

CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The research design in this research was experimental research. Some views on the definitions of the experimental method are stated as follow:

According to Creswell (2008: 295) experiment is you test an idea (or practice or procedure) to determine whether or not it influences an outcome or dependent variable". As pointed by Cohen et al., (2005: 211) an experiment involves making a change in the value of one variable-called the independent variable-and observing the effect of that change on another variable-called the dependent variable. Hence, the experimental research referred to identification of the conditions of variables whether it influences an outcome or makes a change of its value.

The experimental research taught to the students' speaking ability of narrative text by using Puppet Show strategy. The researcher used two variables in this research. They are: Puppet Show strategy as independent variable (X), and students' speaking ability of narrative text as dependent variable (Y). According to Fraenkel & wallen (2007: 127) state that a variable is a concept a noun that stands for variation within a class of objects. Therefore, the diagram of this design is as follows:

Table 3.1
Research Design

No	Group	Pre- test	Treatment	Post test
1.	E	S1	X	S2
2.	C	S1	-	S2

The table above was the research design in which:

E : Experimental class

C : Control class

X : Treatment, by using Puppet Show strategy in the experimental group only

S1 : The individual score in the pre- test

S2 : The individual score in the post test

3.2 The Location and Time of the Research

This research conducted in SMPN 2 Bangkinang Jl. Letnan Boyak Number 11. The reason for choosing this location is because the students' speaking ability of SMPN 2 Bangkinang is still low in term of speaking. This research started on March-May 2018.

3.3 The Population and Sample of the Research

3.3.1 The Population of the Research

According to Creswell (2012: 142) a population is a group of individuals who have the same characteristic. The population of this research is all of the eighth students of SMPN 2 Bangkinang in 2018

academic year. It consists of four classes. The total number is 125. It can be seen as the table below:

Table 3.2
The Population of Students of SMPN 2 Bangkinang in 2018/2019

No	Classes	Number of Students
1	VIII A	31
2	VIII B	32
3	VIII C	32
4	VIII D	32
Total Population		125

3.3.2 The Sample of the Research

According to Creswell (2012: 142) a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this research, the researcher used cluster random sampling. Furthermore, according to Fraenkel and Wallen (2009: 94-95) the cluster random sampling can be seen as the selection of classes, or clusters, of subjects rather than individuals, so that cluster sampling randomly selects class, not individuals.

In addition, the researcher chose two classes as samples. They are VIII C consisting of 32 students as an experimental class and VIII D consisting of 32 students as a control class. The total number of sample is 64 students.

Table 3.3
The Total Sample of the Second Year Students of SMPN 2 Bangkinang in 2018/2019

No.	Classes	Types	Number of Students
1.	VIII C	Experiment	32
2.	VIII D	Control	32
Total Sample			64

3.4 The Research Material

The researcher used narrative materials taken from text book of SMP/MTs grade VIII. The materials will be taught as follows:

Table 3.4
(The Blue Print of Research Materials)

Day/Date	Meeting	The Topic Materials	Procedures
March, 13 ^h 2018 / March 12 th , 2018	Pre-Test	The Elephants and the Rats	Doing Test (Experiment Class) Doing Test (Control Class)
March 15 th 2018	Treatment	The Fox and the Grapes	Teacher tells story by using puppets, divides students into groups, asks students to discuss the topics and asks the students to tell the story by using puppets.
march, 20 th 2018	Treatment	The Crow and the Eagle	
March, 22 nd 2018	Treatment	The Two Friends and the Bear	
March, 27 th 2018	Treatment	A Wolf and Crane	
March, 29 th 2018 / March, 28 th 2018	Post-Test	The Ant and the Dove	Doing Test (Experimental Class) Doing Test (Control Class)

3.5 The Research Instrument

According to Arikunto (2006:39), research instrument is a device used by the researcher in collecting the data in order to get better result, systematic and to make the data easy to be processed. In this research, the research instrument used is speaking test consisting of pre and post-test in order to get the students' score.

The pre-test used to determine students' speaking ability before getting the treatment, and post-test will used to determine students' speaking ability of narrative text after getting the treatment.

a. Pre-test

The pre-test carried out to know the primary knowledge of students' speaking ability in experimental and control classes. In this part, the students asked to speak about; The Elephants and the Rats.

b. Post-test

The writer gave post-test to experimental and control classes. The post-test conducted in order to know the result of the students' speaking ability after applying Puppet Show strategy. In this part, the students asked to speak about; The Ant and the Dove.

3.6 The Procedure of the Research

The procedures of this research involved in the followings steps:

1. Pre-test

The pre-test done in the first meeting before the researcher gives the treatment for experimental and control classes. In this part, the researcher will explain what the students do and distributes the speaking test for one class in order to know the students' speaking ability of narrative text before giving treatment.

2. Treatment

After giving the pre-test, the researcher gave treatment for six meetings. Each meeting consists of 90 minutes. In this step, the researcher used Puppet Show strategy as follows:

Pre-teaching

- a. The teacher greets the students
- b. The teacher checks the students' attendant list.
- c. The teacher asks about the last material.
- d. The teacher do warm up activity guiding the topic will be discussed.

While Teaching

- a. The teacher tells the story to the students with using puppets for Experimental Class and without using puppets for Control Class.
- b. If the students have questions, the teacher allows and appreciates it.
- c. The teacher divides the students into groups consisting of 4 students.
- d. The teacher asks the students to discuss the topics given.
- e. Then the students tell the story by using their own words and puppets within their groups.

Post teaching

- a. The teacher gives the conclusion of the meeting how to speak well in narrative.
 - b. The teacher leaves the classroom.
3. Post-test

After doing the treatment, the researcher give post-test to the students. The result of the post-test compared with the pre-test in order to know the significant different between them. It aims to know whether there is significant effect of using the Puppet Show strategy on students' speaking ability of the eighth grade students at SMPN 2 Bangkinang or not.

3.7 The Data Collection Technique

This research carried out in six meeting. In this case, the procedures of research can be seen as follows:

1. Pre-test

The first meeting, the researcher came to the classroom, greets and checks attendant list. The researcher gave pre-test in speaking test to speak narratively by using Puppet Show strategy in 30 minutes.

2. Treatment

After giving pre-test, the researcher gave the treatment. The treatment conducted to the experiment class only. The treatment conducted for six meetings by using Puppet Show strategy as follows:

- a. Pre-teaching
- b. While teaching

c. Post-teaching

3. Post-test

In this session, the researcher gave post-test to the students. After they finish it, the researcher collected the data in order to whether there is improvement or not on students' speaking ability of narrative after they are given treatment. Those activities starting from the pre-test until post-test helped and supported by English teacher of SMPN 2 Bangkinang.

