



**THE EFFECT OF HAND PUPPET AS MEDIA TO BUILD UP
THE STUDENTS' ABILITY IN SPEAKING AT
MTs SWASTA NURUL AMAL KUALA**

THESIS

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MEDAN

2016



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Submitted to the Tarbiyah and Teachers' Training Faculty UIN-SU Medan
As a Partial Fulfillment of requirement for S-1 Degree.

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ABSTRACT
THE EFFECT OF HAND PUPPET AS MEDIA TO BUILD UP THE
STUDENTS'
ABILITY IN SPEAKING AT MTS SWASTA NURUL AMAL
SUKATANI KUALA IN 2015/2016 ACADEMIC YEAR
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Key words: Hand Puppet as Media, Ability, Speaking

This research aimed to find out whether there is significant effect in the students, speaking achievement at MTs Swasta Nurul Amal Sukatani in 2015/2016 academic year. The population of the research was the eighth grade students of MTs Swasta Nurul Amal Sukatani in 2015/2016 academic year that amount 61 students consist of two classes.

The research methodology was an experimental research, which conducted the experimental class (VIII A) and control class (VIII B) as sample. The data collection method of this research are test and document. In this research the writer taught VIII A by using hand puppet as media, while VIII B was thought by using lecturing strategy. The researcher gave speaking test to gather the data. There were two test: pre-test and post-test. The formula that was used to analyze the data was t-test. It was used to determine whether there is significant effect on the students' ability in speaking at MTs Swasta Nurul Amal Sukatani in 2015/2016 academic year. After the data had been collected, it was found that the pre-test average of experiment class was 55.48 and control class 50.90. post-test average of the experiment class was 69.71 and control class was 53.63. it was found that t-test was (7.87), whereas the table was (2.002) for $\alpha = 0.05$. the t-test score was higher than the t-table ($7.87 > 2.002$). It means that H_a was accepted while H_0 was rejected. It means that there is significant effect of hand puppet as media in to build up the students' ability in speaking achievement.

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Asalamu'alaikum Wr. Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiswa A.n **Agus Riswanto** yang berjudul "*The Effect Of Hand Puppet as Media to Build Up the Students' Ability in Speaking*", maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqosyahkan pada sidang Munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya kecuali kutipan-kutipan didalamnya yang disebutkan didalamnya sebagai sumbernya.

Saya bersedia menerima segala konsekuensinya bila pernyataan saya ini tidak benar.

Demikian surat ini saya perbuat dengan sebenarnya.

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Yang Menyatakan

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CHAPTER 1

INRODUCTION

A. The Background of Study

Language is a tool of communication in expressing ideas, sciences and the knowledge. It is means that language can be used by someone to adjust with social environment. Therefore, people have to convey the language effectively. Many languages in the world used by humans, for example English language.

English is a language that used widely in international communication as a medium of getting and giving information. People who express ideas and do activities in English should master the skills of using this language. Without the skills required in using English, people will not be able to read and communicate the development written in English. For this reason many country in the word, whose native language is not English, require their citizens to learn basic skills of English.

In Indonesia, English is considered as a foreign language. It is taught starting from Junior High School up to University level. It is acceptable and most of the science and technology is still in written English. In learning English, learners are

expected to be able to achieve and be familiar with the four-language skill, such as writing, listening, reading, and speaking.

Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a second language because grammar has a long written tradition. There are many factors that influence a good speaking skill, such as grammar, punctuation, vocabulary, sentence pattern, strategy, teacher's model, and media.

The teacher's media in teaching learning process is alat saluran komunikasi atau perantara sumber pesan dengan penerima pesan dan media yang dimaksudkan dapat dipertimbangkan sebagai media pembelajaran jika membawa pesan-pesan dalam rangka mencapai tujuan pembelajaran (tools channels of communication or intermediary source of the message with the recipient of the message and the media which are intended to get learning objectives).¹ The teacher's media is very important to create and make interest for the students in teaching learning process, for example hand puppet, visual, audio, and audio visual. In this case the writer will apply hand puppet as media in teaching speaking skills.

¹ Drs. Rudi Susilana, M.Si and Cepi Riyana, M.Pd. 2008. *Media Pembelajaran "hakikat, pengembangan, pemanfaatan, dan penilaian*. Bandung : CV WACANA PRIMA. p.5

Hand puppets is something innately intriguing about an animated inanimate object, and even beginning puppeteers will likely experience the “power” of puppets. A puppet will frequently be able to manage a crowd in an almost magical way, and it can enable you to gain and retain the attention of even very young or unfocused audiences. There is one of the most well-known types of puppet in the United States, for a variety of reasons. Several popular children’s television shows have featured regular hand and body puppet characters for years and many toy stores sell a wide range of beautiful hand puppets at relatively affordable prices. These hand puppets generally have soft bodies and heads, and their basic movements can be controlled fairly easily.²

Ideally, if the teachers use media in teaching English language especially in speaking, the students’ interest will be increased in speaking. But in fact, the writer found out that most of the students of MTs Swasta Nurul Amal Kuala are still not have interest in speaking.

Based on the problems above, the writer interested in conducting the research at MTs Swasta Nurul Amal Kuala on the title” *The Effect of Hand Puppet as Media to Build Up the Students’ Ability in Speaking at MTs Swasta Nurul Amal Kuala Kab. Langkat*”.

² Kimberly K. Faurot.2009. *StoryTimes With Hand Puppet*. Chicago : AMERICAN LIBRARY ACOCIATION. p.17

B. The Identification of Study

Based on the observation in the location of study, the problems could be identified as follows:

1. The students of MTs Swasta Nurul Amal Kuala have learning about English language, but the students' ability is low.
2. The students have studied Speaking but they have still low ability to speak in daily activity.
3. Condition of learning process is less support.
4. Students' motivation is still low
5. The usage of strategy or media is not suitable in learning process.

C. The Limitation of Study

Based on the identification above, the writer limited the problem on two factors. They are the students' interest in speaking and using media. In this research the writer limited by using hand puppet as media in teaching speaking.

D. The Formulation of Study

The formulation of this study stated as follows:

1. How is the students' ability in speaking at MTs Swasta Nurul Amal Kuala Kab. Langkat?

2. How is the students' ability by using Hand Puppet as media in speaking at MTs Swasta Nurul Amal Kuala Kab. Langkat?
3. Is there any significant with using media hand puppet as media to build up the students' ability in speaking at MTs Swasta Nurul Amal Kuala Kab. Langkat.

E. The Objectives of Study

The objectives of this study, as follows:

1. To know the students' ability in speaking at MTs Swasta Nurul Amal Kuala Kab. Langkat.
2. To know the students' ability by using media in speaking at MTs Swasta Nurul Amal Kuala Kab. Langkat.
3. To know the significance effect of using hand puppet as media to build up the students' ability in speaking at MTs Swasta Nurul Amal Kuala Kab. Langkat.

F. The Significances of Study

The findings of this study are expected to be useful for:

1. The principal of MTs Swasta Nurul Amal Kuala as an input to increase the English

2. The English teachers who teach at MTs Swasta Nurul Amal Kuala Kab. Langkat to build up and increase the ability of the students in speaking English especially by using media.
3. The students, to prepare them-selves before joining the lesson.
4. The other researches who want to get knowledge about how to speak English by using media

CHAPTER II

THEORETICAL REVIEW

Many skills in learning English there are listening, reading, writing, and speaking. In this discussion, I will discuss about speaking skill.

A. Theoretical Framework

A.1. Definition of Speaking Skill

There are many definitions of speaking that have been proposed by some experts in language learning.

Cite that when someone can speak a language it means that he can carry on a conversation reasonably competently.³ In addition, he states that the bench mark of

³ H. Douglas Brown. 2001. *An Interactive Approach to Language Pedagogy*. UK: TESOL International Association. p. 267

successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Allah says in the Holy Qur'an surah At-Thaha: 44:

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَى (44)

Sahih International

And speak to him with gentle speech that perhaps he may be reminded or fear [Allah]."⁴

State that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.⁵ States that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.⁶

⁴ Holy Qur'an

⁵ Jack C. Richards and Willy A. Renandya. 2002. *Methodology in Language Teaching*. UK: the press syndicate of the university of Cambridge. p.204

⁶ H. Douglas Brown. 2007. *An Interactive Approach to Language Pedagogy*. UK: TESOL International Association. p. 237

In their discussion on the nature of spoken language, distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. It also differentiate between two basic language functions, i.e. the transactional and the interactional functions.⁷ The former basically concerns the transfer of information. Successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations

⁷ David Nunan. 1989. *Designing tasks for the communicative classroom*, UK: the press syndicate of the university of Cambridge.p. 26

j. using appropriate conversational formulae and fillers.⁸

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

In teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language.⁹ He also mentions that the pieces of language should be given attention for more that make up to the whole. Furthermore he mentions micro skills of oral communication:

1. Produce chunks of language of different lengths.
2. Orally produces differences among the English phonemes and allophonic variants.
3. Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.
4. Produce reduced forms if words and phrases.

⁸ David Nunan. 1989. *Designing tasks for the communicative classroom*, UK: the press syndicate of the university of Cambridge.p. 32

⁹ H. Douglas Brown. 2001. *An Interactive Approach to Language Pedagogy*. UK: TESOL International Association. p. 271

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.
12. Accomplish appropriately communicative functions according to the situation, participants and goals.
13. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
15. Use facial features, kinetics, body languages, and other non verbal cues among with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.¹⁰

From some definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation.

A.1.1. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. It is a states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.¹¹

a. Acting from Script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should to be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real

¹⁰ H. Douglas Brown. 2001. *An Interactive Approach to Language Pedagogy*. UK: TESOL International Association. p. 271

¹¹ Jeremi Harmer.2001. *English Language Teaching*. UK: the press syndicate of the university of Cambridge . p.348-352

meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance.

The students will gain much more from the whole experience in the process.

b. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

c. Discussion

Discussion is probably the most commonly used activity in the oral skill class. Here, the students are allowed to express their real opinions. Discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.¹²

¹² Jeremi Harmer.2001. English *Language Teaching*. UK: the press syndicate of the university of Cambridge . p.272

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

d. Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource,

helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train the students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

A.1.2. Types of Speaking Performance

Brown describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue).¹³

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches.

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

A.1.3. Nature of Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations. From a communicative purpose, speaking is closely related to listening.

