It can be conclude that $L_0 < L_{\text{table}}$ and it means the data was homogeneity.

---

3 Susetyo., p. 347
4 Ibid.
5. The Analysis of The Data

The procedure of data calculation was as follow:

1. Determining mean of variable X the formulation is:

\[ M_X = \frac{\Sigma x}{N_1} \]

\[ M_X = \frac{596}{29} \]

\[ M_X = 20.82 \]

2. Determining mean of variable Y the formulation is:

\[ M_Y = \frac{\Sigma y}{N_2} \]

\[ M_Y = \frac{288}{29} \]

\[ M_Y = 9.93 \]

3. Determining standard deviation X (SDx), with formula:

\[ SD_x = \sqrt{\frac{\Sigma x^2}{N_1}} \]

\[ SD_x = \sqrt{\frac{3628.13}{29}} \]

\[ SD_x = \sqrt{125.11} \]

\[ SD_x = 11.18 \]
4. Determining standard deviation Y ($S_d y$), with formula:

\[ SD_y = \sqrt{\frac{\Sigma y^2}{N^2}} \]

\[ SD_y = \sqrt{\frac{1651.86}{29}} \]

\[ S_y = \sqrt{56.96} \]

\[ SD_y = 7.54 \]

5. Determining standard errors mean variable x ($S_e m x$), with formula:

\[ SE_{Mx} = \frac{SD_x}{\sqrt{N-1}} \]

\[ SE_{Mx} = \frac{11.18}{\sqrt{29-1}} \]

\[ SE_{Mx} = \frac{11.18}{\sqrt{28}} \]

\[ SE_{Mx} = \frac{11.05}{5.29} \]

\[ SE_{Mx} = 2.11 \]

6. Determining standard errors mean variable y ($S_e m y$), with formula:

\[ SE_y = \frac{SD_y}{\sqrt{N^2-1}} \]

\[ SE_{My} = \frac{7.54}{\sqrt{29-1}} \]

\[ SE_{My} = \frac{7.54}{\sqrt{28}} \]
\[ SE_{Mx} = \frac{7.54}{5.29} \]

\[ SE_{Mx} = 1.42 \]

7. Determining the difficulties of mean variable X and mean variable Y, with formula:

\[ SE_{Mx-My} = \sqrt{SE_{Mx}^2 + SE_{My}^2} \]

\[ SE_{Mx-My} = \sqrt{(2.11)^2 + (1.42)^2} \]

\[ SE_{Mx-My} = \sqrt{4.4521 + 2.0164} \]

\[ SE_{Mx-My} = \sqrt{6.4685} \]

\[ SE_{Mx-My} = 2.54 \]

8. Determining \( t_0 \) with formula:

\[ t_0 = \frac{M_x - M_y}{SE_{Mx-My}} \]

\[ t_0 = \frac{20.82 - 9.93}{2.54} \]

\[ t_0 = \frac{10.89}{2.54} \]

\[ t_0 = 4.287 \]
9. Determining $t_{table}$ in significance level 5% with degree of freedom (df):

$$df = (N1+N2) - 2$$

$$df = (29+29) - 2$$

$$df = 58 - 2$$

$$df = 56$$

To find the $t_{table}$, the writer use table of distribution table. Thus, the writer gained $t_{table}$: Degree of significance 5% = 1.673

10. The Hypothesis Testing

From the calculation above, it was found that the calculated $t$-test of $t_0$ was 4.287 and the degree of freedom (df) was 56. In this research, the writer used the degree of significance 5%, so she gained the critical $t$-test 1.673.

By comparing the result of $t_0$ was 4.287 and the $t_{table}$ on the degree of significance 5% = 1.673, thus the writer summarized that $t_0$ was higher than the $t_{table}$.

The research is held to answer the question whether the use of hand puppet has any effectiveness on students’ speaking skill of narrative text on eight grade of SMP Islam Al-Mu’min. In order to
provide answer for the question above, the Alternative Hypothesis (H_a) and Null Hypothesis (H_0) are proposed as follow:

a. H_0 (Null Hypothesis): there is no effectiveness of using hand puppet on students’ speaking skill in narrative text.

b. H_a (Alternative Hypothesis): there is an effectiveness of using hand puppet on students’ speaking skill in narrative text.

