USING HAND PUPPETS AS MEDIA TO IMPROVE STUDENTS' SPEAKING SKILL THROUGH NARRATIVE TEXT: A CASE OF EIGHTH STUDENTS OF SMP N 16 SEMARANG IN ACADEMIC YEAR OF 2016/2017

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Abstract:
The objectives of this study are (1) to find out the students of speaking skills who are taught using hand puppet. (2) To find out the students of speaking skills who are taught without using hand puppet. (3) To find out any significant difference speaking skills of students who are taught with and without using hand puppet. In order to the objectives of the study, relevant theories were refer to and discussed significance among them were theories of speaking, storytelling, learning media, and hand puppets. Following the presentation of the theoretical frameworks, the research methods were selected. The study used quantitative description with experimental approach. Based on the data analysis, the research found that the result of the significant difference speaking skill of students who are taught with and without using hand puppets through narrative text. According to statistical calculations, sig. (2-tailed) and with df 33 in significance level 0, 05 t-table = 22.392 with p-value = 0,000 and a = 0, 05. Which is p < a; (0,000 < 0, 05). It proved that Hº was rejected and H¹ accepted.

Keywords: *Puppets, teaching speaking, narrative text*

1. Introduction

This study is about using Hand Puppets as media to improve students speaking skill through narrative text. The subject of the study will be the students of eighth grade of SMP N 16 Semarang.

Based on preliminary observations in English subjects in class VIII SMP N 16 Semarang, known that students' interest towards storytelling is still low. Students feel afraid of being wrong, embarrassed, nervous, tense, and lack of confidence when appointed to tell the story in front of the class, it is also because students do not master the story material and students are less able to organize his words at the time of telling stories. In addition, the outside factors of student also have an effect, for example, the use of instructional media less attractive to students.

In this study, the researcher used a hand puppet to improve students' speaking skill through narrative text. The advantage of using hand puppets as a medium is to make students easier to tell a story, because with the help of this media can improve students' skills in preparing or developing ideas when they tell stories..

The type of this study is quantitative description with experimental approach. The method in this research is experimental research. An experimental research typically involves two groups. An experimental group which received the treatment and the control group which

received the different treatment, treated as usual. The writer takes pre-test, treatment and post-test.

2. Literature Review

2.1 Previous Study

Research on improving speaking skills using hand puppets have been carried out, including: Indarti (2014), in a study entitled "*Hand Puppet Games Can Improve Language Skills of Children In Group B, The Superior Islamic kindergarten Birrul Walidain Sragen in Academic Year 2013/2014*". This study aims to improve the language skills of children through games of hand puppets. This type of research is classroom action research. The recipient subjects of action in this research is the students of group B TKIU Birrul Walidain Sragen of Academic Year 2013/2014. While the subject of giving the action is the researchers themselves who collaborate with classroom teachers. Object of this research is the child's language ability and learning through games of hand puppets. Data of child's language skills and teacher's learning were collected through observation and field notes. Data was analyzed using comparative and interactive analysis. The data analysis of child's language ability using comparative analysis. While the data analysis of learning by teachers using interactive analysis. The results showed that the average proficiency in children before the procedure was 51.2%, with development status is beginning to develop (BD).

After learning through a hand puppet game in the first cycle, language skills of children increased to 63.5%, which means the status of its development at the stage of developing according to expectations (DAE), in the second cycle, language skills of children increased to 76.7%, which means the status of its development is at developing phase as expected (DPE). The conclusion is through a hand puppet game can improve a child's language ability of group B TKIU Birrul Walidain Sragen of 2013/2014 school year.

2.2 Speaking

Speaking is a very important ability and must be mastered by someone because talking makes it easy to communicate with others. The complete expression, that speech is the ability to pronounce articulation sounds or words to express, convey thoughts, ideas, and feelings. Mulgrave, as it states that speaking is more than just uttering sounds or words (Tarin, 2008: 16).

Talking is a tool to communicate the ideas that are prepared and developed according to the needs of the listener. Based on some opinions, the researcher can conclude that speech is an act of pronouncing the sounds of language or words with speech tool to express, convey thoughts, ideas, and feelings in the activity of communicating with others.