The interaction between these two skills is shown in the conversation. In this states that there are seven principles for designing speaking techniques.

¹³ H. Douglas Brown. 2004. *An Interactive Approach to Language Pedagogy*. UK: TESOL International Association. p. 274

- a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based on interaction, meaning, and fluency.
- b. Provide intrinsically motivating techniques.
- c. Encourage the use of authentic language in meaningful contexts.
- d. Provide appropriate feedback and correction.
- e. Capitalize on the natural link between speaking and listening.
- f. Give students opportunities to initiate oral communication.
- g. Encourage the development of speaking strategies.¹⁴

The process of teaching speaking itself can be done in several stages. Scott mentions three stages to complete the teaching of speaking.¹⁵ The first stage is stating objectives. The teacher has to put across what operation the students are going to learn. When the students understand the objectives of learning, the instruction will be done communicatively. The teacher could tell students the objective of the lesson directly. Giving students clues for brainstorming the objectives is preferable. Another way is using visual aids to attract students' attention and participation.¹⁶

The next stage is presentation. One thing that should be considered in this stage is the whole language operations that will be given in the lesson are presented in context. It is very important to make language items clear. To contextualize a

¹⁴ H. Douglas Brown. 2001. *An Interactive Approach to Language Pedagogy*. UK: TESOL International Association. p. 275-276

¹⁵ W. Richard Scott. 1981. *The Adolescence of Institutional Theory*

¹⁶ Ibid.

language item, the teacher can use text, video, recorded or picture in the form of transaction of native speaker and the like.

The last is practice and production. Drilling check will be given to the students in the phase to see if they have understood of what is being learnt through choral repetition of language presented and then move to individual responses. The teacher will direct the students by providing information gap and feedback for students. And the students' replies are not only seen from the grammatical accuracy point of view but rather of language appropriateness and acceptability.

Then, there are some important points that should be considered in teaching speaking to young learners. The first thing to be considered is who the learner is and why they are. The clear objective is the next. In the end of the lesson, students at least are able to do something using oral English. The third is since the final objective of learning speaking is communication, all materials that are given to the students such as vocabulary, grammatical structures, and other language items, are expected to be applied by students in the daily life. Teacher's role in the speaking learning is creating activities in which the students can practice and apply what they have learnt orally. In other words, this is the turn of the students to practice communication.

A.1.4 Teaching Speaking in Junior High School

The subject of this research is the tenth grade students at MTs S Nurul Amal Kuala. Knowing the students' characteristics is the first step that will help the

teachers to help them. It will also help the teachers to prepare the students to help themselves. Students should learn the best strategies to improve their own learning. The characteristics of Junior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, States that adult learner are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.
- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.

f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.¹⁷

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in junior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners will be able to support their next study level through the ability of the English communicative competence.

Standard of Competence and Basic Competency which the research focus on are the Standard of Content in the English subject, particularly the English speaking lesson to the tenth grade students of the second semester at MTs S Nurul Amal. It is also limited to the scope of expressing meanings in a transactional and interpersonal dialogue in the context of daily life. The Standard of Competence and the Basic Competency are presented in the table below:

A.2. Teaching Media

¹⁷ Jeremi Harmer.2001. English *Language Teaching*. UK: the press syndicate of the university of Cambridge . p.40

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist an instructor to transmit to learner facts, skills, attitudes, knowledge and appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.¹⁸

Allah says in the Holy Qur'an surah Al-Alaq: 3-5:

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

The meaning:

“Proclaim! And thy Lord is Most Bountiful. He Who taught (the use of) the Pen. Taught man that which he knew not”.¹⁹

Media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms

¹⁸ Roblyer *et al.* 2010. *influsing social media in teaching and learning*. UK : the press syndicate of the university of Cambridge . p.40

¹⁹ Holy Qur'an

of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media are part of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

A.2.1 Functions of Media in Teaching and Learning Process

The function of using media is meaningful and clear for the students. Teaching and Learning methods are various. The students become more creative to do various activities, for example, creating an interesting learning atmosphere and solving limited space which increase students' motivation. Students develop based on their interest and speed conveying direct interaction with the environment, and having the same experience.

Any five roles of media in learning as follows according Roblyer et al:

a. Thematic Instruction

Thematic instruction is known as the teachers' ways on organizing their instructions around topics. Elementary teachers in particular are integrating content

and skills from many subjects. At the secondary level, teams of teachers from different content areas are working together to show the overlap of their course content.

These units provide a rich environment of focus within which learning takes place. A good theme must capture and hold students' attention, provide problem solving experiences, support interdisciplinary activities, and include a variety of media and technology.

b. Portfolios

A portfolio is a collection of students' work that illustrates growth over a period of time. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects. Students' ability to prepare mediated presentations that summarize their own understandings of thematic topic is central to the schooling experience under the concept of portfolios.

c. Distance Education

A rapidly developing approach to instruction worldwide is known as distance education. The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

Based on the discussion above the media serve many functions in the teaching and learning process. Media are not only able to be the teacher's language but also to

help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning English. Therefore, it is clear that media are very useful and really needed for the teaching and learning process.

d. Instructor directed Learning

A common use of media in an instructional situation is for supplemental support of the “live” instructor in the classroom. Certainly, properly designed media can enhance and promote learning and support teacher-based instruction. Advance organized can be effective instruments for ensuring that media play their proper role as supplemental supporters of instructions.

e. Learner-directed learning

Media can also be used effectively in formal education situations where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self evaluation guidelines are provided.

Based on the discussion above, it can be concluded that media play an important role in the teaching and learning of English. Media are not only able to be the teacher’s language but also to help add elements of reality and motivate the students by bringing the slice of real life into the classroom. Besides, media provide clear context, meaning and guidance that can make students enthusiastic in learning

English. It is clear stated that media are very useful and really needed for the teaching and learning process.

There are various kinds of media that can be used in the teaching and learning process. Teachers should know what kind of media those are appropriate to the students in the teaching and learning process. There are six kinds of media: text, audio, visuals, video, manipulative, people and puppet.

However, the researcher chooses hand puppets as media in the teaching and learning process. The use of hand puppets in the teaching and learning process can be more communicative than long explanation, or it can supplement the teacher's explanation. Besides, hand puppets can make students motivated and attracted to the teaching and learning process. It will be discussed in details in the following section.

A.3. HAND PUPPET

Hand puppets are one of the most well-known types of puppets in the United States, for a variety of reasons. Several popular children's television shows have featured regular hand and body puppet characters for years, and many toy stores sell a wide range of beautiful hand puppets at relatively affordable prices. These hand puppets generally have soft bodies and heads, and their basic movements can be controlled fairly easily. This ability to display delicate, nuanced movements makes such puppets good candidates for low-key interactive settings as well as for public performances. There is something innately intriguing about an animated inanimate

object, and even beginning puppeteers will likely experience the “power” of puppets. A puppet will frequently be able to manage a crowd in an almost magical way, and it can enable you to gain and retain the attention of even very young or unfocused audiences.²⁰

A.3.1 Techniques and Considerations

a. Creating

Hand puppets can be extremely simple or unbelievably complex. As with other storytelling props, the methods of creating hand puppets are ultimately limited only by your imagination and skill. Numerous pattern books and resources exist that can help give you ideas and guide you through various techniques (*see* chapter 4). Possibilities include basic paper bag hand puppets; flat “mitt” or simple hand puppets made from felt or fabric; three-dimensional sewn fabric puppets; “sock puppets”; hand puppets with Styrofoam or papier-mâché heads; foam rubber/polyurethane hand puppets; and many, many more.

There are also numerous ready-made puppets available for purchase (*see* chapter 4) that you can adapt for your purposes. I often dress purchased puppets with clothing and doll accessories or add features such as a wig or different eyes so that they more closely approximate the characters in a particular book. It is extremely

²⁰ Kimberly K. Faurot. 2009. *StoryTimes With Hand Puppet*. Chicago : AMERICAN LIBRARY ACOCIATION. P. 17-20

difficult to design puppets from scratch that both function effectively and also look like specific characters in a book (such as this book's *Lunch* Mouse hand puppet). I advise working from and adapting existing patterns until you begin to internalize the rudiments of basic hand puppet construction.

Whether making a puppet from scratch or adapting an existing puppet or stuffed animal, make certain that both the materials you use and your end product take into account the manipulations you need the puppet to perform in the story. Remember that simple, well-constructed designs are always effective, and make sure that your basic puppets exhibit these qualities. As you gain confidence in your creative abilities and facility with the medium and materials of hand puppetry, you will be able to achieve more sophisticated and elaborate creations.

b. Presenting

Effective eye contact between a puppet and the audience is essential to a performance's success. Think of how disturbing it is when a real person talks to you without looking at you! The situation is the same with a puppet. If a puppet is unintentionally staring over the audience's head, at the ceiling, or down at the floor, the audience is less likely to give the puppet their full attention. When performing, make certain that your puppet is making intentional eye contact with the audience, looking from person to person. Because most simple hand puppets have fixed eyes, the puppets' head movements are in tandem with their eye movements. Tilting a

puppet's head one way or another can help express various emotions; just make sure that the audience is able to see the puppet's face or they will quickly lose interest.

The puppeteer should *watch the puppet when animating it*, whether he or she is hidden from or visible to the audience. Again, if a visible puppeteer is watching the puppet, then the audience will watch it, too. The performer may surreptitiously glance at the audience while manipulating the puppet to gauge responses; however, direct eye contact between the puppeteer and the audience should be avoided when attention is supposed to be on the puppet. Otherwise, the puppeteer is directly competing with the puppet for the audience's attention. Certainly some performers have a comical contest with their puppets in a supposed competition for the audience's attention, but such "contests" are actually carefully orchestrated to spotlight the puppet's antics, not detract from them. Watching the puppet while animating, it also enables the puppeteer to monitor the puppet's movements and believability.

Manipulating your puppet's arm or hand (or tail) can also help convey emotion and add interest to the puppet's performance. The construction of some hand puppets enables you to do this using your fingers inside the puppet's arms, hands, and so forth, whereas other puppets (such as *Lunch Mouse*) require such manipulations externally. When external manipulation is needed, you can either just use your hand (gloved or not) to move the puppet or you can employ wire rods attached to the puppet's wrist or tail.