To prove the hypothesis, the obtained data from experiment class and control class are calculated by using t_test formula with assumption as follows:

c. If t_0 ≤ t_table, in significant degree of 5%, the Null Hypothesis (H_0) is accepted and the Alternative Hypothesis (H_a) is rejected. It means that there is not effect of using hand puppet on students’ speaking skill in narrative text.

d. If t_0 ≥ t_table, in significant degree of 5%, the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted. It means that there is an effect of using hand puppet on students’ speaking skill in narrative text.

According to the statistical calculation above, the value of t_0 was 4.231 and the degree of freedom is 56 with 5% degree of significant used by the writer. Based on the significance, it can be seen that on df = 56 in significance 5% the value of the t_table is 1.673. By comparing the result of t_table and t_0, in the degree of
significance of 5%, $t_0 < t_{table} = 1.673 < 4.287$. According that result, it can be concluded that the Null Hypothesis ($H_0$) is rejected and the Alternative Hypothesis ($H_a$) is accepted.

**B. Discussion**

The research finding above shows that students from experimental class perform better than students from the controlled class in post-test. Afterward, the experimental class students’ gained score illustrate that the average gain score for experimental students is higher than the average gained score from the controlled class students. Here the table that will illustrate:

<table>
<thead>
<tr>
<th></th>
<th><strong>Experiment Class</strong></th>
<th><strong>Controlled Class</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test Mean Score</td>
<td>55,17</td>
<td>55,44</td>
</tr>
<tr>
<td>Post-test Mean Score</td>
<td>76</td>
<td>65,37</td>
</tr>
<tr>
<td>Gained Score</td>
<td>20,82</td>
<td>9,93</td>
</tr>
</tbody>
</table>

Based on the data and the process during did the research, the writer got some information. First, the process of teaching and learning narrative text in both classes, experiment and controlled, was well done. The students in the experiment and controlled class are the students who generally have the same level of achievement. In the pre-test session, both
of the classes did the test well. The result of the pre-test showed that both of them have the mean score which relative same, the experiment class was 55.17 and the controlled class was 55.44.

From the result of statistical calculation above, the value of \( t_0 \) was 4,287 and the degree of freedom is 56 with 5% degree of significant used by the writer. Based on the significance, it can be seen that on \( df = 56 \) in significance 5% the value of the \( t_{table} \) is 1, 673. By comparing the result of \( t_{table} \) and \( t_0 \), in the degree of significance of 5%, \( t_{table} < t_0 = 1,673 < 4,287 \). According those results, it can be concluded that the Null Hypothesis (\( H_0 \)) is rejected and the Alternative Hypothesis (\( H_a \)) is accepted. In conclude, the puppet has positive effect on improving students’ speaking skill.

However, the explanation above concludes that the students who are taught by using puppet have better improvement in speaking skill.

The writer also wants to clarify that the scores that she gained came from the rubric of the speaking assessment. The rubric which only has 5 points as the maximum scored transformed to the score in hundreds. So, the original score which form like 1,2,3,4 and 5 in each point will be changed to the score which happened in the score table above.
CHAPTER V
CONCLUSION AND SUGGESTION

A. The Conclusion

Speaking skill is one of the basic skills in teaching and learning English that should be mastered by the students. There are many ways and strategies which can be used to improve the students’ speaking skill. Puppet is one of the tools that can be a strategy in teaching speaking skill.

This research was conducted to look at the effectiveness of Puppet in learning students’ speaking skill. Based on the statistical calculating in the chapter four, the Puppet is effective to the students. It can be proved by the differences of the average score of posttest in experimental class and controlled classes.

A quasi-experiment research was decided as a design for this research by organizing pre-test and post-test. And that the result of \( t_0 \) was 4,287 and the degree of freedom (df) was 56 while the degree of significance 5% = \( |1,673| \). Comparing \( t_0 \) to each values of the degree of significance, the writer found that \( 4,287 > |1,673| \). Thus, \( t_0 \) was higher than \( t_{table} \).

