

**THE INFLUENCE OF USING FINGER PUPPET TOWARDS  
STUDENTS' SPEAKING SKILL AT THE FIRST SEMESTER OF THE  
SEVENTH GRADE OF SMPN 1 KATIBUNG SOUTH LAMPUNG IN  
2017/2018 ACADEMIC YEAR**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree

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## ABSTRACT

### THE INFLUENCE OF USING FINGER PUPPET TOWARDS STUDENTS' SPEAKING SKILL AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMPN 1 KATIBUNG SOUTH LAMPUNG IN 2017/2018 ACADEMIC YEAR

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Speaking is one of important skills in English. Based on the preliminary research, most of students' speaking score got under criteria 151 (70.9%) and only 46 (29.1%) students' got score above criteria. So, it can be said that students' speaking score is low. The objective of this research is to know whether there is a significant influence of using Finger Puppet toward students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung south lampung in 2017/2018 academic year. One of the goals of the learning English as a foreign language is to enable the students' to communicate in spoken language. However, most of students still find difficulties in speaking, especially in expressing their idea. One of the media that can be used to teach speaking is Finger Puppet.

The research methodology of this research was quasi experimental research with pre-test and post-test design by using experimental class and control class. In the experimental class, the writer used Finger Puppet, whereas in control class the writer used dialogue memorization. The samples of this research were 2 classes consisting of 64 students'. In taking the sample, the writer used cluster random sampling technique. In collecting the data, the writer used test. The instrument of this research was an oral test. The writer used the pre-test and post-test.

After doing testing the hypothesis, the results was that there is a significant influence of using Finger Puppet towards students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung in 2017/2018 academic year. From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.00$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there is a significant influence of using Finger Puppet towards students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung in 2017/2018 academic year.

**Key Words:** *Speaking Skill, Finger Puppet, Experimental Design*



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I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, September2017  
The Researcher,

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## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Agung Irawan and Mrs. Nawiyah, who always prayer and supported for my success and advice me all the time. They are my hero, thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, everlasting praying. Allah bless you mom and dad.
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3. My best friends D' Bebels (Anil, Rahma, Rona, Nina, Desri, Tuti, Devi, Eka, Luthfi) Thanks for your togetherness, thank you always beside me in anything situation and don't leave me what ever the reason, keep like that and I proud to call you my best friends.
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5. My friends PPL, KKN. Thanks for all
6. My almamater UIN Raden Intan Lampung which has contributed a lot of for may development.

## MOTTO

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اتَّقُوْا اللّٰهَ وَقُولُوْا قَوْلًا سَدِيْدًا ﴿٧٠﴾

“Oh you who believe! Fear Allah, and always say a word directed to the right.”<sup>1</sup>  
(Al-Ahzab:70)

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<sup>1</sup>Ahmad Fauzan, available at: [mtafm.com/v1/archives/3678](http://mtafm.com/v1/archives/3678), accessed on october 7<sup>th</sup> 2017

## **CURRICULUM VITAE**

The name of the writer is Kiki Lafenia Irawan. She was born in Sukatinggion 24<sup>th</sup> june 1995. She is the eldest of three children of Mr. Agung Irawan and Mrs. Nawiyah. She has one brother and one sister. The name of her brother is M. Bagus Arya Tullahand the name of her sister is Dewi Kamelia Irawan.

The writer began her formal school in SD N 1Katibung in 2001 and graduated in 2007 after finishing her study at elementary school, she continued her study in SMPN 1 Katibungand graduated in 2010. After that, she continued her study to MA Ma'arif Katibung and graduated in 2013.Next, in the same year she continued her study toUINRadenIntan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty 2013.

During studying of UINRadenIntan Lampung, the writer followed one organization is Bapinda. It is one of religion organization in UIN Raden Intan Lampung.



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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Finger Puppet Towards Students’ Speaking Skill at the First Semester of the Seventh Grade of SMPN 1 Katibung South Lampung in 2017/2018 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the islamic university(UIN) of Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

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Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, August 2017

The researcher

Kiki Lafenia Irawan  
NPM. 1311040126

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many field of activity such as industry, military, business, tourism, transportation, sport, international relation, education etc.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in elementary school a compulsory subject in junior and senior high School and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Harmer stated language is one of the many languages in the world battling it out for position.<sup>1</sup> On QS: 58: 11 Allah SWT said that:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ..

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<sup>1</sup>Jeremy Harmer. *The Practice of English Language*,(new York: Longman 1989), p. 4

“Allah will raise those who have believed among you and those who were given knowledge.”(QS.Al-Mujadalah:11). It means that language is a science and God promise to anyone who has knowledge will be in elevated its degree.

Speaking skill becomes very important in education field since students need to be exercised and trained in order to have a good speaking. Speaking is one of the English skills among four skills. They are Listening, Speaking, Reading and Writing. According to pollard, Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.<sup>2</sup> Based on the statement above the researcher assumes that there are criteria that should be mastered and they cannot be separated from one to another. It means that is useless to master so much vocabularies and grammar if they cannot use them in communicating and interacting with others.

Speaking is a process of communication between at least two people to express their idea, especially for students in Junior High School. Usually the teacher in the School rarely gives exercises which require the students to perform speaking activity in front of class.