Move the puppet so that it mirrors the type of movements that people commonly make while talking, such as having it scratch its head or neck, sneeze or cough with hand to mouth, and so forth. Small details like these sharply enhance your puppet's believability, and they make the performance far more memorable and enjoyable for the audience.

Hand puppets without movable mouths must depend entirely upon the eye contact, head, and appendage movement mentioned. If your hand puppet's mouth is articulated (movable), on the other hand, you will need to pay attention to the points already mentioned as well as to the puppets mouth movements. An articulated mouth puppet provides wonderful opportunities for the puppet to eat, chew, and taste as well as to exhibit surprise, yawn, laugh, and of course "speak" believably.

All of these movements require practice, but particular care is needed in developing the puppet's speech mouth movements. Improper mouth manipulation can be truly disconcerting and even painful for an audience to watch, and it can dash all previous efforts at believability in a single sentence. Many new and even some veteran puppeteers manipulate their puppets' mouths so that the puppet appears to be "biting" or "eating" the words rather than speaking them. This is extremely distracting. Another common mistake occurs when a puppeteer simply flaps his or her hand wildly inside a puppet to make its mouth open and close without any rhyme or reason.

Think about what happens when you speak: you essentially open your mouth to let a word or syllable out, then close your mouth after the word gets out, and then open it again for the next one. The puppet should likewise open its mouth to release a word or syllable, then close it, then open it again for the next, and so on. To achieve this manipulation in a smooth and believable manner, it is necessary to keep your wrist and hand inside the puppet flexible and loose. Your hand moves very slightly forward with each word or syllable as the puppet ejects/releases it; then your hand returns to its original position. The motion is almost like you are lightly flicking water off the ends of your fingertips.

It is also extremely important to try and move the puppet's lower jaw more than the top. Although this technique will at first feel somewhat unnatural for your hand, it enables the puppet to maintain better eye contact with the audience and also to appear more natural. If you move the top of the mouth too much, the top of the puppet's head essentially keeps rearing back again and again each time it opens its mouth. Try to move the upper part of the puppet's head about 30 percent or so, and move the bottom jaw 70 percent.

For a practice exercise, try counting to five with your puppet. As the puppet says each number, your wrist moves gently forward and your hand/the puppet's mouth opens on the number; then your wrist returns to its original place and your hand/the puppet's mouth closes. Repeat with each successive number. Once you

understand and have practiced this basic mouth movement with monosyllabic words, begin to practice with longer words. You won't be able to open and close the puppet's mouth on every single syllable, or the mouth will begin to appear "flappy." A great way to practice puppet mouth manipulation is to subtly "lip sync" with your bare hand to songs or to other people's conversations. You will develop an understanding of when to combine syllables in a puppet's mouth movement and when to preserve each syllable individually.

Your efforts will be well worth it in making your puppet's performance believable and enjoyable for your audiences.

Make the most of your puppet's ability to speak to the audience: use a toy microphone to "interview" the puppet performer; have the puppet thank the audience for coming; use the puppet to make an announcement (the audience will likely pay closer attention to the puppet than they would to you!).

Practice presenting your story as well as your introduction, any segues, and so forth. If at all possible, practice in front of a mirror at first so you can evaluate the success of your puppet's movements and synchronicity. Puppets often seem to take on a life of their own; a good puppeteer simply tries to help the puppet come to life for the audience.

Your puppet's availability to speak provides you with a great opportunity to give him or her a unique character voice. If you do give the puppet a particular

voice, however, it is imperative that you maintain it. It is bewildering for an audience to watch and listen to a puppet that has two completely different voices. A unique character voice can help define a puppet's personality, and it helps maintain audience interest. Decide what general tone you think your puppet should have, and experiment with different voices to figure out which sounds the best for him or her. Perhaps the puppet has an accent or energy level in addition to a unique-sounding tone. Practice speaking in the voice you have chosen for your puppet when you are alone in your car or house until it comes naturally to you, and you are able to switch into and out of the voice with ease.

Remember that the audience will love it if you wholeheartedly embrace and present your characters with abandon. The only way you will look stupid in front of an audience is if you act like you feel stupid or self-conscious. Enjoy the story and your audience, and recognize that you are simply serving as the vehicle for the wonderful and important gift of story.

A.3.2 Choosing the Hand Puppet Format

Denise Fleming's picture books, employing vibrant handmade paper techniques, are ideal just as they are for sharing with groups of children. The illustrations are bright and clear and can be seen from a distance, and the text is rhythmic and provocative. The book *Lunch* engages children both visually and verbally in naming colors as well as guessing from visual clues what will be the next

food Mouse finds. Because *Lunch* is wonderful shared just as it is in book form, it is important to carefully evaluate whether adapting it to another medium will truly add anything to significantly enhance an audience's experience. The book's key elements do suggest several good opportunities for interactivity that could be provided by creating a story prop. For example, children love the fact that Mouse becomes so messy, and they would delight in actively putting food parts on Mouse; they would also thoroughly enjoy being able to feed him.

The story could certainly be adapted in many different ways. Presenting *Lunch* as a flannel/felt board story would allow audiences to place "messy" felt food pieces onto Mouse, though feeding him might then be problematic. Mouse is such a lively, animated character in the book, however, that it seems desirable to reflect as much of that motion as possible. A puppet enables you to achieve this in a way that a static adaptation could not.

As a puppet, *Lunch* Mouse necessarily has several important design requirements. He must be able to have food pieces stuck onto him that are also removable, and he should be able to "eat" in some way. Velcro is a good attachment possibility for the food pieces, which consequently means that Mouse must be constructed from a Velcro-compatible fabric. If he is going to "eat," his mouth should open, and it would be nice if he could somehow "swallow" his food. His mouth must be fairly sturdy and of a non-Velcrocompatible fabric so he is able to swallow the

food pieces without them sticking to his mouth. The food pieces should also be mostly non-Velcro-compatible so that they don't stick together in Mouse's tummy.

When determining whether sharing *Lunch* with props allows it some desirable new dimension(s), it is also necessary to consider whether doing so eliminates some other important aspect that the author and illustrator intended. If *Lunch* is shared only as a puppet/prop set, you will gain the desirable opportunity for interactivity but lose the anticipation and joy that Fleming offers in the original illustrations. In this type of situation, consider using both the book and the prop with your audience: read the story aloud first while showing the pictures; then share the story again using the props.

Although creating the following prop pieces for *Lunch* is a fairly major undertaking, the end result is well worth the effort and offers endless possibilities. The pieces may be used in many ways to extend the book *Lunch* as well as be used for other nutrition and color discussions. Many of the pieces can have alternate lives: the turnip may be used in *The Great Big Enormous Turnip* by Alexei Tolstoy; the carrots can appear in

The Carrot Seed by Ruth Krauss; and the Mouse puppet can guest in *The Mouse and the Apple* by Stephen Butler, to name just a few possibilities. Mouse is also the star of *Alphabet under Construction* by Denise Fleming, so the Mouse puppet can happily reappear to introduce and dramatize that title as well.

B. Related of Study

This study is related to:

- 1) Pane, Siti Ainun (2014). *The Implementation of Talking Chips Strategy to Increase Speaking Skills of Student at The 2nd Grade in MTs. S. Bina Insani Bahbulian Kec. Raya Kahaen Kab. Simalungun.*

This research aimed to find out the implementation of Talking Chip Strategy to increase speaking skill of student. This study was conducted by using Classroom Action Research (CAR). The subject of this research was 2nd grade of MTs. S Bina Insani Bahbulian which consisted of 38 students.

The research was conducted in two cycles. The first cycle consisted of three meeting and the second cycle was consisted of three meeting too. The instruments of collecting the data were quantitative and qualitative data. The researcher also used interview, observation, and oral test in collecting the data. From the result of analysis the data, it is showed that there was increasing on the students' in speaking skill. From the mean of pre-test was 54,6 and the students who passed only one or 3,22 %. Then, after doing the action in cycle 1, the students' achievement become increase to 65,2 and the students who passed was 7 or 22,5 %. In cycle 2 the mean of student was increase again up to 70,4 and the students who passed was 23 students or 74,1%. From the result of the research showed that the Implementation of Talking Chip Strategy can increase students' speaking skill.

- 2) Sujja, Zulfa (2004). *The Comparative Study between Demonstration Method and Drill Method in Speaking Skill at English Department of Tarbiyah Faculty at IAIN-SU Medan.*

The objective of the study are: 1) to find out the students' ability in speaking, 2) to identify the kind of methods that the teacher always use in teaching, 3) to find out there is any different between demonstration method and drill method to the students' ability in speaking. The populations of this research are 81 students at English Department of Tarbiyah Faculty. In this research the writer takes all the population as the sample, because the populations less than 100, so all the population become sampling (total sampling). The instrument for collecting data of this research is test. The technique of analyzing the data is used "t" test. From analyzing the data the researcher found that "t" test is 0.075 where $d.f = N - 2 = 38$, and the d.f is referred to the "t" table with a standard of significance of 5 % is 2,042–2,021, so the value of "t" test is smaller than "t" table ($0,075 < 2,042 - 2,021$). Because of *Ha* of the research is rejected but *Ho* is accepted. It means that there is no a positive significance of the influence of teacher's method, especially demonstration method and drill method to the students' ability in speaking.

C. Conceptual Framework

Speaking is a process of communication between speaker and listener, in there any process which speaker express the idea, thoughts, opinions, perceptions, in

reality, it is necessary to find a way in teaching speaking in order to improve student's speaking achievement without ashamed and afraid.

Speaking is the macro skill of language and as the target language teaching. A language instructor should define the appropriate ways of teaching the student to reach the teaching target, for example in teaching conversation. The students should practice their English ability, so they are accustomed to applying in daily conversation as well as formal communication.

Communication not only covers the ability to speak in the classroom but also cover the ability to use the language in context.

Media is very important for learning English when the students happy to learn. But in this study, the researcher got problem in speaking English. So, media is one way in improving student's speaking in daily activity. It is also the students to express their idea to into speaking and the teacher as information which can enlarge their knowledge in teaching speaking English.

Therefore by this media in teaching speaking, it is hoped students can express the ideas more easily. Media can influence someone who wants to do something. The teacher should use the appropriate media in language teaching, because it can improve the students' interest to the lesson, and they can study more seriously and their ability will be better. On the other hand, if the teacher does not use the appropriate media, especially in teaching speaking skill, the students will be boring

and will not have interest to follow the lesson. As a result, they will not be able to speaking with nice.