Teaching speaking in classroom have been elaborated by Susanto,DA (2009) and Tarigan (2008). Tarigan (2008: 16) that the main purpose of speech is to communicate, to be able to express thoughts effectively, so the speaker should understand the meaning of everything that wants to be communicated. The speaker must be able to evaluate the effects of its communication to the listener and the speaker must know the principles that underlie all situations talks, both generally and individually. Basically speaking has three common purposes, namely: (1) provide and report (to inform); (2) entertain and service; (3) induce, encourage, urge, and reassuring (to persuade). Combination or mixture of those purposes may also occur. A conversation for example may be a combination of reporting and entertaining as well as possible at the same time entertaining and convincing.

Cahyani (2009: 172) reveals that the purpose of speech is (1) to encourage, it means that the speaker is trying to encourage, arouse, and show respect and devotion; (2) to convince, it means that the conversation will assure the attitude, mental, intellectual, to the audience; (3) acts, do, moves, it means that the speaker wants an action or a physical reaction rather than the listener, after which they rise up their emotions and will; and (4) pleasing or entertaining listener, speakers.

It can be deduced that the general purpose of the speech is to communicate, that in order to effectively convey the message conversation. Speaking more than just utter sounds or words alone, but rather a tool to communicate the ideas that are prepared and developed according to the needs of the listener or listeners. Students should be exposed to the concrete activities that use language as a communication tool.

2.3 Story Telling

Story telling is the most common and productive activity of speaking. The story telling skill involves mind, mental readiness, courage, and clear speech to be easily understood by others. In Big Indonesian Dictionary (2008: 210), telling stories is telling a story. Story telling is the delivery of a series of events or experiences experienced by a character. The person may be himself, another person, or even a fictional character, whether in the form of a person or an animal. The story telling skills require knowledge, experience, and adequate thinking skills. In story telling is necessary mastery of grammar so that the relationship between words and sentences become clear. The use of appropriate words and phrases in story telling makes it easy for listeners to understand the content of the story. The content of the story which is easily understood could support the achievement of the purposes between speaker and listener.

Story telling has an important role to train the students. Through story telling skills, one can deliver a wide range of stories, to express the feelings in accordance with experienced, felt, seen, read, can express desires, and share the experience of the narrator. Just as expressed by Tarin (2008: 32), that storytelling is one speaking skills that aim to provide information to others. According Musfiroh (2005: 95) story telling has the following benefits:

    a. Helping the moral and personal formation of children
    b. Channeling imagination and fantasy
    c. Spuring verbal ability
    d. Stimulating interest in writing children
    e. Opening up horizons of knowledge of children.

2.4 Learning Media

Generally, learning media is a tool of the learning process. According Heinich (in Daryanto, 2011: 4) that the medium term as an intermediary for the delivery of information between the source and the receiver. So it can be said that the learning process is a process of communication. Arsyad (2011: 9) argues that learning media is a tool that can help the learning process and serves to clarify the meaning of the message, so as to achieve the learning objectives.

Learning media has an important role in learning. According to Hamdani (2011: 186) that learning media have functions:

    a. To clarify the message so as not to be too verbalistic.

    b. To overcome the limitations of space, time, energy, and power senses.

c. To excite the learning, more direct interaction between students with learning resources.

d. To allow students to learn independently according to their talents and abilities of visual, auditory, and kinesthetic.

e. To give the same stimulus, likening experience, and giving the same perception.

From the description of these experts, the general function of the media learning as a means to facilitate learners to understand and interpret the learning process. Grouping of media types in terms of technological developments according to Seels and Glasgow (in Arsyad, 2011: 33) is divided into two, modern and traditional learning media. Examples of modern learning media such as computer games, CD learning, and teleconference. Examples of traditional learning media is an image, text books, puzzles, maps, and dolls. A doll is a clone objects of human or animal form. As a medium of learning, the doll can be played in the form of puppets. Various dolls distinguished: finger puppets, stick like a puppet-doll puppet, puppets (marionettes), shadow puppets, hand puppet.

2.5 Hand Puppet

Hand puppet media is a puppet that is played by hand. The shape resembles a glove, but, of course this doll more interesting. According Daryanto (2011: 31), a hand puppet is a clone objects of human or animal form that is played with one hand. Hand puppets can be used as a medium of education, dolls can be played in the form of puppets. Known hand puppet, because how to play with one hand plays a doll, and the doll is only made up of the head and two hands only. Parts of body and legs only clothes that cover the arms people who play it.