3.8 The Data Analysis Technique

In this study, the data collected by distributing the tests to the students. The researcher used a scoring system of spoken English by Depdiknas (2004) in order to know the students' speaking ability as the sample in this research.

Furthermore, this research adopted oral language scoring rubric as stated by Hughes (2003: 111-112) :

1) Accent

Score	Requirements
5	No conspicuous mispronunciation.
4	Marked "foreign accent" and occasional mispronunciation which do not interfere with understanding
3	"Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
2	Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
1	Pronunciation frequently unintelligible

2) Grammar

Score	Requirements
5	Few errors, with no patterns of failure
4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
2	Constant errors showing control of very few major patterns and frequently preventing communication
1	Grammar almost entirely inaccurate except in stock phrases

3) Vocabulary

Score	Requirements
5	Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
4	Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocution
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic
2	Vocabulary limited to basic persona and survival areas (time, food, transportation, family, etc.)
1	Vocabulary in adequate for even the simplest conversation

4) Fluency

Score	Requirements
5	Speech is effortless and smooth, but perceptively nonnative in speed and evenness
4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word
3	Speech is frequently hesitant and jerky, sentence may be uncompleted
2	Speech is very slow and uneven except for short or routine sentences
1	Speech is so halting and fragmentary that conversation is virtually impossible

5) Comprehension

Score	Requirements
5	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech
4	Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
3	Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
2	Understands only slow, very simple speech on common social and touristic topics: requires constants repetition and rephrasing
1	Understand to title for the simplest type of conversation

Based on score and requirements above, the score levels given to the students were about from level 1 to level 5. Those levels were used based on teacher's assessment :

Table 3.5
The Scoring Rubric of Speaking Test

No.	Aspect Assessed	Scores				
		1	2	3	4	5
1	Accent					
2	Grammar					
3	Vocabulary					
4	Fluency					
5	Comprehension					
Maximum Score		25				
Total		100				

The Explanation of score:

- 1 : Fail
- 2 : Incompetent
- 3 : Enough
- 4 : Competent
- 5 : Very Competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

Furthermore, according to Arikunto (2009:68) the classification of the students score can be shown below:

Table III.6
The Classification of Students' Score

Score	Categories
80-100	Good to Exellent
66-79	Average to Good
56-65	Poor to Average
40-55	Poor

In order to analyze the significant effect of Puppet Show strategy on speaking ability of the eighth grade students at SMPN 2 Bangkinang, the researcher will use these following procedures:

1. Scoring the pre-test and post-test.
2. Calculating the mean of pre-test and post-test.
3. Finding the distribution of frequency of students' pre-test and post-test score and descriptive statistic of pre-test and post-test.
4. Tabulating the result of the test by using Paired Sample T-test.
5. Drawing a conclusion from the tabulated results of pre-test and post-test, then analyzing it by using SPSS (Statistical Program for Social Sciences) version 24 in order to know the significant effect of Puppet Show strategy on speaking ability of the eighth grade students at SMPN 2 Bangkinang.

CHAPTER IV

RESEARCH FINDINGS

4.1 The Data Presentation

In this part, the researcher presented the information related to the data presentation as follows: score of pre-test, score post-test, improvement from pre-test to post-test, and percentage of improvement of experimental and control class.

4.1.1 Experimental Class

In this research the researcher applied the treatment in experimental class. Further, the researcher gave the test in experimental class. The students' score in pre-test and pos-test experimental class could be seen in the table 4.1.

4.1.1.1 Students' Score in Pre-Test of Experimental Class

The data of the students' of class VIII-C post-test score in experimental class were obtained from the result of their speaking ability taught by using Puppet Show strategy. It can be seen from the following table:

Table 4.1
The Students' Pre-Test Score

No	Students	Speaking Skill															Total	Speaki ng Score
		Accent			Grammar			Vocabulary			Fluency			Comprehension				
		Rater		Score	Rater		Score	Rater		Score	Rater		Score	Rater		Score		
		1	2		1	2		1	2		1	2		1	2			
1	Student 1	3	3	60	4	4	80	4	4	80	3	3	60	4	4	80	360	72
2	Student 2	3	2	50	2	3	50	3	3	60	3	3	60	3	3	60	280	56
3	Student 3	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
4	Student 4	2	3	50	2	3	50	3	3	60	3	3	60	3	3	60	280	56
5	Student 5	2	3	50	2	2	40	3	3	60	2	3	50	3	3	60	260	52
6	Student 6	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
7	Student 7	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
8	Student 8	3	3	60	4	4	80	4	4	80	3	3	60	4	4	80	360	72
9	Student 9	3	3	60	3	4	70	4	4	80	3	3	60	3	4	70	340	68
10	Student 10	3	3	60	2	3	50	4	4	80	3	3	60	2	3	50	260	52
11	Student 11	3	3	60	2	3	50	4	4	80	3	3	60	4	3	70	320	64
12	Student 12	2	3	50	3	2	50	3	3	60	3	3	60	3	3	60	280	56
13	Student 13	4	3	70	4	4	80	4	5	90	3	4	70	5	4	90	400	80
14	Student 14	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
15	Student 15	3	3	60	3	3	60	4	4	80	3	3	60	4	4	80	340	68
16	Student 16	3	3	60	3	3	60	3	3	60	4	4	80	3	3	60	320	64
17	Student 17	3	4	70	3	3	60	4	3	70	3	3	60	3	3	60	320	64
18	Student 18	3	3	60	3	4	70	4	4	80	3	3	60	3	4	70	340	68
19	Student 19	3	4	70	3	3	60	3	4	70	3	3	60	3	3	60	320	64
20	Student 20	3	3	60	2	3	50	2	2	40	3	3	60	2	3	50	260	52
21	Student 21	3	3	60	3	3	60	4	4	80	3	3	60	4	4	80	340	68
22	Student 22	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
23	Student 23	3	3	60	2	3	50	4	4	80	3	3	60	4	3	70	320	64
24	Student 24	3	3	60	2	3	50	4	4	80	3	3	60	3	4	70	320	64
25	Student 25	3	4	70	3	3	60	4	4	80	3	4	70	4	4	80	360	72
26	Student 26	3	3	60	3	4	70	4	4	80	3	3	60	3	4	70	340	68
27	Student 27	3	3	60	3	2	50	4	4	80	3	3	60	3	4	70	320	64
28	Student 28	4	3	70	3	3	60	4	4	80	4	3	70	4	4	80	360	72
29	Student 29	3	4	70	3	3	60	3	4	70	3	3	60	3	3	60	320	64
30	Student 30	3	4	70	3	3	60	4	4	80	4	3	70	4	4	80	360	72
31	Student 31	4	5	90	4	4	80	4	4	80	3	3	60	5	4	90	400	80
32	Student 32	3	3	60	4	4	80	4	4	80	3	3	60	4	4	80	360	72
	Total																10500	2100
	Mean																328.125	65.625

Based on the table 4.1 above, the researcher found that the total score of pre-test in experimental class was 2100 and the mean was 65.625; while the highest score was 80 and the lowest was 52.