So, it is expected that hand puppet as a media in teaching speaking significantly can build up students' ability in speaking.

D. Hypothesis

The hypothesis of this study is:

Ha : There is significance effect of using hand puppet as media to build up the students' ability in speaking.

Ho : There is no significance effect of using hand puppet as media to build up the students' ability in speaking.

CHAPTER III

RESEARCH METHOD

A. The Location of Study

The research was conducted at MTS Swasta Nurul Amal Sukatani, Kec. Kuala, Kab. Langkat. This school has some facilities to support the teaching and learning process such as the classroom, the principal office, library, bathroom,

canteen, football field, parking area, and the administrative staff room. So, this research hold at this school because:

1. The writer finds this problem that the students still have weakness in learning speaking.
2. The research has never been conducted before.
3. Suitable for ability and limitation of time and finance.
4. The school is easy to do research for the purpose of collecting data.

B. Population and Sample

B.1. Population

Population is composed of the generality of the object or subject that has a certain quantity and characteristics by researchers to learn and then drawn the conclusion. According to Suharsimin Arikunto said that population is the whole subject of the research. Another ideas was mentioned by Sudjana, he said that population is the totally of all possible values, the result of calculation for certain characteristic regarding a set of complex and clear object to the studied. So, the population is total number of subject that should be observed in this research.

The population of this research in 2015/2016 was the second year students of MTS Swasta Nurul Amal Kuala which consisted of two department classes with total number 61 students.

Table 1
The Population of Research

No	Class	Number of Population
1.	VIII-A	31
2.	VIII-B	30
TOTAL		61

Source: Administration data of MTs Swasta Nurul Amal Sukatani Academic Year 2015/2016

B.2. Sample

Experienced researchers start with the total population and work down to the sample. The smaller group or subset of the population is the sample.²¹ Because the number of restrictions on the population just 61 students, so the writer will take the whole population as sample. Arikunto said that jika populasi kurang dari 100 orang, kita bisa menggunakan semuanya sebagai sampel. Jika populasi adalah orang yang lebih 100, kita bisa mengambil 10-15% atau lebih dari 20-25% dari sampel tersebut (if a population of less than 100 people, we can use it as a sample. If the population is over 100, we can take the 10-15% or more than 20-25% of the population as the samples.)²²

These classes will be divided into experimental and control class. When the class A is experiment class and B is control class. There class will be sample, when

²¹ Louis Cohen, Laurence Manion & Keith Morison. 2007. *Research Method in Education*, London: Routledge. p.100.

²² Suharsimin Ariunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta. p. 134.

class A by using hand puppet as media and class B by using conventional strategy in learning.

Table 2

The Sample of Study

No	Class	Students	Group
1	VIII-A	31	Experiment
2	VIII-B	30	Control
Total		61	

C. Design of Study

In this study, the writer will use experimental research method. To collect the data, the sample will be divided into two classes. One of the classes was assigned as the experimental group and other one as the control group.

Experimental group is the group that will receive treatment by hand puppet as media, while the control group is the group that will not receive treatment. The control group just receives conventional strategy. So, the research divided into two variable, there are: hand puppet as media (X-variable) and the students' ability in speaking (Y-variable).

. The procedure of the research is firstly the writer will give post test to both of groups before they are taught about speaking. Then, the same test will be given to

both groups as the post test. This post test will be given after the students are taught about speaking. The experiment design in this study is:

Table 3
Design of Study

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

D. Definitions of Operational Variable

To avoid misunderstanding in definition the terms, so the researcher makes definition of the variables, there are:

1. Hand Puppet is a media in learning when the students can to learn in class with face expression to interaction in our group.
2. The students' ability in speaking is the intelligent of the students to speak English well.

The indicators of the students' ability in speaking are:

- Students can speak English well and fluency
- Students can create a conversation

- Students can give a speech

E. Instrument of Collecting Data

In collecting data from the field of the study, the writer used the following instrument to require information is a test:

A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain²³. The aim of using the test is in accordance with the context, such diagnostic evaluation, selection and promotion, because everyone has different ability, personality, interest and behavior.

In this case, test defined as a set of story that will be given to the students to find out their achievement at speaking. The writer will give the speech test in essay form for the students to measure their achievement at speaking, and the tests consist of two kinds. It is pre test and post test.

1. Test

The test will be given to the experiment class. The test will be given in two times. The first is pre test; it will be do, before the students are given treatment. The second is post test, it will be given after the writer gave treatment to experiment class by using puppet media, the tests consist of two kinds. It is pre test and post test. In pre test the research give the dialog and from the dialog the teacher ask the student to tell

²³ H. Douglas Brown. 2004. *Language Assessment; Principles and Classroom Practices*. New York: Longman. p.3

about their holiday. In post test, the teacher asks the students to retell the story of the script.

The test will consist of 1 text in essay form. The students will get possible score 0-100, where 0 is the lowest score and 100 is the highest score.

2. Document Study

The document of MTs Swasta Nurul Amal is used for collecting data about names of all students.

F. Technique of Analyzing Data

In this study, the data will be obtained from the experimental and control group. The data will be analyzed by using t-test formula. The formula is:

1. The normality test

$$X = \frac{\sum FiXi}{\sum Fi}$$

-Perception x_1, x_2, \dots, x_n made permanent number $z_i, z_1, z_2, \dots, z_n$ by using formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

-To every this permanent number and by using enlist of permanent normal distribution, and that calculating the opportunity.

$$F(Z_i) = P(Z < Z_i)$$

-Taking the biggest price among absolute price of the difference and mentioning the price by L_0 .

- If $L_0 < L$ obtained from the critical value test, the liliefors with the real level $\alpha = 0,05$, hence the distribution is normal.

2. The homogeneity test

To test ether variants of both homogenous sample, variants quality test, that is:

$$F = \frac{\text{the biggest variants}}{\text{the smallest variants}}$$

Here, after comparing to the F_{table} , then both sample are homogenous

The statistic which was used to test the hypothesis was by using formula. The formula:²⁴

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{nx + ny - 2}\right) \left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

²⁴ Suharsimi Arikunto, p 314

The data of this research were quantitative data, they were taught from experiment research design, and there were sixty one students who were taken as sample of this research. They were divided into two class, namely experiment and control class. The students in experiment class were taught by using hand puppet as media and the students in control class were taught by using lecturing method. The population of this research was the students of the eighth grade at MTs Swasta Nurul Amal Sukatani Langkat. The experiment class was VIII-A and the control was VIII-B. Both of experiment and control class were given dialog speaking test form on the pre-test and post-test.

Table 4
Students Score at Experiment Class

No	Initial Name	Pre-test	Post-test
1	AU	69	72
2	AR	57	70
3	APR	42	72
4	AP	64	74
5	AAN	66	76
6	AK	46	70
7	ASS	57	70
8	AR	68	70
9	BP	61	71
10	DA	36	72

11	DY	69	79
12	DM	61	68
13	FH	58	69
14	HA	59	72
15	HH	66	76
16	IH	32	69
17	JY	64	74
18	LD	44	60
19	KF	46	64
20	MT	59	62
21	PRD	60	69
22	RR	54	68
23	RC	61	70
24	RY	42	69
25	SS	46	72
26	SR	60	68
27	SDR	70	78
28	SA	57	69
29	SJ	50	70
30	YP	36	50
31	AJ	60	68
Total		1720	2161
Average		55.48	69.71

Based on the table above, the students' ability in speaking when the teacher taught by using hand puppet as media showed the lowest score of pre-test was 32 and the highest score was 70, the average score of pre-test was 55.48. Meanwhile the lowest score of post-test was 50 and the highest score was 79, the average of post test was 69.71.

Table 5
Students' Score at Control Class

No	Initial Name	Pre-test (t_1)	Post-test (t_2)
1	AAP	34	40
2	AS	40	45
3	AF	56	64
4	AI	35	39
5	AR	56	56
6	AU	46	48
7	CSR	59	62
8	DAN	58	60
9	RD	57	59
10	DR	39	43
11	ER	69	72
12	IF	61	63
13	IM	35	36

14	MW	44	48
15	MZ	32	35
16	MRF	42	46
17	MHH	44	46
18	MA	46	48
19	NA	70	72
20	DAS	56	60
21	PD	65	67
22	PH	52	56
23	PRY	46	48
24	RD	60	62
25	RH	50	50
26	SP	56	58
27	UF	61	61
28	TR	46	49
29	YB	58	60
30	WS	54	56
Total		1527	1609
Average		50.90	53.63

The table above explain that the students' ability in speaking , after they were taught by using hand puppet as media showed the lowest score of pre-test was 32 and the highest score was 70, the average score of pre-test was 50.90.

Meanwhile the lowest score of post-test was 35 and the highest score was 72, the average of post test was 53.63.

To know average, variant and deviation standard of the students' ability in speaking before and after teacher taught by using hand puppet as media can be seen of the following worktable:

Table 6
Worktable to Find Mean, Variant and Deviation Standard of
Experiment class

No	Initial Name	Pre-test		Post-test	
		Score (X)	X ²	Score (X)	X ²
1	AU	69	4761	72	5184
2	AR	57	3249	70	4900
3	APR	42	1764	72	5184
4	AP	64	4096	74	5476
5	AAN	66	4356	76	5776
6	AK	46	2116	70	4900
7	ASS	57	3249	70	4900
8	AR	68	4624	70	4900
9	BP	61	3721	71	5041
10	DA	36	1296	72	5184
11	DY	69	4761	79	6241
12	DM	61	3721	68	4624
13	FH	58	3364	69	4761

14	HA	59	3481	72	5184
15	HH	66	4356	76	5776
16	IH	32	1024	69	4761
17	JY	64	4096	74	5476
18	LD	44	1936	60	3600
19	KF	46	2116	64	4096
20	MT	59	3481	62	3844
21	PRD	60	3600	69	4761
22	RR	54	2916	68	4624
23	RC	61	3721	70	4900
24	RY	42	1764	69	4761
25	SS	46	2116	72	5184
26	SR	60	3600	68	4624
27	SDR	70	4900	78	6084
28	SA	57	3249	69	4761
29	SJ	50	2500	70	4900
30	YP	36	1296	50	2500
31	AJ	60	3600	68	4624
Total		1720	98830	2161	151531
Average		55.48		69.71	
S		10.64		5.44	