Based on the quantitative result of this study, it could be concluded that there was positive influence and significance of the using of Puppet toward students’ speaking skill. This result is in line with some previous research that the researcher read.

B. The Suggestion

After the writer made the conclusion, she tried to make some suggestions. There were some suggestions for the students, the teachers and the next researchers. The first was for the students, using puppet is expected to increase their confidence and bravery to speak, to show their skill in front of the audience.
The second was for the teacher, the using of Puppet can be applied in the class especially in teaching speaking skill. Thus, the puppet as a tools can help the teacher to build the students’ skill, because as we know puppet can improve students’ confidence, train their perform in front of the audience, etc.
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Appendix 1

RANCANGAN PELAKSANAAN PEMBELAJARAN
(RPP)

KELAS EKSPERIMEN

SATUAN PENDIDIKAN : SMP Islam Al-Mu’min
MATA PELAJARAN : Bahasa Inggris
TEMA : Narrative Text (Fable)
KELAS/SEMESTER : VIII. 1 (Kelas Eksperimen)
PERTEMUAN KE : 1 (Dalam Penelitian)
WAKTU : 2 X 40 menit

A. Kompetensi Inti
1. Meghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

4.18 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan bahasa inggris
2. Memahami fungsi sosial teks naratif berbentuk fabel
3. Memahami unsur kebahasaan dalam teks naratif berbentuk fabel.
4. Mengaplikasikan konteks dalam teks naratif berbentuk fable sesuai penggunaannya.
5. Menjawab pertanyaan dengan informasi rinci dari teks yang dibacanya dari memahami teks tersebut
6. Mengidentifikasi makna kata, frase dalam kalimat atau teks naratif berbentuk fabel
7. Menceritakan kembali teks yang dibaca di depan kelas dengan media yang ditentukan.

D. Tujuan Pembelajaran

Siswa terampil mengaplikasikan handpuppet sebagai media di depan kelas dan dapat mengaplikasikan konteks dalam teks naratif berbentuk fabel pendek dan mendapatkan nilai-nilai luhur melalui cerita dengan tokoh binatang, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks.
E. Materi Pembelajaran

Narrative Text (Fable)

The Pig and The Sheep

A Pig found his way into a meadow where a flock of Sheep were grazing. The shepherd caught him, and was proceeding to carry him off to the butcher’s when he set up a loud squealing and struggled to get free. The Sheep rebuked him for making such a to-do, and said to him, "The shepherd catches us regularly and drags us off just like that, and we don’t make any fuss." "No, I dare say not," replied the Pig, "but my case and yours are altogether different: he only wants you for wool, but he wants me for bacon."

*Moral: It is easy to be brave when there is no danger.*

Fungsi Sosial
Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Unsur kebahasaan
- Tata bahasa: Simple Past tense, Past Continuous Tense
- Kalimat langsung dan tidak langsung
- Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.
- Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately, dsb.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan
Struktur Teks

(Gagasan Utama dan Informasi Rinci):

a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

e. Memberikan alasan atau komentar umum (reorientasi), opsional.

Topik

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

F. Model/ Metode Pembelajaran

Pendekatan : Scientific Approach
Metode : Cooperative Learning Teaching (CLT)
Strategi : Story Telling

G. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Fase</th>
<th>Kegiatan Pembelajaran</th>
<th>Durasi / Waktu</th>
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<tbody>
<tr>
<td>Pembukaan</td>
<td>- Mengucapkan salam</td>
<td>30 menit</td>
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<td></td>
<td>- Cek kehadiran siswa</td>
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<td></td>
<td>- Menjelaskan pada siswa tema apa yang akan dipelajari</td>
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<td>- Menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan selama jam</td>
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<td>pelajaran</td>
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<tr>
<td>Kegiatan Inti</td>
<td><strong>Mengamati</strong></td>
<td>10 menit</td>
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<tr>
<td></td>
<td>a. Guru menjelaskan materi mengenai naratif teks meliputi definisi, fungsi social,</td>
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<td>struktur, dan fitur kebahasaannya</td>
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<td>b. Guru menjelaskan materi tentang Simple Past Tense dan Past Continuous Tense</td>
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<td>c. Guru menjelaskan mengenai fable</td>
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<td></td>
<td>d. Memberi contoh beberapa fable dan cara menceritakan fable</td>
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<tr>
<td>Memahami</td>
<td>e. Melatih siswa untuk percaya diri dan mampu menanyakan mengenai penjelasan naratif teks fable dll yang dirasa masih perlu penjelasan</td>
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<td></td>
<td>10 menit</td>
<td></td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>f. Mengenalkan kepada siswa media yang bisa digunakan untuk bercerita yaitu puppet</td>
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<td></td>
<td>10 menit</td>
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<td></td>
<td>g. Menjelaskan cara menggunakan puppet</td>
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<td></td>
<td>10 menit</td>
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<td></td>
<td>h. Memberikan salah satu contoh video cara menggunakan puppet</td>
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<td></td>
<td>10 menit</td>
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</tr>
<tr>
<td></td>
<td>i. Memberikan kesempatan kepada siswa praktik menggunakan puppet</td>
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<tr>
<td>Mengasosiasi</td>
<td>j. Memberi tantangan kepada siswa untuk bercerita dengan puppet</td>
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<td></td>
<td>10 menit</td>
<td></td>
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<tr>
<td>Mengkomunikasikan</td>
<td>k. Melakukan interaksi saat siswa sedang bercerita menggunakan puppet sebagai media</td>
<td></td>
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<tr>
<td>Penutup</td>
<td>- Guru memberi tanggapan, dan feedback dari seluruh proses pembelajaran.</td>
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<td></td>
<td>- Membuat kesimpulan pembelajaran hari ini.</td>
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<td></td>
<td>10 menit</td>
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</tbody>
</table>
- Mengevaluasi proses pembelajaran yang dilakukan
- Menutup dengan salam

H. Sumber/Media Pembelajaran


Media : Puppet
Appendix 2

RANCANGAN PELAKSANAAN PEMBELAJARAN
(RPP)
KELAS KONTROL

SATUAN PENDIDIKAN : SMP Islam Al-Mu’min
MATA PELAJARAN : Bahasa Inggris
TEMA : Narrative Text (Fable)
KELAS/SEMESTER : VIII. 2 (Kelas Kontrol)
PERTEMUAN KE : 1 (Dalam Penelitian)
WAKTU : 2 X 40 menit

I. Kompetensi Inti

5. Meghargai dan menghayati ajaran agama yang dianutnya
6. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
7. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

J. Kompetensi Dasar

3.15 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
4.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

4.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

4.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

5.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunannya.

4.19 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunannya.

K. Indikator Pencapaian Kompetensi

8. Menunjukan motivasi untuk mengembangkan kemampuan bahasa inggris

9. Memahami fungsi sosial teks naratif beebentuk fable

10. Memahami unsure kebahasaan dalam teks naratif berbentuk fable.

11. Mengaplikasikan konteks dalam teks naratif berbentuk fable sesuai penggunannya.

12. Menjawab pertanyaan dengan informasi rinci dari teks yang dibacanya dari memahami teks tersebut

13. Mengidentifikasi makna kata, frase dalam kalimat atau teks naratif berbentuk fabel

14. Menceritakan kembali teks yang dibaca didepan kelas dengan media yang ditentukan

L. Tujuan Pembelajaran

Siswa terampil mengaplikasikan handpuppet sebagai media di depan kelas dan dapat mengaplikasikan konteks dalam teks naratif berbentuk fabel pendek dan mendapatkan nilai-nilai luhur melalui cerita dengan tokoh binatang, menggunakan ungkapan dengan struktur teks yang runtut dengan unsur kebahasaan yang benar dan sesuai konteks.
M. Materi Pembelajaran
Narrative Text (Fable)

The Pig and The Sheep

A Pig found his way into a meadow where a flock of Sheep were grazing. The shepherd caught him, and was proceeding to carry him off to the butcher’s when he set up a loud squealing and struggled to get free. The Sheep rebuked him for making such a to-do, and said to him, "The shepherd catches us regularly and drags us off just like that, and we don’t make any fuss." "No, I dare say not," replied the Pig, "but my case and yours are altogether different: he only wants you for wool, but he wants me for bacon."