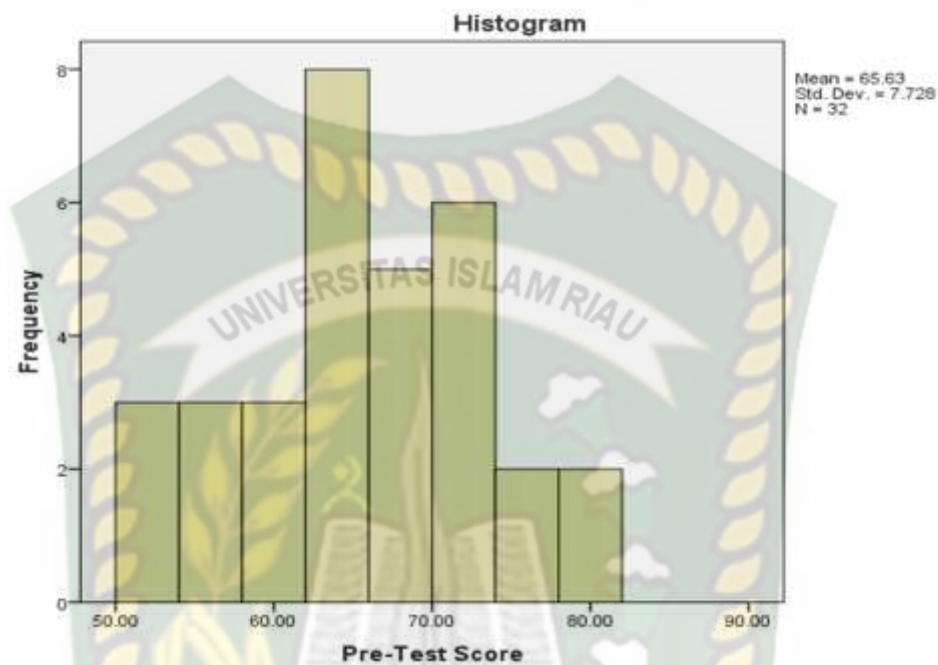
Furthermore, the frequency distribution of the pre-test scores in experimental class can be seen as follows:

Table 4.2
The Frequency Distribution of Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid r e s u l t s	52.00	3	9.4	9.4	9.4
	56.00	3	9.4	9.4	18.8
	60.00	3	9.4	9.4	28.1
	64.00	8	25.0	25.0	53.1
	68.00	5	15.6	15.6	68.8
	72.00	6	18.8	18.8	87.5
	76.00	2	6.3	6.3	93.8
	80.00	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

From the table 4.2 above, the researcher found that there were 3 students got score 52 (9.4%), 3 students got 56 (9.4%), 3 students got 60 (9.4%), 8 students got 64 (25.0%), 5 students got 68 (15.6%), 6 students got 72 (18.8%), 2 students got 76 (6.3%) and 2 student got 80 (6.3%).

Figure 4.1
Histogram the Mean Score of Students' Pre-Test



Based on the histogram 4.1 above, it was showed the result from the pre-test of the experimental class. The researcher also provided the chart of the students' mean score pre-test that was 65.63.

4.1.1.2 Students' Score in Post-Test of Experimental Class

The data of the students' of VIII-C post-test score in experimental class were obtained from the result of their speaking ability taught by using Puppet Show strategy. It can be seen from the following table:

Table 4.3
The Students' Post-Test Score

No	Students	Speaking Skill															Total	Speaking Score
		Accent			Grammar			Vocabulary			Fluency			Comprehension				
		Rater		Score	Rater		Score	Rater		Score	Rater		Score	Rater		Score		
1	2		1	2		1	2		1	2		1	2					
1	Student 1	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
2	Student 2	3	3	60	3	4	70	4	4	80	3	3	60	3	4	70	340	68
3	Student 3	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
4	Student 4	3	3	60	4	4	80	4	4	80	3	3	60	4	4	80	360	72
5	Student 5	3	3	60	4	3	70	4	4	80	3	3	60	3	4	70	340	68
6	Student 6	3	3	60	2	3	50	4	4	80	3	3	60	4	3	70	320	64
7	Student 7	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
8	Student 8	4	4	80	4	4	80	4	5	90	4	4	80	4	5	90	420	84
9	Student 9	4	4	80	4	5	90	4	5	90	4	5	90	4	5	90	440	88
10	Student 10	2	3	50	2	3	50	3	3	60	3	3	60	3	3	60	280	56
11	Student 11	4	4	80	4	3	70	4	4	80	3	4	70	4	4	80	380	76
12	Student 12	4	3	70	3	3	60	4	4	80	3	4	70	4	4	80	360	72
13	Student 13	4	5	90	5	4	90	5	4	90	4	5	90	5	4	90	460	92
14	Student 14	4	3	70	3	3	60	4	4	80	4	3	70	4	4	80	360	72
15	Student 15	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
16	Student 16	4	4	80	3	4	70	4	4	80	3	4	70	4	4	80	380	76
17	Student 17	3	3	60	4	4	80	4	4	80	3	3	60	4	4	80	360	72
18	Student 18	5	4	90	4	4	80	4	4	80	3	3	60	4	5	90	400	80
19	Student 19	4	4	80	3	5	80	4	4	80	3	3	60	4	4	80	380	76
20	Student 20	3	4	70	3	3	60	4	4	80	4	3	70	4	4	80	360	72
21	Student 21	3	4	70	3	3	60	4	4	80	3	3	70	4	4	80	360	72
22	Student 22	4	4	80	5	4	90	4	5	90	5	4	90	4	5	90	440	88
23	Student 23	5	4	90	4	4	80	4	4	80	3	3	60	4	5	90	400	80
24	Student 24	3	4	70	3	3	60	4	4	80	4	3	70	4	4	80	360	72
25	Student 25	4	5	90	4	5	90	5	4	90	4	5	90	4	5	90	460	92
26	Student 26	4	5	90	4	4	80	4	4	80	3	3	60	4	5	90	400	80
27	Student 27	4	4	80	5	4	90	5	4	90	4	5	90	4	5	90	440	88
28	Student 28	4	4	80	4	4	80	4	5	90	4	4	80	4	5	90	420	84
29	Student 29	4	4	80	4	4	80	4	4	80	4	3	70	5	4	90	400	80
30	Student 30	4	4	80	4	4	80	4	5	90	4	4	80	5	4	90	420	84
31	Student 31	4	4	80	5	4	90	4	5	90	4	5	90	4	5	90	440	88
32	Student 32	4	4	80	3	4	70	4	4	80	4	3	70	4	4	80	380	76
	Total																12300	2460
	Mean																384.375	76.875