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<sup>2</sup>Lucy Pollard, *Teaching English*, London: Lucy Pollard Copyright, 2008, P. 33

In speaking class, the students of junior high school learn how to pronounce the words in English, learn how to describe person, place, thing, to introduce themselves fluently and make a dialog about the expression of like or dislike etc. Ideally the students at the seventh grade can introduce themselves in English they can describe something and use English when they speak with their friends. In fact, there are many students at the seventh grade cannot introduce themselves, describe something and speak with their friends in English.

In Indonesia, SMP (junior high school) in English: Junior High School is a basic formal education in Indonesia after primary school (or equivalent). Junior high school reached within three years, ranging from grade 7 to grade 9.<sup>3</sup>

Based on the writer preliminary research which was conducted at *SMPN 1 Katibung* on January 4<sup>th</sup>, 2017, the writer did two steps, they were documentation and interview. On the documentation, the writer took the data students' speaking score from the English teacher. Moreover, on the interview, the writer interviewed the English teacher and some of seventh grade students.

From the documentation, it was found that the most of students lack in the English learning especially speaking. It indicates that the students of the seventh grade of *SMPN 1 Katibung* had some difficulties in English learning especially for speaking.

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<sup>3</sup> Available at [Annisasw.blogspot.co.id](http://Annisasw.blogspot.co.id), accessed on January 23th , 2017

There were many aspects that cause their difficulties such as shyness, nervousness, feeling afraid of making mistake, and not knowing the way how to pronounce certain words. Those are potential problems that can hinder the students to speak.

Based on the data above, the total number of students at seventh grade of SMPN 1 Katibung was 197 students and it was divided into six classes. It can be seen that speaking score in SMPN 1 Katibung. (See Appendix 6). Based on the Brown, for speaking skill there are at least are five criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary and comprehension. He said that speaking score of students is poor if the students get 45-65 (See Appendix). Based on the data obtained by speaking test from the students of the seventh grade at SMPN 1 Katibung, as from 197 students of VII grade only 46 (29.1%) students got score above criteria and 151 (70.9%) students got under criteria. So, it can be said that students speaking ability in SMPN 1 Katibung is still low, because the students have little practice in speaking and they feel bored to study English. Based on the criteria above the writer concluded that only few a students can reach the excellent score and the most of them still low.

The result of interview with the English teacher at SMPN 1 Katibung, namely Nurmalasari, she said that between the four skill there are listening, speaking, writing and reading students' have problems in learning speaking skill, there were several problems involved in getting students to talk in the classroom such as they were unable to relax and expressed their feeling naturally.

The factors caused this situation because when they asked to perform the students were worried about making mistake, fearful of criticism or simply shy in getting attention of their speech because of their friend will laugh at them every time they try to speak English. They got difficulties in using English when the teacher asked them to speak up in front of the class and they lack to competence their vocabulary.

Based on the interview with some students, they are afraid to make mistake, did not have rich vocabulary, felt nervous and bored because the teacher did not apply attractive technique in teaching English. On the other hand, in teaching speaking the use of interesting technique was rarely used because the teacher used technique based on the guide book and usually used dialogue memorization where the students' activities in the classroom only read the dialogue given by the teacher, wrote its meaning, memorized it and then practiced it in front of the class with their friend. That is way the writer conclude that one of the factors that caused it was the use of monotonous technique in teaching speaking.

Teaching English using media is useful to support English teaching process in the classroom because it can help teacher to convey lesson clearly and more easily understand by student. In this working through, the study is focused on teaching speaking for elementary school especially seventh grade. One of the ways to make interesting learning is using media, the name is finger puppet.

By using “finger puppet “media for teaching in speaking, it will contribute in involving their interest and motivation in learning speaking. Based on Oxford Dictionary puppet is a doll with a head of a person or animal and a cloth body; it can be manipulated with the fingers. The definition of puppet “ puppet is a small figure of a person or animal that can be made to move.<sup>4</sup>

Based on the definitions of puppet above, the writer conclude that puppet is a small figure of object such as animals, person, or fantasy things that is interesting, colorful and can be operated by someone. Children usually love to play it. They usually use their imagination to play it. They also feel good; appear fun and appealing in the eye of the beholder when they see a puppet. Because of puppet can develop imagination and creativity, it has an important role in education. Moreover, puppet has role to increase the students’ attention at the lesson. It shape, color, form can attract the students to study more.

Based on the result above, it can be concluded that the students’ speaking ability in SMPN 1 Katibung is low. One of the interesting and attractive ways in teaching speaking is by using finger puppet, may be this media can help the teacher to improve students’ speaking ability. Speaking is an important skill among others which has to be practiced by the students.

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<sup>4</sup> [https://en.oxforddictionaries.com/definition/finger\\_puppet](https://en.oxforddictionaries.com/definition/finger_puppet). Accessed on April 19th , 2017

But most of the students never practice speaking English with their friends formally or informally because they are afraid of making mistakes, not confidence and so on. Therefore the researcher is interested in having a research entitled *The Influence of Using Finger Puppet Toward students' Speaking Skill At The First Semester of The Seventh Grade of SMPN 1 Katibung South Lampung In 2017/2018 Academic Year.*

### **1. Previous Research**

Nilawati (2007) entitled "The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students" the research focused on the effort to increase vocabulary achievement by using puppet media. The result of the research showed that there was improvement of the students' vocabulary achievement after they are taught by using puppet media. Thus, it could be concluded that puppet media is effective to increase students vocabulary achievement.