*Moral: It is easy to be brave when there is no danger.*

Fungsi Sosial
Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Unsur kebahasaan
- Tata bahasa: Simple Past tense, Past Continuous Tense
- Kalimat langsung dan tidak langsung
- Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.
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- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca
- Tulisan tangan

Struktur Teks
(Gagasan Utama dan Informasi Rinci)
f. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
g. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
h. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
i. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
j. Memberikan alasan atau komentar umum (reorientasi), opsional.

**Topik**

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

**N. Model/ Metode Pembelajaran**

Pendekatan : *Scientific Approach*
Metode : *Cooperative Learning Teaching (CLT)*
Strategi : *Story Telling*

**O. Kegiatan Pembelajaran**

<table>
<thead>
<tr>
<th>Fase</th>
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<th>Durasi / Waktu</th>
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</thead>
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<tr>
<td>Pembukaan</td>
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<td>Kegiatan Inti</td>
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<tr>
<td>1. Guru menjelaskan materi mengenai naratif teks meliputi definisi, fungsi social, struktur, dan fitur kebahasaannya</td>
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<td>m. Guru menjelaskan materi tentang Simple Past Tense dan Past Continuous Tense</td>
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<td>n. Guru menjelaskan mengenai fable</td>
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<td>o. Memberi contoh beberapa fable dan cara menceritakan fable</td>
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<td>p. Melatih siswa untuk percaya diri dan mampu menanyakan mengenai penjelasan naratif teks fable dll yang dirasa masih perlu penjelasan</td>
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<table>
<thead>
<tr>
<th>Mengeksplorasi</th>
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</thead>
<tbody>
<tr>
<td>q. Menjelaskan cara Story Telling di depan kelas</td>
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<tr>
<td>r. Memberikan salah satu contoh video cara Story Telling tanpa media</td>
</tr>
<tr>
<td>s. Memberikan kesempatan kepada siswa praktik Story Telling di depan kelas</td>
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<tr>
<th>Mengasosiasi</th>
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<tr>
<td>t. Memberi tantangan kepada siswa untuk Story Telling di depan kelas</td>
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<tr>
<th>Mengkomunikasikan</th>
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<tbody>
<tr>
<td>u. Melakukan interaksi saat siswa sedang praktik Story Telling</td>
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<tr>
<th>Penutup</th>
<th>- Guru memberi tanggapan, dan feedback</th>
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<td>10 menit</td>
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<td>dari seluruh proses pembelajaran.</td>
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<td>----------------------------------------</td>
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<tr>
<td>- Membuat kesimpulan pembelajaran hari ini.</td>
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<tr>
<td>- Mengevaluasi proses pembelajaran yang dilakukan</td>
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<td>- Menutup dengan salam</td>
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</tbody>
</table>

P. Sumber/Media Pembelajaran


Media : Without Puppet
Appendix 3

Students Talk About The Happiest moment in his/her life for 2 minutes and it will be assessed by Speaking Rubric Adapted From Brown in Appendix 6 ....
Appendix 4

Student Presentation with Handpuppet and Without Handpuppet, and give four story for students. Then, the four story in Appendix 5 .....
STORY 1

The Pig and The Sheep

A Pig found his way into a meadow where a flock of Sheep were grazing. The shepherd caught him, and was proceeding to carry him off to the butcher’s when he set up a loud squealing and struggled to get free. The Sheep rebuked him for making such a to-do, and said to him, "The shepherd catches us regularly and drags us off just like that, and we don’t make any fuss." "No, I dare say not," replied the Pig, "but my case and yours are altogether different: he only wants you for wool, but he wants me for bacon."

*Moral: It is easy to be brave when there is no danger.*
STORY 2

The Cat and the Fox
Retold from Aesop by Rohini Chowdhury

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. ‘Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,’ she said. ‘I know only one trick to get away from dogs,’ said the cat. ‘You should teach me some of yours!’ ‘Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,’ replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. ‘This is the trick I told you about, the only one I know,’ she called down to the fox. ‘Which one of your hundred tricks are you going to use?’