1. Calculation of Pre-test Data

Tabulation of the values obtained:

$$\sum X_i = 1720 \quad \sum X_i^2 = 98830 \quad n=31$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1720}{31} = 55.48$$

And the standard deviation:

$$\begin{aligned} S &= \sqrt{\frac{n\sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{31(98830) - (1720)^2}{31(31-1)}} = \sqrt{\frac{3063730 - 2958400}{31(30)}} \\ &= \sqrt{\frac{105330}{930}} = \sqrt{113.26} \\ &= 10.64 \end{aligned}$$

$$S^2 = 113.21$$

2. Calculation of Post-test Data

Tabulation of the values obtained:

$$\sum X_i = 2161 \quad \sum X_i^2 = 151531 \quad n=31$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{2161}{31} = 69.71$$

And the standard deviation:

$$S = \sqrt{\frac{n\sum Xi^2 - (\sum Xi)^2}{n(n-1)}} = \sqrt{\frac{31(151531) - (2161)^2}{31(31-1)}} = \sqrt{\frac{4697461 - 4669921}{31(30)}} = \sqrt{\frac{27540}{930}}$$

= 5.44

$$S^2 = 29.59$$

To know the average, variant and deviation standard of the students' ability in speaking before and after the teacher taught by using hand puppet as media can be seen of the following worktable:

Table 7
Worktable to Find Mean, Variant and Deviation Standard of
Control class

No	Initial Name	Pre-test		Post-test	
		Score (X)	X ²	Score (X)	X ²
1	AAP	34	1156	40	1600
2	AS	40	1600	45	2025
3	AF	56	3136	64	4096
4	AI	35	1225	39	1521
5	AR	56	3136	56	3136
6	AU	46	2116	48	2304
7	CSR	59	3481	62	3844
8	DAN	58	3364	60	3600

9	RD	57	3249	59	3481
10	DR	39	1521	43	1849
11	ER	69	4761	72	5184
12	IF	61	3721	63	3969
13	IM	35	1225	36	1296
14	MW	44	1936	48	2304
15	MZ	32	1024	35	1225
16	MRF	42	1764	46	2116
17	MHH	44	1936	46	2116
18	MA	46	2116	48	2304
19	NA	70	4900	72	5184
20	DAS	56	3136	60	3600
21	PD	65	4225	67	4489
22	PH	52	2704	56	3136
23	PRY	46	2116	48	2304
24	RD	60	3600	62	3844
25	RH	50	2500	50	2500
26	SP	56	3136	58	3364
27	UF	61	3721	61	3721
28	TR	46	2116	49	2401
29	YB	58	3364	60	3600
30	WS	54	2916	56	3136
Total		1527	80901	1609	89249
Average		50.90		53.63	

S	10.47	10.09
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1. Calculation of Pre-test Data

Tabulation of the values obtained:

$$\sum X_i = 1527 \quad \sum X_i^2 = 80901 \quad n=30$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1527}{30} = 50.90$$

And the standard deviation:

$$S = \sqrt{\frac{n\sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{30(80901) - (1527)^2}{30(30-1)}} = \sqrt{\frac{2427030 - 2331729}{30(29)}} = \sqrt{\frac{95301}{870}}$$

= 10.47

$$S^2 = 109.62$$

2. Calculation of Post-test Data

Tabulation of the values obtained:

$$\sum X_i = 1609 \quad \sum X_i^2 = 89249 \quad n=30$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1609}{30} = 53.63$$

And the standard deviation:

$$S = \sqrt{\frac{n\sum Xi^2 - (\sum Xi)^2}{n(n-1)}} = \sqrt{\frac{30(89249) - (1609)^2}{30(30-1)}} = \sqrt{\frac{88589}{870}} = 10.09$$

$$S^2 = 101.81$$

Table 8

Normality Test of Pre-test in Experiment Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	32	1	1	-2.207	0.014	0.032	0.018
2	36	2	3	-1.831	0.034	0.097	0.063
3	42	2	5	-1.267	0.102	0.161	0.059
4	44	1	6	-1.080	0.140	0.194	0.054
5	46	3	9	-0.891	0.187	0.290	0.103
6	50	1	10	-0.515	0.302	0.323	0.021
7	54	1	11	-0.139	0.444	0.355	0.089
8	57	3	14	0.001	0.500	0.452	0.048
9	58	1	15	0.241	0.595	0.484	0.111
10	59	2	17	0.331	0.630	0.548	0.082
11	60	3	20	0.425	0.666	0.645	0.021
12	61	3	23	0.521	0.699	0.742	0.043

13	64	2	25	0.801	0.788	0.806	0.018
14	66	2	27	0.989	0.841	0.871	0.030
15	68	1	28	1.177	0.881	0.903	0.022
16	69	2	30	1.271	0.898	0.968	0.070
17	70	1	31	1.365	0.915	1.000	0.085

To find Z score, we can use the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$1. Z_i = \frac{32 - 55.48}{10.64} = -2.207$$

$$2. Z_i = \frac{36 - 55.48}{10.64} = -1.831$$

$$3. Z_i = \frac{42 - 55.48}{10.64} = -1.267$$

$$4. Z_i = \frac{44 - 55.48}{10.64} = -1.080$$

$$5. Z_i = \frac{46 - 55.48}{10.64} = -0.891$$

To find $S(Z_i)$ we use the formula : $S(Z_i) = \frac{Fcum}{n}$

$$1. S(Z_i) = \frac{1}{31} = 0.032$$

$$2. S(Z_i) = \frac{3}{31} = 0.097$$

$$3. S(Z_i) = \frac{5}{31} = 0.161$$

$$4. S(Z_i) = \frac{6}{31} = 0.194$$

$$5. S(Z_i) = \frac{9}{31} = 0.290$$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.111$ with $n = 31$ and at real level $\alpha = 0.05$ from the list critical value of Liliefors table, $L_t = 0.159$. It can be concluded that the data distribution was normal, because $L_0(0.111) < L_t(0.159)$.

Table 9

Normality Test of Post-test in Experiment Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	50	1	1	-4.090	0.000	0.032	0.032
2	60	1	2	-3.623	0.000	0.065	0.065
3	62	1	3	-2.890	0.001	0.097	0.096
4	64	1	4	-1.601	0.055	0.129	0.074
5	68	4	8	-1.233	0.109	0.258	0.149
6	69	5	13	-0.131	0.448	0.419	0.029
7	70	6	19	0.053	0.520	0.613	0.093
8	71	1	20	0.237	0.595	0.645	0.050
9	72	5	25	0.421	0.663	0.806	0.143
10	74	2	27	0.789	0.788	0.871	0.083

11	76	2	29	1.156	0.877	0.935	0.058
12	78	1	30	1.524	0.936	0.968	0.032
13	79	1	31	1.708	0.956	1.000	0.044

To find Z score, we can use the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$1. Z_i = \frac{48 - 69.71}{5.44} = -4.090$$

$$2. Z_i = \frac{50 - 69.71}{5.44} = -3.623$$

$$3. Z_i = \frac{54 - 69.71}{5.44} = -2.890$$

$$4. Z_i = \frac{61 - 69.71}{5.44} = -1.601$$

$$5. Z_i = \frac{63 - 69.71}{5.44} = -1.233$$

To find $S(Z_i)$ we use the formula : $S(Z_i) = \frac{Fcum}{n}$

$$1. S(Z_i) = \frac{1}{31} = 0.032$$

$$2. S(Z_i) = \frac{2}{31} = 0.065$$

$$3. S(Z_i) = \frac{3}{31} = 0.097$$

$$4. S(Z_i) = \frac{4}{31} = 0.129$$

$$5. S(Z_i) = \frac{8}{31} = 0.258$$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.149$ with $n = 31$ and at real level $\alpha = 0.05$ from the list critical value of Liliefors table, $L_t = 0.159$ It can be concluded that the data distribution was normal, because $L_0 (0.149) < L_t (0.159)$.

Table 10
Normality Test of Pre-test in Control Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	32	1	1	-1.805	0.035	0.033	0.002
2	34	1	2	-1.614	0.054	0.067	0.013
3	35	2	4	-1.519	0.064	0.133	0.069
4	39	1	5	-1.137	0.127	0.167	0.040
5	40	1	6	-1.041	0.149	0.200	0.051
6	42	1	7	-0.850	0.198	0.233	0.035
7	44	2	9	-0.660	0.255	0.300	0.045
8	46	4	13	-0.468	0.319	0.433	0.114

9	50	1	14	-0.086	0.464	0.467	0.003
10	52	1	15	0.105	0.544	0.500	0.044
11	54	1	16	0.296	0.618	0.533	0.085
12	56	4	20	0.487	0.688	0.667	0.021
13	57	1	21	0.583	0.719	0.700	0.019
14	58	2	23	0.678	0.752	0.767	0.048
15	59	1	24	0.774	0.779	0.800	0.021
16	60	1	25	0.870	0.808	0.833	0.025
17	61	2	27	0.965	0.834	0.900	0.066
18	65	1	28	1.347	0.912	0.933	0.021
19	69	1	29	1.730	0.958	0.967	0.009
20	70	1	30	1.824	0.966	1.000	0.034

To find Z score, we can use the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$1. Z_i = \frac{32 - 50.90}{10.47} = -1.805$$

$$2. Z_i = \frac{34 - 50.90}{10.47} = -1.614$$

$$3. Z_i = \frac{35 - 50.90}{10.47} = -1.519$$

$$4. Z_i = \frac{39 - 50.90}{10.47} = -1.137$$

$$5. Z_i = \frac{40-50.90}{10.47} = -1.041$$

To find $S(Z_i)$ we use the formula : $S(Z_i) = \frac{F_{cum}}{n}$

$$1. S(Z_i) = \frac{1}{30} = 0.033$$

$$2. S(Z_i) = \frac{2}{30} = 0.067$$

$$3. S(Z_i) = \frac{4}{30} = 0.133$$

$$4. S(Z_i) = \frac{5}{30} = 0.167$$

$$5. S(Z_i) = \frac{6}{30} = 0.200$$

From the table above, it can be seen that the Liliefors Observation or $L_0 = 0.114$ with $n = 30$ and at real level $\alpha = 0.05$ from the list critical value of Liliefors table, $L_t = 0.161$. It can be concluded that the data distribution is normal, because $L_0 (0.114) < L_t (0.161)$