Ningtyas (2012) entitled "The Use of Puppet to Teach Speaking Descriptive Text for Tenth Graders of Senior High School in SMA YPM 3 Sumobito. The researcher conducted descriptive qualitative research. The result of the research showed that puppet media has some advantages in teaching speaking. From the result above, could be concluded that puppet media can be used as alternative media to teach speaking.

Maharanny (2014) entitled “The Use of Puppet: Shifting Speaking Skill From the Perspective of Students’ Self-Esteem. The result of the research showed that puppet is an effective media in teaching speaking. The mean score of the students taught by using Puppet media (81.60) is higher than the mean score of students taught by using Picture media (79.12). Thus, it could be concluded that Puppet media is more effective than Picture media to teach speaking to the eighth grade students of one of junior high schools in Semarang Regency in the academic year of 2014/2015.

Based on the discussion in previous research above, there are some differences. The differences line on skill and method. Therefore, the writer is interested to conducted the research entitled” Influence of Using Finger Puppet Towards Students’ Speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018 academic year”

## **B. Identification of the Problem**

Based on the background of the problem above there are many problems in English learning teaching can be identified as follows:

1. Students’ speaking ability was still low.
2. Teacher did not use various techniques in teaching speaking.
3. The students usually anxiety when they ask to perform in front of the class
4. The students usually felt shy to practice speaking English.



### **B. Limitation of the Problem**

Based on the background the writer limited the problem of the research, the writer focuses on the use of using finger puppet and students' speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.

### **C. Formulation of the Problem**

Based on the identification and limitation of the problem above, the writer formulates the problem as follows:

Is there any significant Influence of Using Finger Puppet Towards Students' Speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018?

### **D. Objective of the Research**

The objective of the research is to know whether there is a significant Influence of Using Finger Puppet Towards Students' Speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.

### **E. Use of the Research**

It is expected that the result of this research will be useful:

#### 1. Theoretical Contribution

The result of this research is expected that it will be useful knowledge for the writer and others teacher to teach speaking in future.

## 2. Practical Contribution

- a) For writer, the result of the research was proved that it will be useful knowledge for the researcher when she starts her profession as a teacher in future time.
- b) For the teacher, especially those who teach at SMPN 1 Katibung, it is hopeful the result of this research can be used as a feedback on teaching language activities or can be of choices to do in their classroom.
- c) For the students, the result of this research is help that the students will enjoy the learning process and it can improve students' speaking ability.
- d) For the readers, the result of this research is earned the knowledge and readers will give correction for this research and help the readers to make good research future time.

## **F. Scope of the Research**

The scope of the research as follows:

### 1. The subject of the research

The subjects of this research were the students at the first semester of the seventh grade of SMPN 1 Katibung.

### 2. Object of the research

The objects of the research were the use of Finger Puppet and students' speaking skill.

### 3. Place of the Research

The writer conducted the research at SMPN 1 Katibung.

### 4. Time of the Research

This research conducted at the first semester of the 2017/2018 academic year.

## **CHAPTER II**

### **FRAMES OF THEORY, AND THINKING, AND HYPHOTHESIS**

#### **A. Frames of Theory**

##### **1. Teaching English as a Foreign Language**

Teaching English as foreign language need skills to implement it. Teachers should be able to hold classroom well. Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from elementary school (as local content) up to university. It is expected that the students should have the ability or knowledge of English which can be used for communication. The general aim for teaching language is to equip the students with the knowledge and skills required for effective communication in the foreign language.

English as an international language has an influence to the human life, in whole world. Through this language, we can communicate and interact with people from different countries, and can follow modern technology development. Based on the statement above the writer assumes that the teaching English as foreign language the teacher should prepare the material instruction and the application of new techniques well. Because language learning and teaching can be regarded as process, the first role is to facilitate the communication process between participant and the various

activities. The first role is to facilitate the communication process between participant and the various activities.

## 2. Concept of Speaking

Speaking is one of the four language skill that should be mastered by students. Speaking is used for communication in our daily life activities. Speaking is an effective way in communication. Chaney states that, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. According to Harmer, speaking is to express or communicate opinion, feeling, and ideas etc.<sup>1</sup> Based on the concept above, the writer tries to synthesize them. Speaking is the process of building and sharing meaning to express or communicate opinion, feeling, and ideas through the use verbal and nonverbal.

Thornbury stated, the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge.<sup>2</sup> It means that between the some criteria above speaking is the most important thing that should be mastered as the key and one of the central elements of communication.

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<sup>1</sup>Muhammad baihaqi, *Improving Of English Speaking Skill By Using Guessing Game Technique*, Available at <http://www.usingenglish.com>. Muhammad Baihaqi, Accessed on April 2<sup>nd</sup>, 2016

<sup>2</sup>Scott Thornbury, *How to Teach Speaking*, Harlow: Longman, 2005, P. 1

The students' speaking ability in this research is their ability to express their ideas, thought, and feelings in their real communication for certain purposes in spoken form by showing the mastery of such components as pronunciation, grammar, vocabulary, fluency, and comprehension.