Daryanto (2011: 33) classifies puppets into five types as follows:
a. Finger puppets, played with fingers

This doll is made of simple tools such as a bottle cap, a Ping-Pong ball, a small bamboo that can be used as a doll's head. As the name, this doll is played using fingers. A doll's head is placed at our fingertips. It can also be made from a kind of gloves, where at the fingertips of the glove has been shaped doll's head and thus we just play it.

Picture 2.1 Finger Puppet

b. Hands Puppet, one hand play one puppet

On the finger puppets we can play one character from each fingertip, as with the hand puppet. In this hand puppet, we can only play one doll with one hand. It is said hand puppet, because this doll only consist of the head and two hands only, while the body and legs only the clothes that will cover the arms of people who play, in addition, how to play just wear hand (without using other tools). How to play it using the index

finger to move the head of the doll, while the thumb, and other fingers to move the hand. In Indonesia the use of hand puppets as a medium of education/learning in schools has been implemented, even used outside the school on TVRI broadcast with the movie series "Si Unyil"

Picture 2.2 Hand Puppet

c. Stick puppets like wayang-wayangan

It is called a stick puppet for how to play it with a stick. These sticks are connected with the hands and the body of the doll. Wayang Golek in West Java, for example, is including this kind of doll. For the purposes of the use of stick puppets as a medium of education / learning in school, then the characters are made according to the current situation. For example, military leaders, merchants, village, fishermen and so forth. Stick puppets can be made of soft wood such as pecan, cottonwoods, and so on.

Picture 2.3 Stick Puppet (Wayang-Wayangan)

d. Doll rope (marionet), how to move through the rope that connects the head, hands, and feet

Doll ropeor "marionette" is widely used in western countries. The striking difference between the rope dolls and the other dolls is that the heads, hands and feet can be moved according to our will. How to move it with a rope. Thus the position of the hand of the person who plays it is above the doll. To play rope dolls requires regular practice, because playing this rope doll requires more difficult skills than playing the other dolls. The rope doll has the advantage of being more alive than the other dolls, because it approaches the human movement or the real character.

Picture 2.4 Doll Rope (Marionet)

e. Shadow puppets, played by showing the motion of the shadows.

Shadow puppets is a kind of puppet that is how to play it by showing the motion of the shadows of the doll. In Indonesia, especially in Java known as "Wayang kulit". But for school purposes, this kind of wayang felt less effective, because to play this doll needed a dark/closed room. And also needed a lamp to make the shadow of the screen.

Picture 2.5 Shadow Puppet

Based on the above explanation about various types of dolls, researchers chose hand puppets as a medium of learning to listen to fairy tales. The selection of hand puppets as a learning media listening to fairy tales because it can attract attention, student interest, and a good stimulus in listening to fairy tale activities. Media dolls help facilitate the understanding of story content and characterizations in the fairy tale.

Through the use of puppet media in learning listening tales, the story content can be easily understood by students. In addition, students can be interested in listening through the media of the doll that attracts attention. Based on the above review, the media to be used in this research is hand puppet media. Hand puppets are chosen as a medium for being communicative and appropriate to visualize characters and characterizations in fairy tales.

2.6 The Advantages of Using Hand Puppets

The advantages of using the doll as a learning medium according Daryanto (2013: 33) are as follows :
   a. Efficient to time, place, cost, and preparation.
   b. Does not require complex skills.
   c. Can develop children's imagination and activity in a happy atmosphere

3. Research Methodology

3.1 Design of the Research

In this study researcher used quantitative description with experimental approach. Experimental research methods can be interpreted as research methods which is used to find the effect of certain treatment against others in controlled conditions (Sugiyono, 2012: 107). This study used experimental group and control group. The experimental group is the students who are given the learning using hand puppet media, while the control group is the students who are given learning not using hand puppet media.

The design of this research used the design form of Nonequivalent Control Group Design which is one of Quasi Experiment design model. Nonequivalent Control Group Design is a research design that does not select experimental groups and control groups on a random basis (Sugiyono, 2012: 116). The experimental group in this research was the students of class VIII F, while the control group was the students of class VIII G SMPN 16 Semarang.