Table 11
Normality Test of Post-test in Control Class

No	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi) – S(Zi)
1	35	1	1	-1.846	0.032	0.033	0.001
2	36	1	2	-1.747	0.040	0.067	0.027
3	39	1	3	-1.450	0.074	0.100	0.026

4	40	1	4	-1.351	0.089	0.133	0.044
5	43	1	5	-1.054	0.147	0.167	0.020
6	45	1	6	-0.855	0.195	0.200	0.005
7	46	2	8	-0.756	0.224	0.267	0.043
8	48	4	12	-0.560	0.288	0.400	0.112
9	49	1	13	-0.460	0.323	0.433	0.110
10	50	1	14	-0.360	0.359	0.467	0.108
11	56	3	17	0.235	0.595	0.567	0.028
12	58	1	18	0.433	0.666	0.600	0.066
13	59	1	19	0.532	0.702	0.633	0.069
14	60	3	22	0.631	0.736	0.733	0.003
15	61	1	23	0.730	0.767	0.767	0.000
16	62	2	25	0.830	0.797	0.833	0.036
17	63	1	26	0.930	0.824	0.867	0.043
18	64	1	27	1.030	0.849	0.900	0.051
19	67	1	28	1.325	0.908	0.933	0.025
20	72	2	30	1.820	0.966	1.000	0.034

To find Z score, we can use the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

$$1. Z_i = \frac{35 - 53.63}{10.09} = -1.846$$

$$2. Z_i = \frac{36-53.63}{10.09} = -1.747$$

$$3. Z_i = \frac{39-53.63}{10.09} = -1.450$$

$$4. Z_i = \frac{40-53.63}{10.09} = -1.351$$

$$5. Z_i = \frac{43-53.63}{10.09} = -1.054$$

To find $S(Z_i)$ we use the formula : $S(Z_i) = \frac{Fcum}{n}$

$$1. S(Z_i) = \frac{1}{30} = 0.033$$

$$2. S(Z_i) = \frac{2}{30} = 0.067$$

$$3. S(Z_i) = \frac{3}{30} = 0.100$$

$$4. S(Z_i) = \frac{4}{30} = 0.133$$

$$5. S(Z_i) = \frac{5}{30} = 0.167$$

From the explanation above, it can be seen that the Liliefors Observation or L_0 = 0.112 with $n = 30$ and at real level $\alpha = 0.05$ from the list critical value of Liliefors table, $L_t = 0.161$. It can be concluded that the data distribution was normal, because $L_0(0.112) < L_t(0.161)$.

Homogeneity Test

Homogeneity Test of Pre-test used F-test to know what the samples come from the population that homogenous or not.

$$F_{count} = \frac{S_1^2}{S_2^2}$$

Where S_1^2 : S_1^2 = the biggest variant

S_2^2 : S_2^2 = the smallest variant

So:

$$F_{count} = \frac{113.21}{109.62} = 1.03$$

Then the coefficient of $F_{count} = 1.03$ is compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator dk= n-1 (31-1 = 30) that was exist between dk numerator 30 and 40, the denominator dk= n-1 (30-1 =29).

Then F_{table} can be calculated by linear interpolation. So that:

$$- F_{0,05(30,29)} = 1.85$$

$$- F_{0,05(40,29)} = 1.80$$

So:

$$F_{table} = F_{0,05(30,29)} + \frac{30-30}{40-30} (F_{0,05(40,29)} - F_{0,05(30,29)})$$

$$= 1.85 + (0)(-0,05)$$

$$= 1.85$$

Because of $F_{count} = F_t$ or $(1.85 = 1.85)$ so it can be concluded that the variant is homogenous.

Homogeneity Test of Post-test used F-test to know what the samples come from the population that homogenous or not.

$$F_{count} = \frac{S_1^2}{S_2^2}$$

Where S_1^2 : S_1^2 = the biggest variant

S_2^2 : S_2^2 = the smallest variant

So:

$$F_{count} = \frac{101.81}{29.59} = 3.44$$

Then the coefficient of $F_{count} = 3.44$ is compared with F_{table} , where F_{table} is determined at real level $\alpha = 0.05$ and the same numerator $dk = n-1$ ($31-1 = 30$) that was exist between dk numerator 30 and 40, the denominator $dk = n-1$ ($30-1 = 29$).

Then F_{table} can be calculated by linear interpolation. So that:

$$- F_{0,05(30,29)} = 1.85$$

$$- F_{0,05(40,29)} = 1.80$$

So:

$$\begin{aligned} F_{\text{table}} &= F_{0,05(30,29)} + \frac{30-30}{40-30} (F_{0,05(40,29)} - F_{0,05(30,29)}) \\ &= 1.85 + (0)(-0,05) \\ &= 1.85 \end{aligned}$$

Because of $F_{\text{count}} = F_t$ or $(1.85 = 1.85)$ so it can be concluded that the variant is homogenous.

Further the scores of data analysis was intended to find out whether the application of hand puppet significantly affects the students' ability in speaking. The analysis was computed by applying the t test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{nx + ny - 2}\right) \left(\frac{1}{nx} + \frac{1}{ny}\right)}}$$

Mx = the mean idea score of experiment group

My = the mean score of control group

dx = the deviation standard of experiment group

dy = the deviation standard of control group

n_x = the total sample of experiment group

n_y = the total sample of control group

Before calculating t test data, it used the formula bellow to find out the deviation standard of both of class:

$$M_x = \frac{\sum d}{n}$$

Table 12

The Tabulation of Students' Score in Experiment Class

No	Students' Initial Name	Pre Test (t_1)	Post Test (t_2)	$d = (t_2 - t_1)$	$dx = d - M_x$	$(dx)^2$
1	AU	69	72	3	-11.23	126.11
2	AR	57	70	13	-1.23	1.51
3	APR	42	72	30	15.77	248.69
4	AP	64	74	10	-4.23	17.89
5	AAN	66	76	10	-4.23	17.89
6	AK	46	70	24	9.77	95.45
7	ASS	57	70	13	-1.23	1.51
8	AR	68	70	2	-12.23	149.57
9	BP	61	71	10	-4.23	17.89
10	DA	36	72	36	21.77	473.93
11	DY	69	79	10	-4.23	17.89
12	DM	61	68	7	-7.23	52.27
13	FH	58	69	11	-3.23	10.43

14	HA	59	72	13	-1.23	1.51
15	HH	66	76	10	-4.23	17.89
16	IH	32	69	37	22.77	518.47
17	JY	64	74	10	-4.23	17.89
18	LD	44	60	16	1.77	3.12
19	KF	46	64	18	3.77	14.21
20	MT	59	62	3	-11.23	126.11
21	PRD	60	69	9	-5.23	27.35
22	RR	54	68	14	-0.23	0.05
23	RC	61	70	9	-5.23	1.45
24	RY	42	69	27	12.77	163.07
25	SS	46	72	26	11.77	138.53
26	SR	60	68	8	-6.23	38.81
27	SDR	70	78	8	-6.23	38.81
28	SA	57	69	12	-2.23	4.97
29	SJ	50	70	20	5.77	31.02
30	YP	36	50	14	-0.23	0.05
31	AJ	60	68	8	-6.23	38.81
Total		1720	2161	441	0.13	2413.09
Average		55.48	69.71			

$$Mx : \frac{441}{31} = 14.23$$

Table 13

The Tabulation of Students' Score in Control Class

No	Students' Initial Name	Pre Test (t ₁)	Post Test (t ₂)	d = (t ₂ -t ₁)	dx = d-Mx	(dx) ²
1	AAP	34	40	6	4.43	19.62
2	AS	40	45	5	3.43	11.76
3	AF	56	64	8	6.43	41.34
4	AI	35	39	4	2.43	5.90
5	AR	56	56	0	0	0
6	AU	46	48	2	0.43	0.18
7	CSR	59	62	3	1.43	2.04
8	DAN	58	60	2	0.43	0.18
9	RD	57	59	2	0.43	0.18
10	DR	39	43	4	2.43	5.90
11	ER	69	72	3	1.43	2.04
12	IF	61	63	2	0.43	0.18
13	IM	35	36	1	-0.57	0.32
14	MW	44	48	4	2.43	5.90
15	MZ	32	35	3	1.43	2.04
16	MRF	42	46	4	2.43	5.90
17	MHH	44	46	2	0.43	0.18
18	MA	46	48	2	0.43	0.18
19	NA	70	72	2	0.43	0.18
20	DAS	56	60	4	2.43	5.90
21	PD	65	67	2	0.43	0.18
22	PH	52	56	4	2.43	5.90

23	PRY	46	48	2	0.43	0.18
24	RD	60	62	2	0.43	0.18
25	RH	50	50	0	0	0
26	SP	56	58	2	0.43	0.18
27	UF	61	61	0	0	0
28	TR	46	49	3	1.43	2.04
29	YB	58	60	2	0.43	0.18
30	WS	54	56	2	0.43	0.18
Total		1527	1609	47		118.94
Average		50.90	53.63			

$$My = \frac{\sum d}{n} = \frac{47}{30} = 1.57$$

Based on the calculation data, the result is as follow:

$$Mx = 14.23$$

$$My = 1.57$$

$$dx^2 = 2413.09$$

$$dy^2 = 118.94$$

$$n_x = 31$$

$$n_y = 30$$

So t test can be counted as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{nx + ny - 2}\right) \left(\frac{1}{nx} + \frac{1}{ny}\right)}} = \frac{14.23 - 1.57}{\sqrt{\left(\frac{2413.09 + 118.94}{31 + 30 - 2}\right) \left(\frac{1}{31} + \frac{1}{30}\right)}} = \frac{12.66}{\sqrt{\left(\frac{2532.03}{59}\right) (0.06)}} \\ = \frac{12.66}{\sqrt{(42.92)(0.06)}} = 7.87$$

From the calculation of the data, it can be seen that there were differences score between two class; experiment and control class. In order to find out the significant differences between two groups that applying hand puppet as media and lecturing method, the researcher analyzed the data by applying t-test formula to prove the hypothesis of this research. It was obtained that the value of the observed was

- Hypothesis Testing

The hypothesis was aimed to show the result of the observation sample quantitatively and also to know whether the application of hand puppet as media significantly affects the students' ability in speaking, so the hypothesis are:

$$H_0 = \mu x \leq \mu y$$

$$H_a = \mu x > \mu y$$

From the criteria of the hypothesis, H_a is accepted if $t_{\text{count}} > t_{\text{table}}$.