### **3. Aspect of Speaking**

Speaking is used to interact or to communicate by with others. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding. We also speak with fluency and accuracy. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When we speak, we use different aspects of speaking depending on the type of speaking we are involved in. In speaking, there are five aspects to be mastered that consist of grammar, pronunciation, vocabulary, fluency, and comprehension.

#### **1) Grammar**

According to the Advanced Learner's Dictionary, grammar is the rule about how words change their form and combine with other words to make sentences. Grammar is a description of a language and the way in which linguistic units such as word and

phrases are combined to produce sentence in the language. It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

## 2) Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When a speaker says, she/he will give an emphasis on a certain word suitable with pronunciation.

## 3) Vocabulary

Vocabulary, in Oxford Learner's Pocket dictionary, is defined as all the words that a person knows or uses. The learners can't communicate effectively or express their knowledge and ideas both orally or in written form if they do not sufficient vocabulary. Someone cannot give accurate information if he does not have sufficient information. Vocabulary is more than a list of target language words. As a part of the language vocabulary is intimately interrelated with grammar.

## 4) Fluency

Fluency in Oxford Learner's Pocket dictionary, is defined as being able to speak a language easily and well. Fluency is the extent to which speakers use the language

quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Fluency is also one of important things in oral language because if a speaker speaks fluently, the listener can catch the messages easily. Fluency in speaking is the aim of many language learners.

#### 5) Comprehension

Comprehension is the power of understanding. For oral communication certainly require a subject to respond and to speech as well as to imitate it. If we review to the factions of speaking as transactional and interpersonal, comprehensions the one important part of catch these functions. The speakers will be able to communicate or to interact effectively if they have the topic. By understanding what they talk, there will comprehension between speaker and listener.<sup>3</sup>

### 4. Concept of Speaking Ability

Speaking ability is an important aspect and beneficial skill in learning language. It is part of the goal or skill in learning English in the curriculum besides writing and listening. It is supported by Broughton states that, however good a student may be at listening and understanding, it need not follow that he will speak well.

A discriminating ear does not always a fluent tongue. There has to be training in the productive skill of speech as well.<sup>4</sup> It means that besides mastering listening, reading

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<sup>3</sup> Carel Aguirela, Lucia, *Productive Language Skills Learning and Teaching: Speaking and Writing*, PublicacionesDidacticas. <http://publicacionesdidacticas.com/hemeroteca/articulo/032032/articulo.pdf>, 2012, Accessed on May 7<sup>th</sup> 2017

<sup>4</sup> Erny Rokhmawati, *The Use of Realia to Improve Students' Speaking Ability in Procedure Text*, Semarang: IAIN Wali Songo, P. 18



and writing, the learners should also have a good ability of speaking as one of the goal of learning English. It is known that speaking is a very difficult and complex skill to be learnt especially for students who learn English as their foreign language.

In speaking ability, there are some criteria that should be tested to the students. According to Brown, to know the students' speaking ability there are five elements that should be tested. They are grammar, vocabulary, comprehension, fluency, and pronunciation.<sup>5</sup> It means that to know the students' speaking ability, there are five criteria that should be mastered. They are pronunciation, grammar, vocabulary, fluency and comprehension.

In teaching speaking, the teacher should also have five components of speaking ability to make the learning process running well. The first is pronunciation, it is the way in which language, particular word or sentence is spoken. The teacher should have a good pronunciation because the students will follow what teacher said, in this case the teacher becomes a model and teacher should give the students the right example. The second is grammar, rules of forming or making sentences. Grammar is essential in teaching speaking because when the teacher and the students use wrong grammar, it can change the meaning of sentence. Then, vocabulary is all of word that person know and uses. The teacher should have many vocabularies in order to transfer their vocabularies to the students. If the teachers do not have many

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<sup>5</sup> Brown H. Douglas, *Language Assessment Principle and Classroom Practice*, San Francisco: Longman , 2004, P. 157

vocabularies, the teacher will teach the students with the same word and did not any improvement in their vocabulary. The next is fluency, able to speak easily and well. When the teacher speak fluently, it makes students enjoy to listen the teacher so the students will try to speak fluently too. The last is comprehension, able to understand something means the teacher should comprehend what will be taught to the students.

### **5. Concept of Speaking Skill**

Speaking is one of the four language skills. If students want to speak English Fluently, as Harmer says :

“They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.”<sup>6</sup>

Furthermore, speaking is the term that I use for verbal communication between people. When two people are engaged in talking to each other, I am sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. Based on the definitions above I know that speaking is a production of oral language by human which aimed to deliver message, expressing

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<sup>6</sup> Jeremy Harmer, *The Practice Of English Language*, New York: Longman , 1989, P. 25

idea, opinion or feeling to get some purposes. Every people who meet each other will speak a language to prove that they are exists in their community. That's why we need to speak up and we need to improve our speaking skill by learning a new language.

## **6. Types of Speaking**

in teaching and learning speaking, Brown classifies the type of oral language into two parts, monologue and dialogue.