3.2 Instruments

There are many kinds of instruments which can be used in collecting the data such as documentation, test, and observation. In this research, to collect the data the writer used test of students learning result. The test is a series of tasks to be performed or a number of questions that the learners must answer to measure the level of understanding of their skills, knowledge, intelligence, abilities or talents (Poerwanti, 2008: 1.5). The test is conducted to measure the level of students' understanding of the given material. The form of this test instrument is an evaluation sheet containing multiple choices.

Test of speaking ability. It assessed by observing the students' activities in the learning process, is the students' ability in telling the story according to the task that has been given by the teacher.

It will be given to the students to measure the students' understanding in narrative text. The researcher gives the students two test and treatment, they are:

1. Pre-test

Pre-test was the first activity before the teacher gave treatment and post-test. The pre-test was in test form in multiple choice. The students answer some questions about a narrative story that have been prepared by the teacher.

2. Treatment

In the treatment activity, the teacher asked students to perform with hand puppet in groups. The students will get a script about narrative story, then they practice in front of the class.

The following steps in the treatment given to the students by using hand puppets:

- Teacher gave short explanation about narrative text

- Teacher made some groups. Each group consisted of two students

- Teacher prepared a script of narrative story to be performed by the students

- Teacher asked to each group to perform the script

- Teacher observed the students' activities and students' cooperation in their group

- After that, teacher gave assessment to the students after performing

3. Post-test

A post-test was given to the students. The test was similar with the pre-test. However, the post-test was given after the treatment in teaching speaking narrative text using hand puppet. This research was used written test by answering some questions in multiple choice to see whether the hand puppet is effective to improve students' speaking skill in speaking narrative text or not.

3.2 Data Analysis Procedures

After getting the data, then the writer analyzed it. Data analysis techniques used in this study are:

1. Validity test

Validity test is a testing technique used to measure whether or not valid of a questionnaire. A questionnaire is said to be valid if the questionnaire question is able to express something that is measured by the questionnaire. A valid instrument means the measuring instrument used to obtain the data can be used to measure what should be measured (Sugiyono, 2012: 173). The statistical technique used for the validity test in this research is Product Moment correlation analysis. The formula used is:

$$r\,xy = \frac{N\,(\Sigma XY) - (\Sigma X)\,(\Sigma Y)}{\sqrt{\{N.\,\Sigma X^2 - (\Sigma X)^2\}\,\{N.\Sigma Y^2 - (\Sigma Y)^2\}}}$$

The meaning of symbols:

N = Number of respondents

X = Scores of question items which is tested for validity

Y = the total score of all questions which is tested for validity

The questionnaire validity test results of 20 questionnaires on 20 students of VIII class which is not applied the study were calculated using product moment correlation. The test results look like the following table.

Table 3.2
The validity test results

No	Item	r calculated	r table	Sig. (α)	Criteria
1	Question 1	0,599	0,444	0,005	Valid
2	Question 2	0,524	0,444	0,018	Valid
3	Question 3	0,560	0,444	0,010	Valid
4	Question 4	0,468	0,444	0,038	Valid
5	Question 5	0,506	0,444	0,023	Valid
6	Question 6	0,557	0,444	0,011	Valid
7	Question 7	0,524	0,444	0,018	Valid
8	Question 8	0,479	0,444	0,033	Valid
9	Question 9	0,560	0,444	0,010	Valid
10	Question 10	0,552	0,444	0,012	Valid
11	Question 11	0,457	0,444	0,043	Valid
12	Question 12	0,579	0,444	0,007	Valid
13	Question 13	0,576	0,444	0,008	Valid
14	Question 14	0,585	0,444	0,007	Valid
15	Question 15	0,482	0,444	0,031	Valid
16	Question 16	0,529	0,444	0,016	Valid
17	Question 17	0,468	0,444	0,038	Valid
18	Question 18	0,463	0,444	0,040	Valid

| 19 | Question 19 | 0,576 | 0,444 | 0,008 | Valid |
| 20 | Question 20 | 0,479 | 0,444 | 0,033 | Valid |

The validity test results show that the value of r calculated> r table (N=20, α=0,05; r=0,444) with a significant level of calculation < 0,05. Thus, it can be said that all of 20 questions are valid , and in this research those questions can be used as data source.