In this research, the value of t-table for the degree freedom (df) 58 at level of significance 0.05 is between dk = 50 dan dk = 60, because dk = 58 there is not in t distribution, so the researcher used interpolation.

$$-t_{(50)} = 2.009$$

$$-t_{(60)} = 2.000$$

$$T_{58} = 2009 + \frac{58-50}{60-50} (2000 - 2009) = 2.009 - 0.007 = 2.002$$

From the calculation above, it was found that the value of t_{count} (7.87) is higher than the value of t_{table} (2.00). it can follows:

$$7.87 > 2.00$$

This result showed that null hypothesis was rejected, the hypothesis formulated as “there is significant effect of using hand puppet as media to build up the students’ ability in speaking. It means that hand puppet as media significantly affected students’ ability in speaking.

Discussion

There was significant on the students’ ability in speaking by using hand puppet as media. The students that were taught by hand puppet have higher score than were taught by lecturing method.

The application of t test formula was used to find out the significant differences between hand puppet as media and lecturing method in speaking. The researcher analyze the data by applying t test formula to prove of hypothesis of this study, and the researcher was found that the calculation of t observed was (7.87) while the value of t table df (58) at the level of (0.05) was (2.002). it show that t observed ($7.87 > 2.002$)

Based on the explanation above, the researcher concluded that the implementation of hand puppet has significant effect to students, ability in speaking.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusions

In the final part of this thesis writing, the research gives a conclusion as following:

1. The students' ability in speaking who are taught by illustration show that the average of good score.
2. The students' ability in speaking who are taught by using hand puppet as media is very happy.
3. Based on the statistical computation t-test was found that the coefficient of $t_{\text{count}} = 7.87$ where the value of $t_{\text{table}} = 2.002$ It means that there was significant effect of using hand puppet as media to the students' ability in speaking. It also indicated that H_a was accepted and H_0 was rejected. It also

indicated that there was significant difference to the students' ability in speaking when the teacher taught by using hand puppet as media got higher score than the students' ability in speaking when the teacher taught by lecturing method.

B. Suggestions

Based on conclusion, the researcher gives some suggestion:

1. For the students should learn more to increase their ability in speaking and should keep responsibility in their studying.
2. For the teacher who wants to teach speaking effectively, can use this media because this media helps the students' increase their ability in speaking.
3. For other researchers who are interested in concluding same research have to explore knowledge in order to give more benefit on the research result.

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APPENDIX I

LESSON PLAN

School : MTs Swasta Nurul Amal Sukatani

Class/ Semester : VIII/ II

Subject : English

Skill : Speaking

Standard competence : Expressing meaning in conversation of transactional and interpersonal short oral simple to interact with their surroundings.

Basic Competence : Expressing meaning in conversation of transactional (to get things done) and interpersonal (social) simple short by using a variety of oral language accurately, fluently, and thank to interact with the immediate environment that involves speech

acts: ask, give, refuse services, asking, giving, reject the goods, asking, giving and denying information, asking, giving, and reject the idea, and offer / accept / reject something.

Text types : *transactional/interpersonal*

Theme : *Traveling and Holidays*

Time : 4 x 45 minutes

A. General Instructional Objective

The students are able to speak English by using hand puppet as media.

B. Specific Instructional Objective

- a. The students are able to speaking English related to the lesson material.
- b. The students are able to speak by using correct pronunciation.
- c. The students are encourages to practice speaking communicatively.
- d. The students are able to talk about daily activity in dialog.

C. Media

- a. Source : Internet and English dictionary
- b. Media : Hand Puppet

D. Method : Oral test

E. Learning process

- a. The second cycle was conducted in three meetings. In opening the class, the researcher as the teacher applying hand puppet as media in learning speaking.
- b. The teacher motivates students to explore their speaking ability and be more active in learning process.

- c. The teacher divides students into six groups. So, there were five students in group.
- d. The teacher teaching the students how to pronounce some vocabulary and grammar related to the material.
- e. The teacher gives reading material about holiday and motivated students to be active in discussing.
- f. After the groups finished reading the material and study, students' closed the book.
- g. The teacher gives hand puppet to the students in the group
- h. The teacher asks the students to tell the dialog in the class.
- i. The members of the group have a dialog to retell in the class
- j. The teacher guides students mistake in pronunciation and grammar
- k. The teacher provides the conclusions.

F. The evaluation

The evaluation used oral test. The students extend their responses and their opinion about the topic given the order to know whether the students have mastered the topic on the dialog. The estimation use English Proficiency Rating instrument.

English Proficiency Rating

Student :

Date :

Proficiency description	Unsatisfactory	Fair	Good	Very Good
Pronunciation	6	12	18	25
Fluency	6	12	18	25

Accuracy	6	12	18	25
Vocabulary	6	12	18	25
Total	24	48	72	100

Maximal point : 100

Student point : $\frac{\text{resultscore}}{\text{Maximumscore}} \times 100$

Know:

The Principal of

MTs Swasta Nurul Amal

English teacher

Researcher

(Hj. Jatiah, S.Ag)

(Siti aisyah, S.PdI)

(Agus Riswanto)

APPENDIX II

LESSON PLAN

School

: MTs Swasta Nurul Amal Sukatani

Class/ Semester : VIII/ II

Subject : English

Skill : Speaking

Standard competence : Expressing meaning in conversation of transactional and interpersonal short oral simple to interact with their surroundings.

Basic Competence : Expressing meaning in conversation of transactional (to get things done) and interpersonal (social) simple short by using a variety of oral language accurately, fluently, and thank to interact with the immediate environment that involves speech acts: ask, give, refuse services, asking, giving, reject the goods, asking, giving and denying information, asking, giving, and reject the idea, and offer / accept / reject something.

Text types : *transactional/interpersonal*

Theme : *Cinderella*

Time : 4 x 45 minutes

G. General Instructional Objective

The students are able to speak English by using hand puppet as media.

H. Specific Instructional Objective

- e. The students are able to speaking English related to the lesson material.
- f. The students are able to speak by using correct pronunciation.
- g. The students are encourages to practice speaking communicatively.
- h. The students are able to talk about daily activity in dialog.

I. Media

- c. Source : Internet and English dictionary
- d. Media : Hand Puppet

J. Method : Oral test

K. Learning process

- l. The second cycle was conducted in three meetings. In opening the class, the researcher as the teacher applying hand puppet as media in learning speaking.
- m. The teacher motivates students to explore their speaking ability and be more active in learning process.
- n. The teacher divides students into six groups. So, there were five students in group.
- o. The teacher teaching the students how to pronounce some vocabulary and grammar related to the material.
- p. The teacher gives reading material about holiday and motivated students to be active in discussing.
- q. After the groups finished reading the material and study, students' closed the book.
- r. The teacher gives hand puppet to the students in the group
- s. The teacher asks the students to tell the dialog in the class.
- t. The members of the group have a dialog to retell in the class
- u. The teacher guides students mistake in pronunciation and grammar
- v. The teacher provides the conclusions.

L. The evaluation

The evaluation used oral test. The students extend their responses and their opinion about the topic given the order to know whether the students

have mastered the topic on the dialog. The estimation use English Proficiency Rating instrument.

English Proficiency Rating

Student :

Date :

Proficiency description	Unsatisfactory	Fair	Good	Very Good
Pronunciation	6	12	18	25
Fluency	6	12	18	25
Accuracy	6	12	18	25
Vocabulary	6	12	18	25
Total	24	48	72	100

Maximal point : 100

Student point : $\frac{\text{resultscore}}{\text{Maximumscore}} \times 100$

Know:

The Principal of

MTs Swasta Nurul Amal

English teacher

Researcher

(Hj. Jariah, S.Ag)

(Siti aisyah, S.PdI)

(Agus Riswanto)

APPENDIX III

Pre test

Holiday

Ivan & Dani : Hi guys! How are you?

Rani : Hi. I am fine!

Mita : Hi. I am fine! How about you guys?

Ivan : We are fine. Right dani?

Dani : Yeah. We are fine. So, how was your school holiday?

Rani : My holiday was awesome. My family and I went to Bukit Lawang for the holiday.

Ivan : Wow... it sounds good. How about you Mita?

Mita : My holiday also great. I held a lot of visit during the holiday.

Dani : Wow... your holiday might be memorable one.

Mita : How about you guys?

Ivan : Dani and I went to Sibolanit for the holiday. It was amazing. You know, the people there were so friendly. Besides, the mountains were so great.

Rani : That's cool. Sibolangit is one favorite spot for tourism.

Mita : Yes, it is. How you two went together?

Dani : Oh... we already made a plane before. Actually on our plane we also wanted to ask for the other kids to join us. But, they were have their own plane. So, we decided to go just both of us.

Rani : If I didn't have a plane to spend holiday in Bukit Lawang. I probably would light to join you

Ivan : It's okay Rani. So, tell us about your holiday in Bukit Lawang.

Rani : Just like you two, it was great. I enjoyed my holiday very much.

Mita : It was very nice to hear about yours guys holiday.

Rani : But, you said that you also have a lot of visit on your holiday?

Mita : Yeah. You know, I spent time at the beach. Gather around with family. It was feel good.

Ivan : So, all of our holiday was nice right?

Dani, Rani & Mita : Yes you are right

APPENDIX IV

Post test

This is story of Cinderella. Once upon a time there live beautiful young girl. Called Cinderella. Her mother is dead, but her father Lord Basil, has second wife now. Her name is Sybil She is a horrible woman. She has a daughter her name is Alice. She is horrible too and very ugly They live in same house. Some day Cinderella's father went work to another country and leave her alone with her step family. Her step family pretended Cinderella like a servant.

#Scene 1 : in the Cinderella's house

Alice : Cinderella..., Cinderella..., Cinderella...!

Cinderella : Wait, I'm coming. Why do you call me?

Alice : Look at that. The floor is dirty. Clean it quickly.

Cinderella : Okay i will take a broom in terrace

Alice : No ... no.. you must ironing my dress first.