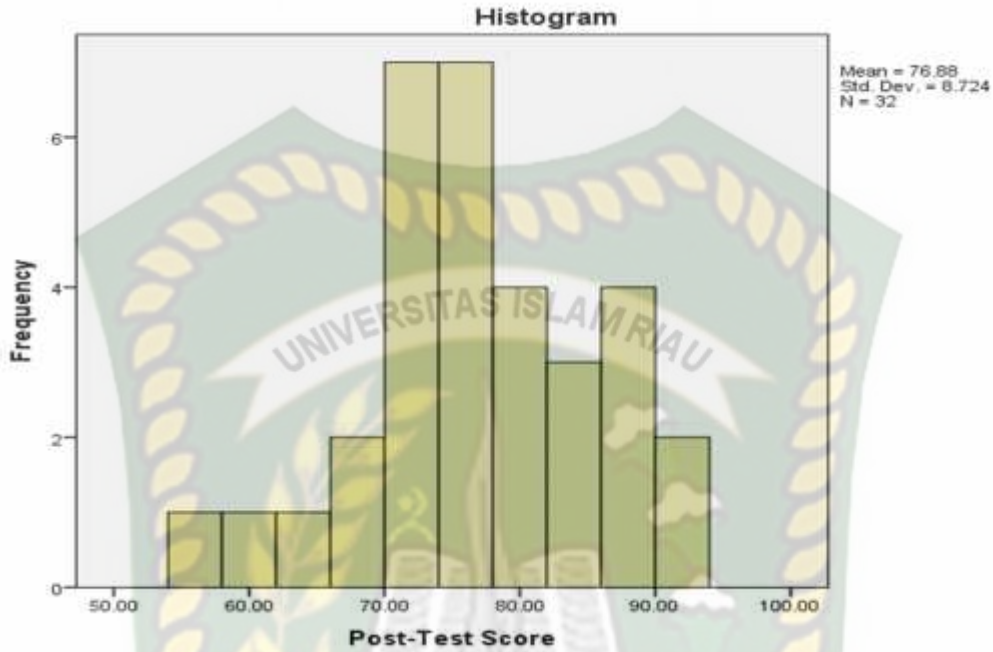
Based on the table 4.3, it can be seen that the total of post-test score was 2460 and the mean was 76.875; while the highest score was 92 and the lowest was 56. Furthermore, the frequency distribution of the post-test scores in experimental class can be seen as follows:

Table 4.4
The Frequency Distribution of Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56.00	1	3.1	3.1	3.1
	60.00	1	3.1	3.1	6.3
	64.00	1	3.1	3.1	9.4
	68.00	2	6.3	6.3	15.6
	72.00	7	21.9	21.9	37.5
	76.00	7	21.9	21.9	59.4
	80.00	4	12.5	12.5	71.9
	84.00	3	9.4	9.4	81.3
	88.00	4	12.5	12.5	93.8
	92.00	2	6.3	6.3	100.0
Total		32	100.0	100.0	

Based on the table 4.4 illustrated above, it showed that there were 1 student got 56 (3.1%), 1 student got 60 (3.1%), 1 student got 64 (3.1%), 2 students got 68 (6.3%), 7 students got 72 (21.9%), 7 students got 76 (21.9%), 4 students got 80 (12.5%), 3 students got 84 (9.4%), 4 students got 88 (12.5%) and 2 students got 92 (6.3%).

Figure 4.2
Histogram the Mean Score of Students' Post-Test



Based on the figure IV.4 above, it was showed the result from the post-test of the experimental class. The researcher also provided the chart of the students' mean score post-test that was 76.88.

4.1.2 Control Class

In this research, the reseacher did not apply the treatment. Further, the reseacher gave the test in control class. The students' score in pre-test and pos-test control class could be seen in the table 4.5.

4.1.2.1 Students' Score in Pre-Test Control Class

The data of the students' post-test score in control class were obtained from the result of their speaking ability taught without using Puppet Show strategy. It can be seen from the following table:

Table 4.5
The Students' Pre-Test Score

No	Students	Speaking Skill														Total	Speaki ng Score	
		Accent			Grammar			Vocabulary			Fluency			Comprehension				
		Rater		Score	Rater		Score	Rater		Score	Rater		Score	Rater				Score
1	2	1	2		1	2		1	2		1	2		1	2			
1	Student 1	2	3	50	3	3	60	3	4	70	3	3	60	3	3	60	300	60
2	Student 2	2	3	50	2	3	50	2	3	50	3	3	60	2	3	50	260	52
3	Student 3	3	4	70	4	4	80	5	4	90	3	4	70	4	5	90	400	80
4	Student 4	2	3	50	4	4	40	3	3	60	2	3	50	3	3	60	260	52
5	Student 5	3	3	60	3	2	50	2	2	40	3	3	60	3	2	50	260	52
6	Student 6	2	3	50	2	3	50	3	3	60	3	3	60	3	3	60	280	56
7	Student 7	2	3	50	2	2	40	2	2	40	3	2	50	2	2	40	220	44
8	Student 8	4	4	80	4	4	80	4	4	80	4	3	70	4	5	90	400	80
9	Student 9	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
10	Student 10	2	3	50	2	2	40	2	2	40	2	3	50	2	2	40	220	44
11	Student 11	3	3	60	2	2	40	3	3	60	3	3	60	3	3	60	280	56
12	Student 12	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
13	Student 13	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
14	Student 14	2	3	50	3	3	60	4	3	70	3	3	60	3	3	60	300	60
15	Student 15	3	2	50	4	4	40	3	2	50	3	2	50	2	3	50	240	48
16	Student 16	3	3	60	2	3	50	4	4	80	3	3	60	3	4	70	320	64
17	Student 17	3	3	60	3	3	60	4	4	80	3	3	60	3	3	60	320	64
18	Student 18	2	3	50	3	3	60	3	4	70	3	3	60	3	3	60	300	60
19	Student 19	3	3	60	3	4	70	3	4	70	3	3	60	3	3	60	320	64
20	Student 20	4	3	70	3	3	60	3	4	70	3	3	60	3	3	60	320	64
21	Student 21	3	3	60	4	3	70	4	4	80	3	3	60	4	3	70	340	68
22	Student 22	4	3	70	4	4	80	4	4	80	3	4	70	4	4	80	380	76
23	Student 23	3	3	60	3	3	60	3	3	60	4	4	80	3	3	60	320	64
24	Student 24	2	3	50	2	3	50	3	3	60	3	3	60	3	3	60	280	56
25	Student 25	3	3	60	4	4	80	4	4	80	3	3	60	4	4	80	360	72
26	Student 26	3	3	60	4	4	80	4	3	70	3	3	60	3	4	70	340	68
27	Student 27	4	3	70	3	3	60	4	4	80	4	3	70	4	4	80	360	72
28	Student 28	3	3	60	3	3	60	4	3	70	3	3	60	4	3	70	320	64
29	Student 29	3	3	60	3	4	70	4	4	80	3	3	60	4	3	70	340	68
30	Student 30	3	3	60	3	3	60	4	4	80	3	3	60	4	4	80	340	68
31	Student 31	3	4	70	4	4	80	4	5	90	4	3	70	5	4	90	400	80
32	Student 32	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
	Total																10060	2012
	Mean																314.375	62.875