2. Reliability Test

Reliability means that the instrument is enough to be used as a data-gathering tool because the instrument is good. Reliable instrument is an instrument that, when it is used multiple times to measure at the same object will produce the same data (Sugiyono, 2012: 179). Reliability is an instrument that shows the stability, or stability of observations when it is measured or used in subsequent times with conditions of something is not changed The data say reliable means how many times the question is repeated either on the same or different respondents although at different times it will give a result that is not too different.

In this research, reliability test is done by Alpha Cronbach method that is comparing between Standardized Item Alpha values with the value that show trust value (significance level). In general it is considered reliable if the value of Alpha Cronbach > 0.60 (Nunnaly in Ghozali, 2013: 48). The formula coefficient Alpha ($\Box$) is:

$$\alpha = \frac{k}{k-1} \left(\frac{k}{\Sigma SX^2} \right) \left(1 - \frac{\Sigma Sj^2}{} \right)$$

The meaning of symbols :
α = Coefficient of reliability of measuring instruments
k = Number of items
Sj2 = Variant hemisphere j
SX2 = Variant total score

4. Findings

4.1. The Speaking Skill of Students Who Are Taught Using Hand Puppet
There were 36 students of SMP N 16 Semarang taught by using Hand Puppets in the teaching speaking of narrative text. They were tested in written test before receiving the treatment.

After conducting the pre-test, then the treatment was implemented followed by the post-test. In post-test there were 20 questions in multiple choice and the students did it during 60 minutes. The result of post-test showed that almost of the students had good ability. Data regarding the pre-test and the post-test scores of this class are shown in Table 4.1

Table 4.1
The Score of Pre-Test and Post-Test from the Experimental Class

No	NAME	Pre-Test	Post-Test
1	ALDI SETYAWAN PUTRA	75	90
2	ALDINO SULTAN SYAH	75	90
3	ALFARRA GAYZCA HANNY	75	95

4	ATIKA NUGRAHENI	70	85
5	AZAHRA CLARISTA AURELIA	70	85
6	BHIMA NALA WUNGU	65	85
7	BUNGA AJENG RAMADHAN	75	95
8	DAVA ADYA PRAMANA PUTRA	70	95
9	DESI NUR RAHMAWATI	75	95
10	DEVINA NAJWA RAHMADHANI	70	85
11	FAHMY DIAN SATRIAWAN	75	95
12	FISCO MAULANA IKHWAN	65	85
13	HAIDAR FADHIL AMRU	75	90
14	ILHAM ANASFUTAKI	75	95
15	KIKI JOVANCA	65	80
16	LADYA KESSA SALSABILA	70	95
17	LISA OKTAVIANI	75	75
18	LULUK AINI NAIMAH	70	95
19	MAULANA RIFKI PRADITYA	75	90
20	MOGA GISTA AMALIA YUMNA	0	0
21	NANANG SURYA SAPUTRA	75	90
22	NAUFAL AZIZI FAWWAZ A.	70	95
23	NOVA FAHRI ALBAR	75	95
24	OSIANA AQIILA PANINDHYA	75	95
25	PUTRA NIDAN SATRIO AJI P.	70	90
26	REVINA TRIADITA SUHENI	75	95
27	RIRIN ANGGRAINI	70	90
28	RIZAL WAHYU ARDIANSYAH	75	95
29	ROLESTA RAHMA WULANDARI	70	95
30	ROLLAND BUBY MAESTRA	70	85
31	RYAN DERIX HERMAWAN	75	90
32	SAPNA FITRIAWAN ARTAYASA	0	0
33	SHAFA AMANDA PUTRI R.	70	90
34	SITI HERINDA DESKA A.	70	90
35	VINA VIRNANDIA	70	85
36	WIDIA DAMAYANTI	65	80
	AVERAGE	**71,76**	**90,00**

Based on the table 4.1 above, it can be seen that from 36 students in the class, the average of the pre-test was 71,76 and the average of post-test was 90,00. The smallest score in the pre-test was 65 and the highest score was 75. Meanwhile, the lowest was 75 and the highest post-test score was 95. It can be concluded that the students' speaking skill who are taught using hand puppet were good.