### **1. Monologue**

Monologue is divides in two parts: planned and unplanned. Monologue means that when one speaker uses spoken language, as in speeches, lectures, reading, news broadcast, and the like, the hearer must process long stretches of speech without interrupting- the stream of speech will go on whether or not the hearer comprehends.<sup>7</sup>

### **2. Dialogue**

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue , which is carried out for the purpose of conveying or exchanging specific information is an extended form

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<sup>7</sup> H. Douglas Brown, Teaching By Principle: An Interactive Approach to Language Pedagogy, (New York: Longman,2001), P. 251

of responsive language. Conversation, for example, may have more of negotiate nature to them than does responsive speech.<sup>8</sup>

From the explanation above, the writer concluded that dialogue is one of types of speaking that could be analyzed in this research. Because speaking by using dialogue type, the students' can improve their confidence to communicate in front of the class especially in front of many people.

### **7. Concept of Teaching Speaking**

The meaning of teaching speaking is to teach learners to:

- a. Produce the English speech sound and sound pattern
- b. Use word and sentence stress, intonation pattern and rhythm of the second language.
- c. Select appropriate word and sentence according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which were called as fluency.<sup>9</sup>

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<sup>8</sup> Ibid

<sup>9</sup> Kayi, Hayriye, *Teaching Speaking: Activities in Teaching Language in a Second Language*, 2006, Available at: <http://unr.edu/homepage/Hayriye/v.XII>.

The teacher must pay attention of some important aspect include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produce logically from thought.

### **8. Concept of Puppet**

Many experts have different opinions in defining Puppet. The following are some of the point of view about Puppet.

According to mayesky “Puppet is a media to use describe physical appearance and character.”<sup>10</sup> it means that puppet can help the students to understand identify this media. Using media especially puppet make the students develop their vocabulary to speak.

According to Ahmedabat “the art of presenting an inanimate object in the form of a living character is the art of puppetry”<sup>11</sup> Based on the explanation above, the writer able to conclude that puppet is a language that conveys feelings, ideals, and passions with a combination of gestures and words that can be used to present inanimate object in the form of human life character.

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<sup>10</sup> Angga, Budi kusuma ningtyas, Rahayu kuswardani, *The Use of Puppet to Teach Speaking Descriptive Text For Tenth Graders Of Senior High School In Sma Ypm 3 Sumobito*, Available at <http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/3442>, Accessed on April 4<sup>th</sup>, 2017

<sup>11</sup> Shahibaug, Ahmedabat, *Learning and Teaching Through Puppets*, 1995, Gujarat: Chetness

## **9. Concept Finger Puppet**

There are some of the opinions in defining Finger Puppet.

The definition of puppet based on Oxford Dictionary Finger Puppet a small puppet designed to fit on a finger.<sup>12</sup> It is mean that puppet just only hand puppet, string puppet or shadow puppet but puppet can make as finger puppet with small doll characters placed on the fingers. The finger puppet is an extremely simple puppet variant which fits onto a single finger. Finger puppets normally have no moving parts, and consist primarily of a hollow cylinder shape to cover the finger. Finger puppets can be used in some activities speaking such as, storytelling, describing something, dialogue, etc.

## **10. Teaching Speaking by Using Puppet**

For many years, English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve student communicative skills because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Brown, and Burns and Joyce speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Based on Mahoney the purposes of teaching English by using puppets are:

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<sup>12</sup> [https://en.oxforddictionaries.com/definition/finger\\_puppet](https://en.oxforddictionaries.com/definition/finger_puppet), Accessed on April 19th, 2017

- 1) To develop students imagination and creativity.
- 2) To provide opportunities for students to share oral interpretations.
- 3) To provide a supportive environment for experimenting with voice and language.

Use of puppets as a mediation tool in a setting of learning interaction can serve as a tool by which a dialogue can be developed to engage children, explain abstract ideas, demonstrate processes and concepts and, in this way, ease the learning process. Use of puppets in education as a mediation tool for young children creates a connotation of play so that they enthusiastically participate in any interaction involving puppets. From the explanation above, it can be concluded that teachers as material presenter should choose an appropriate puppet based on some guidelines above.

### **11. Procedure of Teaching Speaking Using Puppet**

Teaching is not the whole process of explaining lessons activity of explaining everything by the teacher. Teaching is giving chance to the students to respond and express their ideas, guiding and facilitating the student to learn, also make the learning process as enjoy as possible, so that the teaching objective can be reached. Brown state, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>13</sup> It means that teaching is an interactive process between the students and the teacher. The teacher should guide and give the chance

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<sup>13</sup> Brown H. Douglas, *Principles of language learning and Teaching*, San Francisco: Pearson Education, 2005, P. 8

for the student to learn. The teacher can also begin the procedure learning process based on the Repo and Rauda states:

To use finger puppet in teaching and learning process, teacher should determine the material first. After that make sure that finger puppet is really can help teacher to explain the material and those media is benefit for students, students will forget it after the process of teaching and learning in the class. Teacher also pay attention the criteria of choosing media before choose one of media to help her or him.<sup>14</sup>

It means that especially for teacher that use finger puppet as media in teaching English, the teacher must give attractive learning process so that the students not get bored and enjoy it.