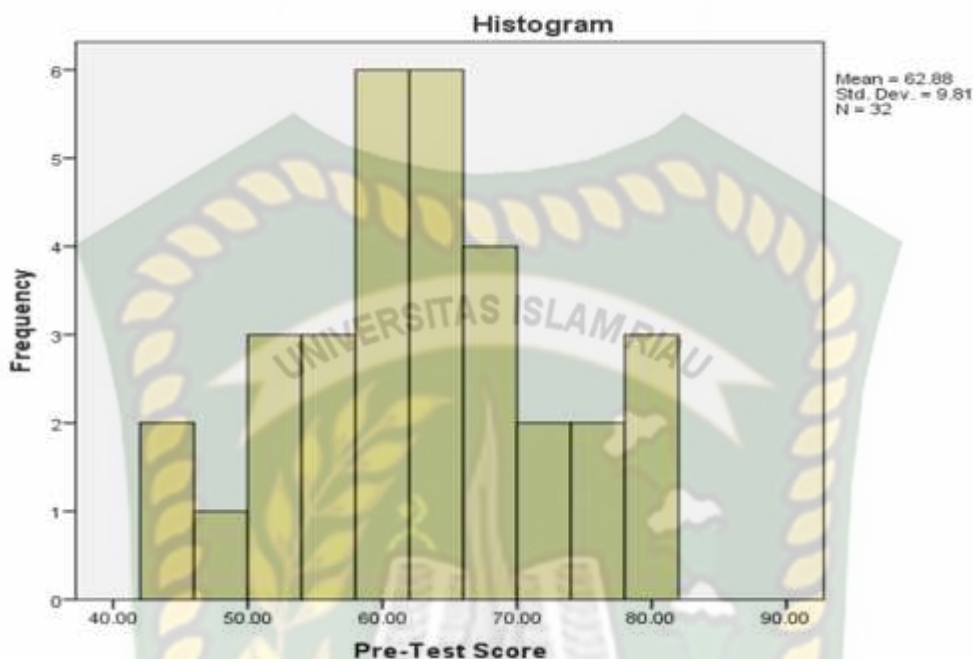
Based on the table 4.5, it can be seen that the total of pre-test score in control class was 2012 and the mean was 62.875; while the highest score was 80 and the lowest was 44. Furthermore, the frequency distribution of the pre-test scores in control class can be seen as follows:

Table 4.6
The Frequency Distribution of Students' Pre-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	2	6.3	6.3	6.3
	48.00	1	3.1	3.1	9.4
	52.00	3	9.4	9.4	18.8
	56.00	3	9.4	9.4	28.1
	60.00	6	18.8	18.8	46.9
	64.00	6	18.8	18.8	65.6
	68.00	4	12.5	12.5	78.1
	72.00	2	6.3	6.3	84.4
	76.00	2	6.3	6.3	90.6
	80.00	3	9.4	9.4	100.0
	Total		32	100.0	100.0

From the table 4.6 above, it showed that there were 2 students got score 44 (6.3%), 1 student got 48 (3.1%), 3 students got 52 (9.4%), 3 students got 56 (9.4%), 6 students got 60 (18.8%), 6 students got 64 (18.8%), 4 students got 68 (12.5%), 2 students got 72 (6.3%), 2 students got 76 (6.3%), and 3 students got 80 (9.4%).

Figure 4.3
Histogram the Mean Score of Students' Pre-Test



Based on the figure 4.3 above, it was showed the result from the pre-test of the control class. The researcher also provided the chart of the students' mean score pre-test that was 62.88.

4.1.2.2 Students' score in Post-Test of Control Class

The data of the students' post-test of VIII-D score in control class were obtained from the result of their speaking ability taught without using Puppet Show strategy. It can be seen from the following table:

Table 4.7
The Students' Post-Test Score

No	Students	Speaking Skill														Total	Speaking Score	
		Accent			Grammar			Vocabulary			Fluency			Comprehension				
		Rater		Score	Rater		Score	Rater		Score	Rater		Score	Rater				Score
		1	2		1	2		1	2		1	2		1	2			
1	Student 1	3	3	60	2	3	50	4	4	80	3	3	60	3	4	70	320	64
2	Student 2	3	2	50	2	3	50	2	3	50	3	3	60	3	2	50	260	52
3	Student 3	3	4	70	4	4	80	5	4	90	3	4	70	5	4	90	420	84
4	Student 4	2	3	50	2	3	50	3	3	60	3	3	60	3	3	60	280	56
5	Student 5	2	2	40	2	2	40	2	2	40	2	2	40	2	2	40	200	40
6	Student 6	3	2	50	2	2	40	2	3	50	2	3	50	2	3	50	240	48
7	Student 7	2	2	40	2	2	40	2	2	40	3	2	50	2	3	50	220	44
8	Student 8	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
9	Student 9	3	3	60	4	4	80	4	4	80	3	3	60	4	4	80	360	72
10	Student 10	3	2	50	2	2	40	3	2	50	2	3	50	3	2	50	240	48
11	Student 11	2	3	50	3	2	50	3	3	60	3	3	60	3	3	60	280	56
12	Student 12	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
13	Student 13	4	4	80	3	4	70	4	4	80	4	3	70	4	4	80	380	76
14	Student 14	4	3	70	3	3	60	4	3	70	3	3	60	3	3	60	320	64
15	Student 15	3	3	60	3	2	50	2	2	40	3	3	60	2	3	50	260	52
16	Student 16	3	3	60	3	3	60	3	3	60	4	4	80	3	3	60	320	64
17	Student 17	3	3	60	3	3	60	4	3	70	3	3	60	4	3	70	320	64
18	Student 18	3	3	60	3	3	60	3	3	60	3	3	60	3	3	60	300	60
19	Student 19	3	3	60	3	2	50	4	4	80	3	3	60	4	3	70	320	64
20	Student 20	3	4	70	3	3	60	4	3	70	3	3	60	3	3	60	320	64
21	Student 21	4	3	70	3	3	60	4	4	80	3	4	70	4	4	80	360	72
22	Student 22	4	4	80	4	4	80	4	4	80	3	4	70	4	5	90	400	80
23	Student 23	3	3	60	4	3	70	4	4	80	3	3	60	4	3	70	340	68
24	Student 24	3	4	70	3	3	60	3	4	70	3	3	60	3	3	60	320	64
25	Student 25	3	4	70	4	4	80	4	4	80	3	4	70	4	4	80	380	76
26	Student 26	3	3	60	3	3	60	3	3	60	4	4	80	3	3	60	320	64
27	Student 27	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
28	Student 28	3	4	70	3	3	60	4	4	80	4	3	70	4	4	80	360	72
29	Student 29	3	3	60	3	4	70	4	4	80	3	3	60	4	3	70	340	68
30	Student 30	4	4	80	4	4	80	4	4	80	3	3	60	4	4	80	380	76
31	Student 31	5	4	90	4	4	80	4	4	80	3	3	60	5	4	90	400	80
32	Student 32	2	3	50	3	3	60	3	4	70	3	3	60	3	3	60	300	60
	Total																10320	2064
	Mean																322.5	64.5

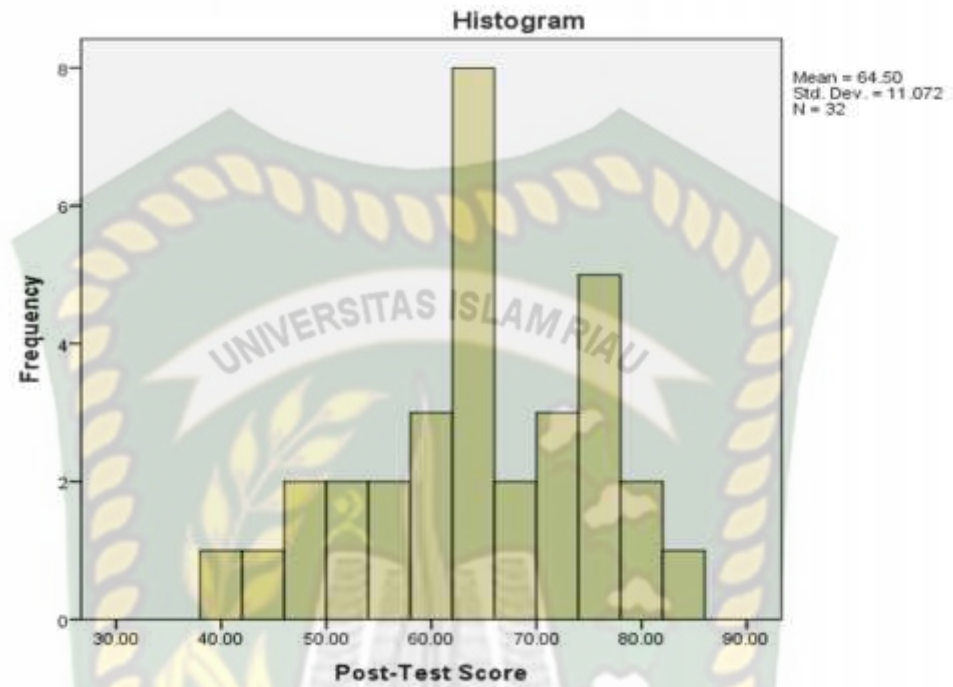
Based on the table 4.7, the total of post-test score was 2064 and the mean was 64.5. The highest score was 84 and the lowest score was 40. Furthermore, the frequency distribution of the post-test scores in control class can be seen as follows:

Table 4.8
The Frequency Distribution of Students' Post-Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	3.1	3.1	3.1
	44.00	1	3.1	3.1	6.3
	48.00	2	6.3	6.3	12.5
	52.00	2	6.3	6.3	18.8
	56.00	2	6.3	6.3	25.0
	60.00	3	9.4	6.3	31.3
	64.00	8	25.0	21.9	53.1
	68.00	2	6.4	12.5	65.6
	72.00	3	9.4	9.4	75.0
	76.00	5	15.6	15.6	90.6
	80.00	2	6.3	6.3	96.9
	84.00	1	3.1	3.1	100.0
	Total		32	100.0	100.0

Based on the table 4.8, it showed that there was 1 student got score 40 (3.1%), 1 student got 44 (3.1%), 2 students got 48 (6.3%), 2 students got 52 (6.3%), 2 students got 56 (6.3%), 3 students got 60 (9.4%), 8 students got 64 (25.0%), 2 students got 68 (6.4%), 3 students got 72 (9.4%), 5 students got 76 (15.6%), 2 students got 80 (6.3%) and 1 student got 84 (3.1%).

Figure 4.4
Histogram the Mean Score of Students' Post-Test



Based on the histogram 4.4 above, it was showed the result from the post-test of the control class. The researcher also provided the chart of the students' mean score post-test that was 64.50.