4.2. The speaking skill of students who are taught without using hand puppets

In this study, class VIII G of SMP N 16 Semarang had to complete the same pre-test as the experimental class in the beginning and learned to speak of narrative text. However, the difference is that this class did not receive any treatment like the experimental class which is using hand puppets in the teaching speaking narrative text. Then, after the teaching phase completed, the speaking post-test was conducted. Data regarding the pre-test and the post-test scores of this class are shown in Table 4.2.

Table 4.2

The Score of Pre-Test and Post-Test from the Control Class

No	NAME	Pre-Test	Post-Test
1	ABI MANSHURIN	45	55
2	ADINDA CORNELYA	70	95
3	ALKAUTSAR VERTU ATMAJA	75	90
4	AMELIA PUTRI PARAMITHA	65	75
5	ANJANI QANAH SALMA MAESA	75	90
6	DESTY SENDINA PERDANA A.	70	95
7	DEWI INDAH LESTARI	75	90
8	DINA VERONICA PUTRI	75	90
9	EKA AYU AMANDA LATIFAH	75	90
10	FADEL RADIF ANANDRA	70	80
11	FAJAR INDAH NURYANTI	75	85
12	GHULLAM ATHALLAH DZAKY	70	80
13	HIFA MAULANA	75	90
14	ILHAM ARIFIN	65	75
15	JIHAN DHEAWANDIRA AJI	75	90
16	KINASIH ELYUNESIA ZAHRA	70	95
17	LANKZA GUNUNG PARARATON	80	100
18	MAYSVASARI ROMISTA PUTRI	50	65
19	MUHAMAD NUR FATONI	0	0
20	MUHAMAD ROSYID	70	95
21	MUHAMMAD FARIEL ALFATIH	70	95
22	MUHAMMAD RAAFI CAHYANTO	70	80
23	MUTIARA SALMA	70	95
24	NUNGKI ARYO FIRMANSYAH	75	90
25	NUR HAYYUN PUTRI WIJAYA	65	75
26	NURUL MUALIFAH	70	95
27	PRADITYA FAJAR RAMADHAN	75	90
28	RADITYA ABYAN ZIYAD A.	75	90
29	RATIH ALANDIANINGRUM	55	95
30	RIRIN MARLINA	75	90
31	RIZKA AMELIA PUSPITASARI	65	75
32	SEFRIAN BERI RAMADHAN	65	75
33	TIARA RISTANTI	65	70
34	ULFI NI'MATUL BILQIS	75	90
35	WILDAN MAULANA AYYUBI	70	80
36	ZAHRA OLIVIA	55	95
	AVERAGE	**69,55**	**85,58**

Reviewing the data in Table 4.2 above, it can be seen that the mean score of the pre-test conducted in the control group was low. It means that the students obviously had difficulty in comprehending the speaking test as experienced by the previous class. Then, after the teaching phase finished, the speaking post-test was conducted. It could be seen that from 36 students in the class, the average of pre-test was 69, 55 and the average of the post-test was 85, 58.

Based on the two tables above the average score of both experimental and control group increased. However, the experimental class's score increased more significantly than the control class. This can be seen through the range points gained by the two groups. The experimental group increased 18, 23 points from 71, 76 to 90, 00 while the control group increased only 16, 03 points from 69, 55 to 85, and 58. The progress of both classes can be seen in the diagram below:
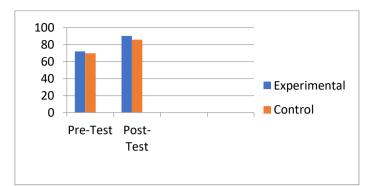
Figure 4.1 the Progress Diagram of Experimental and Control Class

In addition to the learning data, the researcher also used speaking data to complete the research, and the results are as follow:

No	Type of Assessment	Average Score	
		Experimental Group	Control Group
1	Pronunciation	4,82	4,64
2	Grammar	4,73	4,47
3	Vocabulary	4,76	4,55
4	Fluency	4,67	4,47
5	Understanding	4,79	4,58

4.3 The Difference of Speaking Skill of Students Who are Taught With and Without Using Hand Puppets

In this research, the calculation of t-test value is analyzed by the use of IBM SPSS Statistics 2.0. The result of the test can be seen as follows:

Table 4.4

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST EXPERIMENT	71.7647	34	3.45586	.59267
	POST TEST EXPERIMENT	90.0000	34	5.36543	.92016

It could be seen from the table 4.4 above the result of pre-test and post-test of experimental class. It showed that the mean score of pre-test was 71.7647 meanwhile the mean score of post-test was 90.000. It proved that the mean score of post-test was highest than the mean of pre-test.

Table 4.5

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE TEST EXPERIMENT& POST TEST EXPERIMENT	34	.490	.003

Based on the table 4.5, the correlation between the two variables is 0,490 with a sig of 0.003. It shows that the correlation between the two average score of pre-test and post-test was strong and significant.

Table 4.6

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE TEST EXPERIMENT - POST TEST EXPERIMENT	-18.23529	4.74858	.81437	-19.89215	-16.57844	-22.392	33	.000

Based on the data in table 4.6, the df (Degree of Freedom) was calculated from the total number of students minus 1, therefore the df is 33 since all the students in experimental class were 34. Sig tailed or (p) value 0,000. It was explained that H^1 would be rejected if p > a. Based on the result in the table 4.6, p < a which is 0,000 < 0,05. It proved that H^o was rejected and H^1 accepted. Therefore it could be concluded that there was a difference of the students' speaking skill who are taught with and without using hand puppets. Moreover, there was a positive effect in teaching speaking using hand puppets. Thus, the hypothesis which states that using hand puppets was accepted for teaching speaking for eighth grade students' of SMP N 16 Semarang in academic year 2016/2017.

5. Discussion

In this research, the data was taken from 36 students in a group pre-test and post-test. Table 4.1 presented the mean score of pre-test was 71, 76 meanwhile the post-test is equal to 90, 00. It pointed that the mean score of post-test was higher than pre-test. Meanwhile, the table 4.2 presented the pre-test of the control group was 69, 55 and the mean score of post-test was 85, 58.

From the score of both groups, there is a difference between the students' achievement of scores in pre-test (Experimental and Control group). The experimental group got higher mean scores than the control group. In post-test, experimental group and control group was increased better than in pre-test. But, the experimental group score increased more significantly rather than the control group. It means that there is a significant score of experimental group and control group.

Based on the result in table 4.6, it was obtained that sig.(2-tailed) score was 0,000 which was lower than the determined significance value 0,05.As the result, it can be seen that p < a ; (0,000 < 0,05) which meant that null hypothesis (H^o) was rejected and the working hypothesis (H^1) was accepted. Thus, there is a significant different in students speaking skills who are taught with and without using hand puppets at the eighth-grade students of SMP N 16 Semarang.

It means the students who are taught using hand puppets had a significant effect in comprehending the text compared to those who are taught without hand puppets. According to the research, there is a significant difference using hand puppets in students' speaking skill through narrative text.

6. Conclusion

After conducting the research, I conclude that hand puppet is effective to improve students' speaking skill, especially in speaking narrative text to the eighth graders of SMP 16 Semarang. It can be drawn from the result of means improvement between the pre-test and post-test in the experimental group and the control group. The pre-test's mean of the experimental group was 71, 76 and the mean

of the post-test was 90, 00. The difference was 18, 23. Meanwhile, the pre-test's mean of the control group was 69, 55 and the mean of the post-test was 85, 58. The difference was 16, 03. Because the mean improvement of experimental group is higher, so the treatment for experimental group especially using hand puppet is better than the treatment for the control group using traditional learning as usual.

Then, because of t-value (22.392) is higher than critical value (0, 05) so there is a significant difference between the students who have been taught using hand puppet and the ones using traditional learning. Since t value > t table, it means that hand puppet is effective to improve students' speaking achievement for the eighth graders of junior high school students. So, the null hypothesis (H^o) that stated there is no significant effect of the students' speaking skill by using Hand Puppet is rejected and (H^1) that stated there is significant effect of the students' speaking skill by using Hand Puppet is accepted.

In addition, hand puppet is effective in teaching speaking to improve the eighth graders of junior high school in speaking narrative. The students were interest in it. They became more active to speak up in the classroom. They also loved to learn and to practice speaking using hand puppet. Their Enthusiasm in learning also increase, it can be shown by their attitude and their motivation in learning English.

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