Before the teacher begins to teach speaking, the teacher must prepare everything that is important in teaching learning process. Besides that, the teacher can choose kinds of media. One of them is puppet that will be used in teaching activities. The teacher can also ask the learner prepare themselves in the former meeting. The teacher can ask the student directly as the way to measure their capability in speaking English.<sup>15</sup>

It means that important for the teacher to prepare material first. Then the teacher must choose kind of media. Besides that the teacher should have prepare her or himself before teach the students especially in speaking. There are some procedures that should be done in using Puppet to activate students to speak English that proposed by Cahya. The following is the procedure of teaching speaking by Finger Puppet:

- 1) The teacher mentions the topic of describing something to interest the child.

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<sup>14</sup> Rauda siregar, Nur, Ernati, Lisa Tavriyani, *Teaching Speaking By Using Puppet Play for Junior High School Student*, Padang: Bung Hatta University

<sup>15</sup> Repo Aksar, Available at <http://repo.iain-tulungagung.ac.id/id3179/3>. Accessed on April 19th , 2017



- 2) Teacher puts finger puppets on her fingers and introduces them.
- 3) The teacher moves the finger puppet by moving the finger.
- 4) The teacher gives the child the opportunity to follow the example.
- 5) The teacher answers questions and responds to the child's comments.<sup>16</sup>

To make the learning process be more fun, there is a rule that should be followed by students. The teacher can ask the students to hold the finger puppet and have a conversation together. The students can also ask their friend to practice together. Based on the procedures above the writer concluded the procedure which is appropriate and can be applied to the students, especially for SMP N 1 Katibung.

- a) The teacher asked the students to come forward.
- b) The teacher asked the students to pickout one of the rolls of paper related to the topic.
- c) Each student's should practice orally about the topic.
- d) Make the learning process as attractive as possible as, involve all students so that they do not get bored in learning English.

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<sup>16</sup> Destiyani, Cahya, *Pengaruh Edukasi Gizi Menggunakan Media Finger Puppets Terhadap Konsumsi Buah Dan Sayur Pada Anak Kelompok A Di Taman Kanak-Kanak Negeri Pembina Pontianak Barat*, 2015, Pontianak: Universitas Muhammadiyah

## 12. Advantages and disadvantages of using Finger Puppet

There are some advantages and disadvantages of using Finger Puppet:

### a) The Advantage Using Finger Puppet

1. The puppet can help to serve as a very effective aid for teaching language arts.
2. The puppet can bring about the development of many aspect of language in junior high school
3. The puppet encourages students to talk and express their own creative ideas verbally.
4. The puppet can help the students not only think of what to say, but also feel comfortable when they are speaking.
5. The puppet is a way for students to speak in front of the other students without feeling intimidated.
6. The puppet gives the students a means to express themselves and their ideas without the stress of having something to completely understand that language.
7. The puppet can help the students to relate and play better with other students who speak English fluently.<sup>17</sup>

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<sup>17</sup> Rauda siregar, nur, Ernati, Lisa Tavriyani, *Teaching Speaking By Using Puppet Play for Junior High School Student*, 2015, Padang: Bung Hatta University

#### b) Disadvantages Using Finger Puppet

Disadvantages include the cost and storage of the puppets. Jeffrey Peyton, founder of Puppet tools and a noted researcher in the field of puppets having studied the topic for over thirty-five years, concludes that, “There is no question that puppets and play will help students. People standing primarily in the way are adults.” There is a perception that puppets are used only by very young children or trained puppeteers. Beside that the students might balk or be disruptive during the lesson.<sup>18</sup> It means that puppet as the media is not the most appropriate in teaching, but puppet is one of the media that can be used to assist in improving students' motivation in learning so that students do not get bored.

Based on the advantages and disadvantages above the writer concluded that using Finger Puppet techniques has some advantages and disadvantage. But with the advantages of using Finger Puppet the teacher can implement language teaching activities easier. In this case the Finger Puppet also has some weaknesses to be applied in the process of language teaching, especially speaking.

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<sup>18</sup>Hamidah Nur Akhriyah, *Using Hand Puppet Technique In Teaching Speaking*, Available at <http://gobedkham.blogspot.co.id/2014/10/using-hand-puppet-technique-in-teaching.html>, Ponorogo: STKIP, Accessed on April 19th, 2017

### 13. Concept of Dialog Memorization

According to Richards, Platt, and Platt, in Duong Thi Hoang Oanh and Nguyen Thu Hien “memorizing is the process of establishing information in memory. The term ‘memorizing’ usually refers to the conscious processes.” It means the learners use memorization consciously and they think about the process of memorization when they are applying it.<sup>19</sup> Then another explanation can be found in the Oxford Advanced Learner’s Dictionary in Duong Thi Hoang Oanh and Nguyen Thu Hien that “memorizing is to learn something carefully, so that you can remember it exactly.”

Larsen-Freeman says that dialogue memorizing technique is a short conversation between two people, often used to begin a new lesson. Students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue, and the teacher the other.<sup>20</sup>

It means that dialog memorization students are given a short dialogue to memorize then they must use mimicry and apply to present the dialogue. The example of the dialogue must be included in the materials section.