4.2 The Improvement of Students' Pre-Test and Post-Test

The Improvement of pre-test and post-test of experimental and control classes are presented in the following table:

Table 4.9
Students' Pre-Test and Post-Test Scores
of Experimental and Control Classes

Sample	Control Class			No. Student	Experimental Class		
	Pre-Test	Post-Test	Gain		Pre-Test	Post-Test	Gain
1	60	64	4	1	72	76	4
2	52	52	0	2	56	68	12
3	80	84	4	3	76	76	0
4	52	56	4	4	56	72	16
5	52	40	-12	5	52	68	16
6	56	48	-8	6	60	64	4
7	44	44	0	7	60	60	0
8	80	76	-4	8	72	84	12
9	60	72	12	9	68	88	20
10	44	48	4	10	52	56	4
11	56	56	0	11	64	76	12
12	60	60	0	12	56	72	16
13	76	76	0	13	80	92	12
14	60	64	4	14	60	72	12
15	48	52	4	15	68	76	8
16	64	64	0	16	64	76	12
17	64	64	0	17	64	72	8
18	60	60	0	18	68	80	12
19	64	64	0	19	64	76	12
20	64	64	0	20	52	72	20
21	68	72	4	21	68	72	4
22	76	80	4	22	76	88	12
23	64	68	4	23	64	80	16
24	56	64	8	24	64	72	8
25	72	76	4	25	72	92	20
26	68	64	-4	26	68	80	12
27	72	76	4	27	64	88	24
28	64	72	8	28	72	84	12
29	68	68	0	29	64	80	16
30	68	76	8	30	72	84	12
31	80	80	0	31	80	88	8
32	60	60	0	32	72	76	4
Total	2012	2064	52	Total	2100	2460	360
Mean	62.875	64.5	1.625	Mean	65.625	76.875	11.25

Referring to the table 4.9 presented above, it showed that the mean scores of students' pre-test and post-test in control class were 62.875 and 64.5 with gain 1.625 while the mean scores of students' pre-test and post-test in experimental class were 65.625 and 76.875 with gain 11.25. In other words, there was actually a significant difference for both pre-test and post-test in experimental and control classes.

Table 4.10
Descriptive Statistics of Post-Test Scores of Experimental and Control Class.
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post_test_of_Experimental_Class	32	56.00	92.00	76.8750	8.72427
Post_test_of_Control_Class	32	40.00	84.00	64.5000	11.07161
Valid N (listwise)	32				

From the table 4.10 above, it can be seen that mean scores of post-test of experimental and control classes are 76.8750 and 64.5000. From the data, it can be concluded that it was slightly different in term of mean scores both of experimental and control class.

4.3 The Data Analysis

a. Experimental Class

The data of students' speaking ability taught by using Puppet Show strategy were obtained from the students' post-test scores in experimental class. It can be illustrated in the following table:

Table 4.11
Score Classification of Experimental Class Students' Post-Test

No	Categories	Score	Frequency	Percentage
1	Good to Excellent	80-100	13	40.6%
2	Average to Good	66-79	16	50%
3	Poor to Average	56-65	3	9.4%
4	Poor	40-55	-	-
Total				100%

Referring to the table 4.11 illustrated above, it can be seen that there were 3 students got score (56-65) and categorized as “Poor to Average”. There were 16 students got score (66-79) and categorized as “Average to Good”, and there were 13 students got score (80-100) which were categorized as “Good to Excellent”, thus, the majority of the experimental class students' post-test scores were classified into “**Good to Excellent**” category.

b. Control Class

The data of students' speaking ability taught without using Puppet Show strategy were obtained from the students' post-test scores in control class. It can be presented in the following table:

Table 4.12
Score Classification of Control Class Students' Post-test

No	Categories	Score	Frequency	Percentage
1	Good to Excellent	80-100	3	9.4%
2	Average to Good	66-79	10	31.3%
3	Poor to Average	56-65	13	40.6%
4	Poor	40-55	6	18.8%
Total				100%

Referring to the table 4.12 presented above, there were 6 students got score (40-55) and categorized as “Poor”. There were 13 students got score (56-65) and categorized as “Poor to Average”. There were 10 students got score (66-79) and categorized as “Average to Good”, and there were 3 students got score (80-100) which were categorized as “Good to Excellent”. Therefore, the majority of the control class students’ post-test scores were classified into “**Poor to Average**” category.

4.4 Hypothesis Test

Table 4.13
Paired Sample T-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post_test - Pre_test	11.25	5.87504	1.03857	9.1318	13.368	10.832	31	0

Based on the output table 4.13 above, it was answered that H_0 was rejected and H_a was accepted because the probability sig. (2-tailed) was 0.000 less than 0.05. In other words, there is a significant difference on students’ speaking ability of narrative texts taught

without and by using the Puppet Show Strategy at the eighth grade students of SMPN 2 Bangkinang.

4.5 Description of Teaching and Learning Process

The Research Procedur of Experimental Class

1. Pre-test

The pre-test was done in the first meeting on Tuesday, March 13th 2018. The researcher gave the treatment for experimental class. In pre-test, researcher used oral test. The researcher explained to the students what they should do. The researcher asked students about the definition of narrative text. The researcher told a story orally, and the researcher divided the students into several groups that one group consist of four students, then asked the students to discussed the topics given, the students told the story among their group. The researcher gave 10 minutes to prepared, after that, the students told the story into their group. The students listened to their friends who told a story, while the students was presented, the researcher recorded, then the English teacher as the researcher collaborated gave the score according to the indicators of speaking ability.

2. Treatment

Meeting II

In the second meeting the topics was about narrative text, it was done on Thursday, 15th 2018 . Pre-Activities: the researcher doing greetings for students, praying and checked attendance list. Then asked question based on the learning material. Whilst activities: The researcher gave explanation and example of a story telling from text book by using puppet show. The students listened and understood about the example. After the students got the example, researcher asked students to divide into a group, one group consists of 4-5 students. The researcher gave each group some puppets based on a topic from the text book. The researcher asked each group to discussed the topic. The researcher gave 10 minutes to discuss the topic, then asked them to tell the story with puppet by using their own words. Post activity: because time was limited, the researcher closed the activity and conveyed the lesson plan for next meeting.

Meeting III

In the third meetings, students was continued the project. It was done on Tuesday, March 20th 2018. Pre-Activities: the researcher doing greetings for students, praying and checked attendance list. The researcher asked students to continue their project. Whilst activities: The researcher asked the group to tell the story in front of their group. Other groups

listened to the group presented. The researcher acted as a moderator in this activity. The researcher asked the students to give their response to the appearance of their friend. In this part, researcher asked students about some difficulties that they found during tell the story. They stated that they got difficulties in constructing the grammar, memorizing the word, time and solidarity of group member then express their idea in telling the story by using their own words. Post Activities: The researcher with students made conclusions about learning materials. The researcher closed the activity and conveyed the lesson plan for the next meeting.

Meeting IV

In fourth meeting, the researcher also conducted puppet show strategy in teaching learning process. It was done on Thursday, March 22nd 2018. But, it has different theme. Pre-Activities: the researcher doing greetings for students, praying and check attendance list. Then, asked question based on the learning material. Whilst activities: The researcher gave example of narrative text by using puppet. The students listened and understood about the example. After the students got the example, researcher asked students to divide into several group that one group consist of four or five students. The researcher gave the student some material of puppets that was not complete to the students then asked them to created it together. And then the researcher asked the student to discuss

the topic that given, the researcher asked the students to tell the story with puppet that they created by using their own words.