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral Value: A single plan that works is better than a hundred doubtful plans.
STORY 3

Never trust a friend who leaves you when trouble approaches.

Two Men were traveling in company through a forest, when, all at once, a huge Bear crashed out of the brush near them.

One of the Men, thinking of his own safety, climbed a tree.

The other, unable to fight the savage beast alone, threw himself on the ground and lay still, as if he were dead. He had heard that a Bear will not touch a dead body.

It must have been true, for the Bear snuffed at the Man’s head awhile, and then, seeming to be satisfied that he was dead, walked away.

The Man in the tree climbed down.

“It looked just as if that Bear whispered in your ear,” he said. “What did he tell you?”

“He said,” answered the other, “that it was not at all wise to keep company with a fellow who would desert his friend in a moment of danger.”

Moral

Misfortune is the test of true friendship.
The Fox and the Goat

Aesop

A Fox fell into a well and was unable to get out again. By and by a thirsty Goat came by, and seeing the Fox in the well asked him if the water was good.

“Good?” said the Fox, “it’s the best water I ever tasted in all my life. Come down and try it yourself.”

The Goat thought of nothing but the prospect of quenching his thirst, and jumped in at once. When he had had enough to drink, he looked about, like the Fox, for some way of getting out, but could find none.

Presently the Fox said, “I have an idea. You stand on your hind legs, and plant your forelegs firmly against the side of the well, and then I’ll climb on to your back, and, from there, by stepping on your horns, I can get out. And when I’m out, I’ll help you out too.”

The Goat did as he was requested, and the Fox climbed on to his back and so out of the well; and then he coolly walked away. The Goat called loudly after him and reminded him of his promise to help him out: but the Fox merely turned and said, “If you had as much sense in your head as you have hair in your beard you wouldn’t have got into the well without making certain that you could get out again.”

Moral Value: Look before you leap
Appendix 6

<table>
<thead>
<tr>
<th>Rated Qualities</th>
<th>Behavioral Statement</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Pronunciation</td>
<td>Has few traces of foreign accent</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Always intelligible, though one is conscious of definite accent.</td>
<td>4</td>
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<tr>
<td></td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding</td>
<td>3</td>
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<tr>
<td></td>
<td>Very hard to understand because of pronunciation problems. Must frequently be asked to repeat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pronunciation problems to severe as to make speech virtually unintelligible.</td>
<td>1</td>
</tr>
<tr>
<td>Grammar</td>
<td>Makes few (if any) noticeable errors of grammar or word order.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Occasionally makes grammatical; and/or word order errors which do not, however, obscure meaning</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Makes frequent error of grammar and word order which occasionally obscure meaning.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Grammer and word order error make comprehension difficult. Must often rephrase sentence and/or restrict him to basic patterns.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Errors in grammar and word order to severe as to make speech virtually unintelligible.</td>
<td>1</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Use vocabulary and idioms is virtually that of a native speaker.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Misuse of words and very limited vocabulary make comprehension quite difficult.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td>1</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speech as fluent and effortless as that of native speaker.</td>
<td>5</td>
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<td></td>
<td>Speech of speech seems to be slightly affected by language problems.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Speed and fluency are rather than strongly affected by language problems.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Usually hesitant; often forced into silence by language limitations.</td>
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<td></td>
<td>Speech is so halting and fragmentary as to make conversation virtually impossible.</td>
<td>1</td>
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<tr>
<td>Comprehension</td>
<td>Appears to understand everything without difficulty.</td>
<td>5</td>
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<tr>
<td></td>
<td>Understand nearly everything at normal speed, although occasional repetition may be necessary.</td>
<td>4</td>
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<tr>
<td></td>
<td>Understand most of what is said at slower-than-normal speed with</td>
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<td>------------------------------------------</td>
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<tr>
<td>Has great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.</td>
<td>2</td>
<td></td>
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<tr>
<td>Cannot be said to understand even simple conversational English</td>
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Appendix 7