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<sup>19</sup> Duong Thi Hoang Oanh and Nguyen Thu Hien, *TESL-EJ (Memorization and EFL Students’ Strategies at University Level in Vietnam)*, 2006, Volume 10. No 2

<sup>20</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, New York: Oxford University Press, 2000, P. 47

### **C. Frame of Thinking**

Based on the preliminary research in SMPN 1 Katibung, it was found that students speaking ability was still low. It was happened because the teacher did not use effective techniques to teach English especially speaking. Therefore, they got boring and found difficulties to understand it. So, the teacher needs a new teaching strategy as an effective technique in teaching speaking.

Puppet is related to things that enrich our imagination which immediately can attract someone especially children. Almost all of us have seen a doll or puppet around us. It is fun, interesting and colorful. Puppet is one of the techniques to improve speaking. It can be used as a model. The students can see the performance of the model first and then, they can imagine or imitate the performance. The use of a puppet can provide help with public speaking, especially for the shy or apprehensive student. The use of puppets is beneficial to the student who prefers to learn kinesthetically. Puppet activities keep students actively engaged with hands on activities.

### **D. Hypothesis**

Based on the frame of thinking above, the researchers formulate the hypotheses of the research as follows:

H<sub>a</sub>: There is a significant Influence of Using Finger Puppet Towards Students' Speaking Skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.

$H_0$ : There is no significant Influence of Using Finger Puppet Towards Students' Speaking Skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.

## **CHAPTER III RESEACH METHODOLOGY**

### **A. Research Design**

The research design in this study is quantitative approach. According to John, quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.<sup>1</sup> The used of finger puppet treatment in this research is to improve the student's speaking skill. So, it is using experiment because the writer applied and proved the technique whether it would be successful. The result of the research found the difference of the student's speaking skill between before and after using the Finger Puppet. In collecting data, the researcher took the data from the result of the test which was treated to describe the students' speaking skill.

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<sup>1</sup>Creswell. John, *Design Qualitative, Quantitative and Mixed Method Approaches*, Bonhill: Sage Publication, 2003, P. 18

According to Ary et.al., Experimental design is the general plan to carrying out a study with and active independent variable.<sup>2</sup> In this research, the writer used quasi experimental research design.

According to Creswell, quasi experiments includes assignment, but not random assignment of participants to groups. We applied the pretest and posttest design approach to a quasi-experimental design. The writer assigned intact groups the experimental and control treatments, administers a pretest to both groups, conducted experimental treatment activities with the experimental group only, and then administers a posttest assessed the differences between the two groups.<sup>3</sup> Consequently, in quasi experimental design the writer used the pretest and posttest design approach. The writer gave pretest and posttest to the both of class group to knew the differences between the two groups and only conducted the experimental treatment in experimental class.

The writer's design presented in Table 1:

**Table 1**  
**Pre and Post-test Design**

Select Control Group	Pretest	No Treatment	Post-test
Select Experimental Group	Pretest	Treatment	Post-test

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<sup>2</sup>Donal Ary et.al., (8<sup>th</sup> Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p.301

<sup>3</sup>John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, Boston, Pearson Education, 4th ed., 2012, p. 309-310



In this research, the writer gave the pre-test to know their speaking ability by using finger puppet before and after treatment and the writer gave the treatment for both experimental and control class. The experimental class got treatment by using finger puppet and control class got treatment by using dialog memorization. After treatment, the writer gave post-test to both of the class to know students' development after they were treatment.

### **B. The Variable of this Research**

A variable was a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study.<sup>4</sup> There were two variable in this research namely; independent variable and dependent variable. Independent variable was the major variable which investigated. It used to selected, manipulated and measure in the research. While dependent variable was a variable which is observe and measure to determined the effect of the independent variable. The variable in this research:

1. Independent variable is finger puppet (X)
2. Dependent Variable is students' speaking skill (Y)

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<sup>4</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, (Boston: Pearson Educational, 2012), p. 309-310

### **C. Operational Definition of Variable**

The operational definitions variable of this research is as follows:

#### 1. Independent Variable (X)

Finger puppet is a speaking activity to motivate and stimulate the students to speak English by using finger puppet while the students do the conversation.

#### 2. Dependent Variable (Y)

Students' speaking skill in using finger puppet is the students' ability to use language in oral form correctly and to measure by appropriate scoring rubrics that consist of grammar, vocabulary, comprehension, fluency and pronunciation.

### **D. Population**

According to Ary, population is defined as all members of any well – defined class of people, events, or object.<sup>5</sup> It means that population is generalization area which consist of objects, subject, and certain quality and characterization stated on the research. Based on the explanation above, the population of this research is the seventh grade students of SMPN 1 Katibung in 2017/2018 academic year which consisted of 197 students as the population of the research.

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<sup>5</sup> Ary. Donald, Lucy Cheser Jacobs,et.al, *Introduction to Research in Educaion*, Belmont: Nelson Education, P.148

### **E. Sample**

Ary stated that Sample is a portion of a population.<sup>6</sup> Because of the large number of population, the writer took samples as the representative of the population. The sample of the research was two classes of the first semester of the seventh grade of SMP N 1 Katibung in 2017/2018 academic year.

### **F. Sampling Technique**

In this research, the writer took the sample from population of the research by using cluster random sampling technique. Cluster random sampling is a sub-set of units that are selected randomly from a population. “A random sample represents the general population or the conditions that are selected for the experiment because the population of interest is too large to study in its entirety. Using techniques such as random selection after stratification or blocking is often preferred. Sampling is not an individual but, rather, a group of individuals who are naturally together.”<sup>7</sup> Because the population in groups and homogeneous. The writer took the sample by lottery, in which the name of each class written on some pieces of paper and the writer took only two pieces of paper.

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<sup>6</sup> Ibid. P. 148

<sup>7</sup> Ibid. p. 154

## **G. Research Procedure**

In conducting this research, the writer applied some procedures as follows:

### a. Finding the Subject of Research

The writer chose the students of the seventh grade of SMPN 1 Katibung South Lampung as a subject of the research. One class is experimental class and one class is control class.

### b. Designing the Instruments of The Research

The instrument of this research is speaking test. The students got the same instrument for both classes. That was same topic that should be described orally by students.

### c. Conducting Treatment

The treatment given in three meetings. In the treatment, the writer as the teacher taught the students about greet, thank, take leave and apologize. The teacher also teach by using finger puppet and five aspects of speaking. The teacher showed a finger puppet and asked students to described something by it.

### d. Administrating the Post Test

Post-test conducted after the treatments. This test aimed to knew the students' speaking ability after giving the treatment. In this test, the students performed how to say something using finger puppet. The students' asked to chose one topic from the rolls of paper.

e. Analyzing the Result of Post-Test

In analyzing the result, the writer compared the result of post-test between experimental and control class to know whether the post-test's score of experimental was higher than control.

**H. Data Collecting Technique**

One important thing in this research was to collect the data that determined the result of the research. The procedures of data collecting used in this research are:

- a. Pre- test, it is conducted for the students in the control class and experimental class in order to find out the students' speaking ability before the treatment.
- b. Post-test, it is conducted for the students in control class and experimental class in order to know the influence of treatment towards the students' speaking skill.

**I. Pre-test Instrument**

Instructions:

- a. Divided the students into pair and the teacher mention the topic they will be doing
- b. Make a dialogue based on your topic.
- c. Perform the topic in front of the class.

**J. Post-test Instrument**

Instructions:

- a. Divide the students into pair and the teacher mention the topic they will be doing.

- b. Each pair had 3 minute to have a conversation.
- c. The teacher asked each pair to perform based on their own topic.

## **K. Validity Test**

According to Ary, Validity is the most important consideration in developing and evaluating measuring instruments historically, validity was defined as the extent to which an instrument measure what it claimed to measure.<sup>8</sup> To measured whether the test has good validity or not, the researcher used content validity and construct validity.

### **1. Content Validity**

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>9</sup> It means that content validity is based on the material, and the material is agreement with the objective of learning in the syllabus. To got content validity, the test adapts with the textbook and based on the syllabus for the eleventh grade of senior high school.

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<sup>8</sup> Donald Ari ,*Ibid.* p. 225

<sup>9</sup> John W. Best and James V. Kahn, *Research in Education* (7th ed), (New Delhi,PrenticeHall, 1995), p. 219

## 2. Construct Validity

Best and Kahn said that construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct.<sup>10</sup> It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability for speaking.

In this research, the writer administrated oral test that measured the students' speaking ability where the scoring covers five criteria of speaking that were adapted from Brown. It consists of grammar, vocabulary, comprehension, fluency and pronunciation. To make sure, the writer consulted the instrument of the test (pre-test and post-test) to the English teacher of SMPN 1 Katibung south Lampung as a validator, for determining whether the test has obtained construct validity or not.

### L. Reliability Test

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>11</sup> Besides having high validity, a good test must had high reliability too. The writer used SPSS to reliability of test.

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<sup>10</sup> *Ibid*, p. 219

<sup>11</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*, (New York: Mv Graw-Hill, 2009), p. 154

The criteria of reliability test are :

0.91 – 1.00 =Very high reliability

0.71 – 0.90 =High reliability

0.41 – 0.70 = Medium reliability

0.21 – 0.40 =Low reliability

0.0 – ≤ 0.20 = Very Low reliability.<sup>12</sup>  
1.0

## **M. Data Analysis**

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

### **1. Fulfilment of the Assumptions**

#### **a. Normality Test**

The normality test is used to know whether the data in the experimental class and control classes were normally distributed or not.<sup>13</sup> In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test formulated as follows:

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<sup>12</sup> Asep Jihad and Haris Abdul, *Evaluasi Pembelajaran*, (Yogyakarta: Multi Pressindo. 2012), p.181

<sup>13</sup> Budiyo, *Statistika untuk penelitian*, (Surakarta: University press. 2004), p.170



$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

### **b. Homogeneity Test**

Homogeneity test used to determined whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## 2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, the writer used independent sample t-test. In this case, the writer used statistical computation by using *SPSS* (Statistical *Package* for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study

The hypotheses are:

Ha : There is a significant influence of using Finger Puppet towards students' speaking Skill at the seventh grade of SMPN1 Katibung in 2017/2018 academic year.

Ho : There is no significant influence of using Finger Puppet towards students' speaking Skill at the seventh grade of SMPN1 Katibung in 2017/2018 academic year.

While the criteria of acceptance or rejection of hypothesis are:

H<sub>a</sub> is accepted if Sig.  $< \alpha = 0.05$

H<sub>o</sub> is accepted if Sig.  $> \alpha = 0.05$