Meeting V

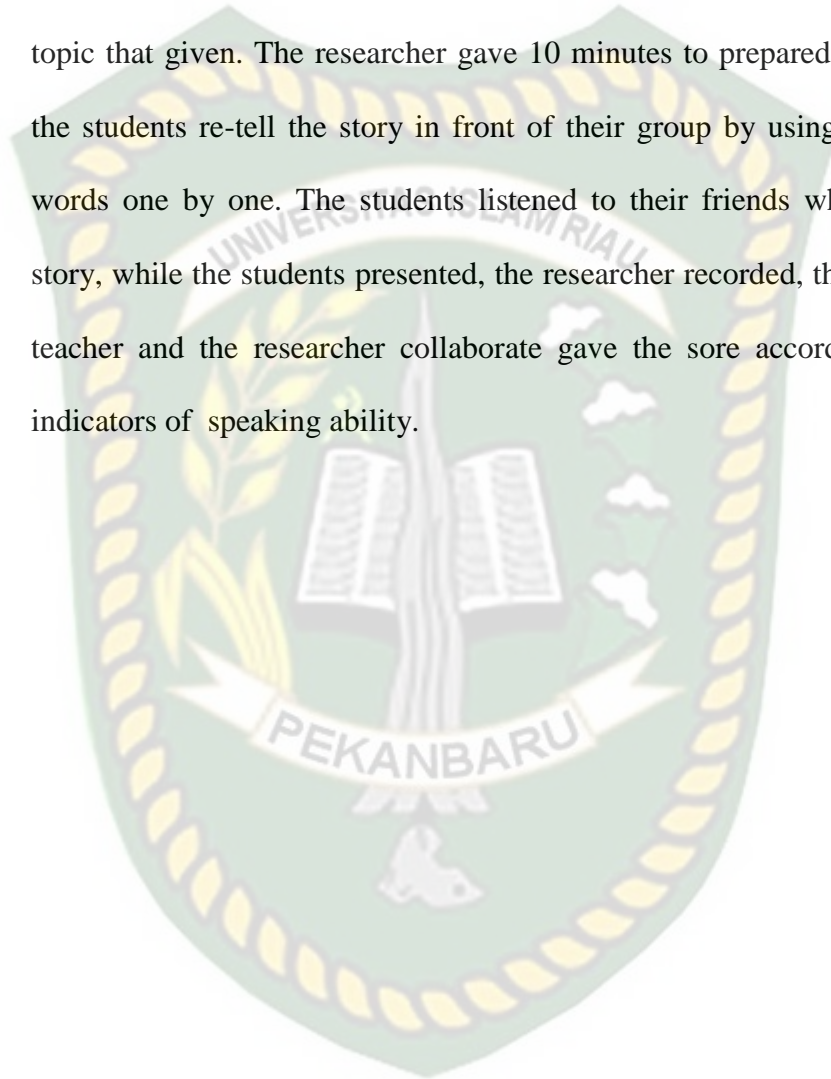
In the fifth meetings, students was continued the project. It was done in the first meeting on Tuesday, March 27th 2018. Pre-Activities: the researcher doing greetings for students, praying and checked attendance list. The researcher asked students to continue their project. Whilst activities: The researcher asked the group to present their project in their group by presented the story about “a Wolf and a Crane” with puppet . Other groups listened the group presented. The researcher acted as a moderator in this activity. In this part, researcher asked students about some difficulties that they found during re-tell the story. They stated that they still found difficulties in memorizing the word. Post Activities: The researcher with students made conclusions about learning materials. The researcher closed the activity and conveyed the lesson plan for the next meeting.

3. Post-Test

Meeting VI

The post-test was done in the last meeting after researcher gave the treatment for experimental class. It was done on Thursday, March 29th 2018. In post-test, researcher used oral test. The researcher explained to

the students what they should do. The researcher explained one story with puppet. The researcher asked student to make a group that one group consist of four or five students, then asked them to discuss the topic that given. The researcher gave 10 minutes to prepared, after that, the students re-tell the story in front of their group by using their own words one by one. The students listened to their friends who told the story, while the students presented, the researcher recorded, then English teacher and the researcher collaborate gave the score according to the indicators of speaking ability.



CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

5.1 Conclusion

As stated in the formulation of the problem in the previous chapter, the researcher aims at finding out whether there is significant effect of using Puppet Show strategy on students' speaking ability. The result of this research was taken from quantitative data. Based on research findings, the researcher makes conclusions as follows:

1. The mean score of students' speaking ability taught without using Puppet Show strategy was 65.625 and taught by using Puppet Show strategy was 76.875. Therefore, there is improvement of using Puppet Show strategy.
2. There was significant different of students' speaking ability between the pre-test and post-test. Furthermore, alternative hypothesis was accepted and null hypothesis was rejected because the probability sig. (2-tailed) was 0.000 less than 0.05. Therefore, there was significant effect achieved in speaking ability after applying the Puppet Show strategy at the eighth grade students of SMPN 2 Bangkinang.
3. The eighth grade students at SMPN 2 Bangkinang were interested in learning speaking by using the Puppet Show strategy. Furthermore, it makes the class more active and alive. Therefore, it is one of the suitable ways to improve speaking ability.

5.2 Implications

Based on the research findings, it implied that Puppet Show can affect the students' speaking ability. It was proved from the research finding that the Puppet Show strategy was more effective than conventional method. The implementation of the Puppet Show proved to be effective to increase the students' speaking ability. It also made the English teaching and learning processes ran better.

The Puppet Show was fun and challenging. Students were actively involved in learning activities. As the result, their English productions were improved. It implied that the Puppet Show strategy increased students' involvement in the speaking activities. They were more active and they felt that the activities were fun. They were less nervous and more confident when they were speaking.

5.3 Suggestion

Based on the conclusions, it would be delivered some suggestions as follow:

1. For the Teachers

- a. This strategy is recommended to be applied by the teachers in teaching and learning process, especially in speaking subject.
- b. The teachers should support their strategies by using interesting media.

- c. The teacher can also modify the strategy applied by changing the kinds of puppet such as finger puppet, hand puppet, shadow puppet and so forth.
- d. The teacher should construct a relaxed atmosphere, creative and enjoyable learning for students in teaching and learning process because this condition will become one important think to carry the success of material taught.

2. For the Students:

- a. The students should make speaking as habitual activity.
- b. The students should have a high motivation in speaking English.
- c. The students should be interested in studying English, especially speaking subject.

3. For the Next researchers

These research findings were expected to give significant contribution to the following researchers who wished to carry out a research on the same topic of discussion and can find other strategy or method to learn English.

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