- Cinderella : I will ironing your dress after cleaning the floor
- Alice : You didn't hear me. you must ironing my dress first . i have rule that you must obey. If you didn't duty you know what will happened to you
- Step mother : What's happen in here?
- Alice : No, mom. Nothing. Look at that, that's rat, rat...
- Step mother : Kill it now!
- Cinderella : Don't touch it. Let it go away
- Step mother : Cinderella, are you sure....
- Cinderella : I'm sure mom. If we let it go, it won't come back to here.
- Step mother : What do you talking about? I wouldn't say it. I would say 'are you sure want to get new punish?
- Cinderella : a..., a..., a...
- Step mother : Okay, let it go away. Then clean the floor and cook some food quickly. And you can't dinner tonight
- Cinderella : okay, mom.

It usually happen everyday. Cinderella got big punishes everyday

#Scene 2

One day in the castle, there was a charming prince.

His named Prince. His parents wanted him to marry quickly, But he always disagree. After that, The kingdom will make a party to choose a wife for prince. Then the Castle Guard spread that party to all houses in that country. Every lady could come to that party.

Then, the Guard had come to the Cinderella's house.

The Guard 1 : Attention, for all ladies in this country. Prince invited you to come to his dance party. Every lady can come. That party will be at Saturday night this week. Thanks for your attention.

Cinderella wanted to come to that party. Unluckily, her step mother didn't give her permission to go there and always gave her heavy tasks and punishes.

At the time for party, Cinderella felt very sad. She wanted come there, but she couldn't do it. Her step mother didn't let her went there.

Cinderella : Mom, I have finished to wash the dishes and clean the floor.

Step mother : Alright..., now, clean the window.

Cinderella : But I have done last three hours, mom

Step mother : Oh..., DO IT AGAIN!!

Cinderella felt very sad by do the task. Suddenly, a kind fairy came to her. The Fairy wanted to help Cinderella.

Cinderella : Oh, God. I want to come to that party. But I can't. I have to finish it first. Hey, what is that? W-who a-are y-you?

Fairy : Don't be afraid. I'm just a fairy. I come to help you.

Cinderella : Thank you.

Fairy : Now, wish your face.

Cinderella : Okay

Fairy : Then, this...

Fairy : Now, you can go there. But, remember, my magic just can until twelve o'clock this midnight. So, you have to go home before the bells ring.

Cinderella : Okay, Miss. But how about my task and punishes?

Fairy : Don't worry. I will have done when you go.

Cinderella1 : Thank you.

Fairy : You're welcome. Let's wear it! I'm in here. Then, you can go there.

APPENDIX V

DAFTAR SISWA/I MADRASAH TSANAWIYAH

NURUL 'AMAL SUKATANI KUALA

KELAS : VIII (DELAPAN) A

No	Students Name	Initial Name
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1	ANGGILA ULISA	AU
2	ADITIA ROY	AR
3	APRIANTA	APR
4	ALDI PRANATA	AP
5	ANUGRAH ALWAS NASUTION	AAN
6	AGUS KURNIADI	AK
7	ALICIA SABINA SUHENDRA	ASS
8	ARIANTO	AR
9	BAGUS PRADANA	BP
10	DEVI ANANDA	DA
11	DARMA YUDHA	DY
12	DEA MIRANDA	DM
13	FADIAH HASANAH	FH
14	HARIANSYAH	HA
15	HERI HERMAWAN	HH
16	IBNU HANIF	IH
17	JAYA	JY
18	LIDIANA	LD
19	KHAIRUNIA FITANIYA	KF
20	MARTONO	MT
21	PERDANA	PRD
22	RIO RAMANDA	RR
23	RATNA CANTIKA	RC

24	RAYANI	RY
25	SANDI SETIAWAN	SS
26	SUPRIANTO	SR
27	SIGIT DWI RESTU	SDR
28	SITI AMINAH	SA
29	SRI JUWITA	SJ
30	YOGI PERDANA	YP
31	AYU JUINTA	AJ

DAFTAR SISWA/I MADRASAH TSANAWIYAH

NURUL ‘AMAL SUKATANI KUALA

KELAS : VIII (DELAPAN) A

No	Students Name	Initial Name
1	ANGGA ADITIYA PRATAMA	AAP
2	ALDI SYAHPUTRA	AS
3	ANISA FITRI	AF
4	AHMAD IRVANSYAH	AI
5	ALVINA RAMADANI	AR
6	ABDILA UMRI	AU
7	CHIKA SILVANI RUYABA	CSR
8	DELLA AYU NUR MELINDA	DAN
9	RUSTAM DANIL	RD

10	DIKI RENALDI	DR
11	ERDINA	ER
12	IHKSAN FAHREZI	IF
13	ILHAM MAULANA	IM
14	MIDO WIJAYA	MW
15	M. ZULFAN	MZ
16	M. RIYANDA FAHRIZA	MRF
17	M. HASBUL HALIK	MHH
18	M. AZHARI	MA
19	NADIA ANGGRAINI	NA
20	DIMAS ARYO SURYO	DAS
21	PUTRI DEWI	PD
22	PUTRI HANDAYANI	PH
23	PRAYOGA	PRY
24	RANDI	RD
25	RENDI HENDRAWAN	RH
26	SINTA PURNAMA	SP
27	UNI FADILLAH	UF
28	TIARA RAMADANI	TR
29	YUDA BARKAH	YB
30	WAHYU SAHPUTRA	WS

APPENDIX VI

**Worktable to Find Mean, Variant and Deviation Standard of
Experiment class**

No	Initial Name	Pre-test		Post-test	
		Score (X)	X ²	Score (X)	X ²
1	AU	69	4761	72	5184
2	AR	57	3249	70	4900
3	APR	42	1764	72	5184
4	AP	64	4096	74	5476
5	AAN	66	4356	76	5776
6	AK	46	2116	70	4900
7	ASS	57	3249	70	4900
8	AR	68	4624	70	4900
9	BP	61	3721	71	5041
10	DA	36	1296	72	5184
11	DY	69	4761	79	6241
12	DM	61	3721	68	4624
13	FH	58	3364	69	4761
14	HA	59	3481	72	5184
15	HH	66	4356	76	5776
16	IH	32	1024	69	4761
17	JY	64	4096	74	5476
18	LD	44	1936	60	3600

19	KF	46	2116	64	4096
20	MT	59	3481	62	3844
21	PRD	60	3600	69	4761
22	RR	54	2916	68	4624
23	RC	61	3721	70	4900
24	RY	42	1764	69	4761
25	SS	46	2116	72	5184
26	SR	60	3600	68	4624
27	SDR	70	4900	78	6084
28	SA	57	3249	69	4761
29	SJ	50	2500	70	4900
30	YP	36	1296	50	2500
31	AJ	60	3600	68	4624
Total		1720	98830	2161	151531
Average		55.48		69.71	
S		10.64		5.44	

1. Calculation of Pre-test Data

Tabulation of the values obtained:

$$\sum X_i = 1720 \qquad \sum X_i^2 = 98830 \qquad n=31$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1720}{31} = 55.48$$

And the standard deviation:

$$\begin{aligned} S &= \sqrt{\frac{n\sum Xi^2 - (\sum Xi)^2}{n(n-1)}} = \sqrt{\frac{31(98830) - (1720)^2}{31(31-1)}} = \sqrt{\frac{3063730 - 2958400}{31(30)}} \\ &= \sqrt{\frac{105330}{930}} = \sqrt{113.26} \\ &= 10.64 \end{aligned}$$

$$S^2 = 113.21$$

2. Calculation of Post-test Data

Tabulation of the values obtained:

$$\sum X_i = 2161 \qquad \sum X_i^2 = 151531 \qquad n=31$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{2161}{31} = 69.71$$

And the standard deviation:

$$\begin{aligned} S &= \sqrt{\frac{n\sum Xi^2 - (\sum Xi)^2}{n(n-1)}} = \sqrt{\frac{31(151531) - (2161)^2}{31(31-1)}} = \sqrt{\frac{4697461 - 4669921}{31(30)}} = \sqrt{\frac{27540}{930}} \\ &= 5.44 \end{aligned}$$

$$S^2 = 29.59$$

**Worktable to Find Mean, Variant and Deviation Standard of
Control class**

No	Initial Name	Pre-test		Post-test	
		Score (X)	X ²	Score (X)	X ²
1	AAP	34	1156	40	1600
2	AS	40	1600	45	2025
3	AF	56	3136	64	4096
4	AI	35	1225	39	1521
5	AR	56	3136	56	3136
6	AU	46	2116	48	2304
7	CSR	59	3481	62	3844
8	DAN	58	3364	60	3600
9	RD	57	3249	59	3481
10	DR	39	1521	43	1849
11	ER	69	4761	72	5184
12	IF	61	3721	63	3969
13	IM	35	1225	36	1296
14	MW	44	1936	48	2304
15	MZ	32	1024	35	1225
16	MRF	42	1764	46	2116
17	MHH	44	1936	46	2116
18	MA	46	2116	48	2304

19	NA	70	4900	72	5184
20	DAS	56	3136	60	3600
21	PD	65	4225	67	4489
22	PH	52	2704	56	3136
23	PRY	46	2116	48	2304
24	RD	60	3600	62	3844
25	RH	50	2500	50	2500
26	SP	56	3136	58	3364
27	UF	61	3721	61	3721
28	TR	46	2116	49	2401
29	YB	58	3364	60	3600
30	WS	54	2916	56	3136
Total		1527	80901	1609	89249
Average		50.90		53.63	
S		10.47		10.09	

1. Calculation of Pre-test Data

Tabulation of the values obtained:

$$\sum X_i = 1527 \qquad \sum X_i^2 = 80901 \qquad n=30$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1527}{30} = 50.90$$

And the standard deviation:

$$S = \sqrt{\frac{n\sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{30(80901) - (1527)^2}{30(30-1)}} = \sqrt{\frac{2427030 - 2331729}{30(29)}} = \sqrt{\frac{95301}{870}}$$

$$= 10.47$$

$$S^2 = 109.62$$

2. Calculation of Post-test Data

Tabulation of the values obtained:

$$\sum X_i = 1609 \qquad \sum X_i^2 = 89249 \qquad n=30$$

So the average rating is:

$$\bar{X} = \frac{\sum X}{n} = \frac{1609}{30} = 53.63$$

And the standard deviation:

$$S = \sqrt{\frac{n\sum X_i^2 - (\sum X_i)^2}{n(n-1)}} = \sqrt{\frac{30(89249) - (1609)^2}{30(30-1)}} = \sqrt{\frac{88589}{870}} = 10.09$$

$$S^2 = 101.81$$