KEMENTERIAN AGAMA
UIJN JAKARTA
FITK
FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/....../2015
Lamp. : .................
Hal : Bimbingan Skripsi

Jakarta, 23 September 2015

Kepada Yth.
Drs. Syauki, M.Pd
Atik Yuliani, M.A. TESOL

Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIJN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Karima Desti Annisa
NIM : 1111014000050
Jurusan : Pendidikan Bahasa Inggris
Semester : 9
Judul Skripsi : The Effectiveness of Using Hand Puppet Media Towards Student’s Speaking Skill (Story Telling)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekah
Kajur Pendidikan Bahasa Inggris

Dr. Alek, M.Pd
NIP 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT BIMBINGAN SKRIPSI

Jakarta, 23 September 2015

Nomor : Un.01/F.1/KM.01.3/........../2015
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Hal : Bimbingan Skripsi

Kepada Yth.
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Atik Yuliani, M.A. TESOL

Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah

Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Karima Desti Annisa
NIM : 1111014000050
Jurusan : Pendidikan Bahasa Inggris
Semester : 9
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Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekah
Kajur Pendidikan Bahasa Inggris

Dr. Alek, M.Pd
NIP 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.

Appendix 8
Appendix 8

Surat Permohonan Izin Penelitian

Yang bert hologram
Kepala SMP Islam Al-Mu’min
Di tempat
Assalamu’alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Karina Desti Annisa
NIM : 111101400050
Jurusan : Pendidikan Bahasa Inggris
Semester : XIV (Empat Belas)
Judul Skripsi : The Effectiveness of Using Handpuppets towards Students’ Speaking Skill in Story Telling (A Quasi Experiment at SMP Islam Al-Mu’min)

Adalah benar mahasiswi Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta yang sedang menyelesaikan Skripsi, dan akan mengadakan penelitian (riset) di sekolah yang Saudara pimpin.
Untuk itu, kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.
Wassalamu’alaikum wr.wb.

S.d. Dekan
Fakultas Ilmu Tarbiyah dan Keguruan

Tembusan :
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa.
Appendix 9

Surat keterangan Pelaksanaan Penelitian

YAYASAN PENDIDIKAN ISLAM RIYADHUL MU’MIN ASH-SHOFA
KB-TK-SD-SMP ISLAM AL - MU’MIN
AKTA NOTARIS NOMOR : 06/08/05/2017

SURAT KETERANGAN
No. 420/YPIRM/SMPIA/ IV/2018

Kepala SMP ISLAM AL-MU’MIN Cikarang Timur Bekasi, menerangkan bahwa:

Nama : KARIMA DESTI ANNISAA
NIM : 1111014000050
Tingkat/Semester : 14
Jurusan : Pendidikan Bahasa Inggris
           Fakultas Ilmu Tarbiyah dan Keguruan
           U I N Syarif Hidayatullah Jakarta

Bahwa nama tersebut di atas telah melaksanakan Penelitian di SMP ISLAM AL-MU’MIN
Cikarang Timur dengan judul skripsi:

Judul Skripsi : "THE EFFECTIVENESS OF USING HANDPUPPET
TOWARDS STUDENTS’ SPEAKING SKILL IN STORY
TELLING"

Dari Tanggal : 05 Maret – 27 Maret 2018

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Cikarang Timur, 27 April 2018
Kepala Sekolah SMP Islam Al-Mu’min
Cikarang Timur

[NIP: 1234567890]

[Signature]
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<td>Mary Slattery and Jane Willis, <em>English for Primary Teachers</em>, (New York: Oxford University Press, 2001), pp. 18–19</td>
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<td>Lohnes, <em>op.cit.,</em> pp.7–8</td>
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<td>Murcia, <em>op.cit.</em> 110</td>
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<td>Farenkel and Wallen, <em>ibid.</em>, p. 42</td>
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<td>34</td>
<td>Farenkel and Wallen, <em>op. cit.</em>, p. 98</td>
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<td>Diah Nurhayati, <em>The Effectiveness of Using Hand Puppet to Improve Students' Speaking Skill in Performing Adjency Pairs</em>, (Semarang: Semarang University Repository), p. 48</td>
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Approved by: