THE EFFECTIVENESS OF USING HAND PUPPET TO IMPROVE

STUDENTS' SPEAKING SKILLS IN PERFORMING ADJACENCY PAIRS

(an Experimental Study of Seventh Graders of SMP 11 Semarang

in the Academic Year of 2011/2012)

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

by

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The Writer

ABSTRACT

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Keywords: Hand Puppet, Speaking Skill, Adjacency Pair, Seventh Graders of Junior High School, Experimental Study.

This final project was a study to examine the effectiveness of using hand puppet as the media in teaching adjacency pair dialogue. The objective of this study was to find whether there was any significant difference in learning achievement of speaking skill between the students who were taught by using hand puppet and those who were taught by using conventional technique.

The population of the study was seventh graders of SMP 11 Semarang in the academic year of 2011/2012. The number of the population was 224 students divided into seven classes, each class was 32. I used two classes, 7D for the experimental group and 7A for the control group. I used purposive sample method in choosing the sample. I took 20 students in each class. The experimental group was taught by using hand puppet and picture and the control group was taught by using conventional teaching with picture. I also conducted try-out test to get the validity and reliability. The research design which I used was an experimental study with Pre-test Post-test Nonequivalent-Group Design. The research instruments used were try-out, tests and observation journal. At last, the result of the test was analyzed using t-test formula.

The t-test or t-value obtained is (2.62177). Since t-test is higher that t-table (2.02), so the hypothesis is accepted. It means that there is any significant difference in learning achievement between students who were taught speaking by using hand puppet and those who were taught by using conventional technique.

Based on the result above, hand puppet was more effective for teaching speaking, especially to perform the dialogue of adjacency pairs compared to the use of the conventional teaching for the seventh graders of Junior High School Students and hand puppet positively contributed to the improvement of the students÷ability in speaking. Then, I suggest the teacher to use hand puppet as the media in teaching speaking and to improve students÷motivation to speak English.

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CHAPTER I

INTRODUCTION

1.1 General Background of the Study

In Indonesia, learning English as a second language is not easy because it is a foreign language. Firstly, when we want to learn English, there will be a question in our head, õWhy do we need to learn English?ö And the answer is because nowadays more and more people are using English as a common way to communicate with each other. So, it has become unavoidable that companies and large businesses will need to employ people who can speak more than their own native language and English is now officially considered as an international language. Of course, learning foreign language is difficult and English is no exception.

To make the situation easier, the English teaching should be focused on the studentsø ability to communicate well through spoken and written. English teaching at Junior High School covers the four language skills: listening, speaking, reading, and writing. However, they have to be supported by language components such as grammar, vocabulary, sound system and spelling.

Based on the four language skills above, speaking is the most important skill in gaining our daily communication. õSpeaking is the active use of language to express meanings so that other people can make sense of themö

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(Cameron:40). To construct the understanding in a foreign language, learners will use their existing language resources, built up from previous experience of language use.

õSpeaking deserve attention every bit as much as literary skills in both first and second languageö (Bygate: 1987). By speaking, people can express their idea and purposes orally to the listeners. Most speakers need active listener who will directly respond to what they say and directly show understanding and joining the interaction. Learning to speak is different from learning to write. It should be learnt consciously what demanded a lot of practice and confidence.

Realizing that speaking is very important for English learners, it is essential for English teachers to encourage the students to speak. They seem to have difficulties in deciding what techniques and media must be used and how to teach speaking appropriately, but they must be able to find out the ways of how to make speaking easier and be the fun activities for the students to learn. In this case, teachers have responsibilities to guide the students during the learning process and to give motivation to them to improve their English especially in speaking skill.

To help that problem, there are so many teaching media to help the teacher delivers the materials or to make the students easily get the concept of the material. The use of media allows students to be involved in teaching and

learning process. Some kinds of media that might help them to deliver the materials are song, picture, rhyme, models, puppets, etc.

Puppet as one of teaching media shows characters of something and their details. Moreover, puppet is fun. There are so many kinds of puppet that is used by the teacher such as hand puppet, shadow puppet, finger puppet, etc. It gives benefit to the teacher because he/she has an example's model in presenting his/her material to their students. Here I use hand puppet as the media to improve students' speaking skills in performing adjacency pairs in my study. Then the question in this study is Can the seventh graders of junior high school perform adjacency pairs better after they have been taught using hand puppet as the media?

1.2 Reason for Choosing the Topic

There are two reasons for me in choosing the topic. First, the seventh graders of junior high school students usually are shame and fear when they practice speaking English in front of the class. They usually didn't know what to say and usually just keep silent when they have their turn to practice in front of the class. So, using this kind of media might help them to perform speaking confidentially.

Second, to help the teachers in teaching speaking to the seven graders of junior high school students, teachers may use an interesting media to present their teaching materials that also help them in creating fun class and fun

activities. Then, I hope by using the media of hand puppet in this study, it will help students to improve their brave, confidence and ability in speaking skill.

1.3 Statement of the Problems

Based on the general background of the study above, the problem can be stated as follow:

Is there any significant difference in the studentsø speaking achievement between students who have been taught using hand puppet and those who have been taught using a conventional method at the seventh graders of SMP 11 Semarang in the academic year of 2011/2012?

1.4 Hypotheses

(1) H_1 : Teaching speaking by using hand puppet is effective to improve students speaking skills in performing adjacency pairs.

(2) H_o : Teaching speaking by using hand puppet is not effective to improve students speaking skills in performing adjacency pairs.

1.5 Objectives of the Study

The purpose of this study is:

to investigate whether there is any significant difference improvement in speaking between the students who are taught using hand puppet and the ones taught using conventional technique.

1.6 Limitation of the Study

To limit the scope of the study, this research only focuses on the use of hand puppet as a media in teaching speaking, especially in performing adjacency pairs. Then, the subject of the research is the seventh graders of junior high school students. In this study, I choose the seventh graders of SMP 11 Semarang on the academic year of 2011/2012 for the subject research.

In this study, I focus on how the students present the adjacency pairs dialogue. Then, because of so many kinds of adjacency pairs, I just focus in some kinds of adjacency pairs such as Greeting-greeting, Question-answers, Request-acceptance/ denial, Invitation-acceptance and Offers-acceptance.

1.7 Outline of the Report

This study consists of 5 chapters. Chapter 1 covers the general background of the study, reasons for choosing the topic, problem of the study, objective of the study, and the significance of the study.

Chapter 2 discusses review of the related literature. It comprises teaching speaking to children by using hand puppet as the teaching media.

Chapter 3 deals with method of investigation that consists of method of the study, subject of the study, sample, variable, method of collecting data, instruments of the study, procedure of data collecting, scoring technique and the last is validity and reliability of the test.

Chapter 4 discusses data analysis and data interpretation

Chapter 5 is the final chapter that contains conclusions and suggestions

on the basis of the research finding.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some theories and opinions discussed in the study based on the review of related literature.

2.1 General Concept of Media

Media is one of the teaching components whish should be involved in teaching learning process. It is strongly suggested that the teacher makes teaching medium to help the delivering material in the classroom. By using media during the teaching learning process, hopefully the teacher will be able to motivate the students to learn and understand to the material presents.

Media would help to make the condition for the learners to identify or describe someone or something. There are some experts giving their opinions dealing with media:

Harmer (2001:134) states that õMedia or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity.ö I also added the definition of media as stated by *Depdiknas* (2004: 13), Using a variety of the media can overcome studentsø boredom. So, the students will learn enthusiastically, they will enjoy the teaching learning activities and they can understand the lesson easily. In addition, according to Murcia

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(2001: 461), õMedia can serve as an important motivator in the language teaching processes.ö

From the definition above, it can be concluded that the use of media is significant as it would help the students in understanding and learning the lesson. For instance, if teachers want to explain about animal, media like dolls, pictures, and so on might help the students in visualizing the shape of those animals easily.

In addition, media have a purpose that is to capture and sustain the students' interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learners' characteristics, and media should interest the students' attention.

2.2 Puppet as a Medium

A creative teacher usually uses a tool or media to help her in delivering message while teaching. The teacher believes that it is better to use an appropriate media to attract the studentsø attention and to make them understand the material easier. As cited at iwebtool, media refers to various means of communication, for example: television, radio, newspaper, picture, real thing, doll, etc. Doll is belongs to puppet, so puppet is a kind of media for teaching. 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.

As we know, we used to play with doll or puppet when we were child. Doll or puppet is interesting, funny, and colorful. It also enriched our imagination when we played with it. Then, as I cited in Wikipedia , there are some definitions about puppet: (1) Puppet is a small figure of a person operated from above with strings by a puppeteer creature: a person who is controlled by others and is used to perform unpleasant or dishonest tasks for someone else; (2) it is an inanimate object or representational figure animated or manipulated by a puppeteer. It is usually a depiction of a human character, and is used in puppetry, a play or a presentation that is a very ancient form of theatre.

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 based on Oxford Dictionary (1995), õpuppet is a small figure of a person or animal that can be made to move,ö for example by pulling strings attached to its limbs, or by putting oneøs hand inside it.

.   Based on the definitions of puppet above, I 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 studentsø attention at the lesson. It shape, color, form can attract the students to study more.

2.2.1 Kinds of Puppet

There are lots of kinds of puppet that we can see it on television or internet. It is unique, colorful and funny. As I cited in [Wikipedia](#) there are some kinds of puppets: (1) Bunraku puppet ó Bunraku puppets are a type of wood-carved puppet originally made to stand out through torch illumination; (2) Finger puppet, it is simple puppet which fits onto a finger, it is used mainly in pre-schools or kindergartens for storytelling with young children;

The other kinds of puppet are: (3) Hand or glove puppet ó it is controlled by one hand, we can put our hand into it. A sock puppet is a particularly simple type of hand puppet made from a sock; (4) Shadow puppet, shadow puppets can form solid silhouettes, or be decorated with various amounts of cut-out details. Javanese shadow puppets õWayang Kulitö is the classic example of this.

In addition, the other kind of puppet are Black light puppet, Carnival or body puppet, Chinface puppet, Human-arm puppet, Instant Puppet, Marionette or "string puppet", Push-in or Paper puppet, or Toy Theatre, Rod Puppet, Shadow puppet, Animation or digital puppet, etc.

In this study I choose hand puppet as the media to teach the students because hand puppet is simple to make and to modify it also can be added by some colorful

things and it is interesting for the children. It is easy to move because it is controlled

by hand. I would use doll and socks as the puppet.

2.2.2 Using Hand Puppets in Teaching Speaking

Based on Wright (1997:48), there are some media that can be used in teaching
speaking:

> Some ways in prompting the speaking skill are a sequence of picture
> which prompts their memory. Then, a sequence of picture these can be
> card picture or paper. A sequence of key words, in addition, mime, where
> students try to speak based on the gesture. Finally, teacher can use
> figurines or puppet, teacher and students operate the figure of puppet.

From the quotation above I can know that there are some media to teach

speaking and one of them is figurines or puppet. There are some kinds of puppets and

one of them is hand puppet. Hand puppet is a puppet controlled by hand, to play it

someone has to put their hand inside and move it with fingers. When teacher gives

puppets, studentsø imaginationø will be created. They will try to analyze puppetsø

characters by looking at the face or the body.

Puppet is one of media to improve speaking. It can be used as a model

especially in performing adjacency pairs. The students can see the performance of the

model first and then, they can imagine or imitate the performance.

2.2.3 Advantages of Using Puppet

Most of students especially junior high school students that is still in young age, they like a media that is fun and colorful that can motivate them to study actively in class. Then, puppet as colorful and funny things can help them to understand the material of study in class easily.

The benefits of the use of puppets in the classroom are many and varied. The use of puppets provides an opportunity for student expression through the social aspects of communication. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others, where there is give and take and sharing of ideas.

The use of puppets can motivate student interest in the reading selection or topic. According to Peyton (2002),

> õStudents typically resistant to lecturing and representing diverse learning styles and personalities are freed to process and articulate concepts and explore the who-what-when-where- and why of the curriculum physically, interactively, and experientially.ö

For many students the group work 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.

2.3 Speaking Skill

Speaking is the second language skill that very important for us. It occurs after listening skill. According to the Oxford Advanced learner's Dictionary, "speak means to say words; to say or to talk something about something, to have a conversation with somebody; to address somebody in word etc." while speech means the power of action of speaking; a manner or way of speaking.

Speaking is one of the four language skills. If students want to speak English fluently, as Harmer (2001) 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."

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.

Then, people do communication for some reasons. Harmer (2001:46) states the reasons as follows: (1) "They want to say something", what is used here is general way to suggest that the speakers make definite decisions to address other people.

Speaking may, be forced upon them, but we can still say that they feel the need to speak, otherwise they would keep silent; (2) õThey have some communicative purposeö, speakers say things because they want something to happen as a purpose of what they say. They want to speak to their listeners; to give some information, to express pleasure; to agree or complain, etc; and (3) õThey select from their language store.ö In order to achieve this communication purpose they will select the language they think is appropriate for this purpose.

Based on the purpose of communication above, I concluded that communication is our vital need to share meaning. It is very important for us, it fulfilled our need by interacting to other people.

Meanwhile, speaking is the most important skills that make us achieving our goal in communicate easily. We can get success in our life if we fluent in communication and especially in speaking. Here I took some definitions of speaking, as follow:

(1) speaking is the productive oral skill. It consists of producing systematic verbal to convey meaning (Bailey:2005),

(2) speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001:40); and

(3) speaking is the verbal of language to communicate with others. Its function is to convey message which lies in structure and meaning of all languages, whether it is written or spoken (Fulcher, 2003:23)

Based on the definitions above I know that speaking is a production of oral language by human which aimed to deliver message, expressing 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.

2.3.1 Basic Types of Speaking

According to Brown (2004), there are five basic types of speaking: (1) Imitative. It performs the ability to imitate a word, phrase, or sentence, (2) Intensive. It performs the ability to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture), (3) Responsive. It is included the ability to perform short conversation, standard greetings and small talk, simple requests and comments,

The other basic types are: (4) Interactive. Its characteristics are same as the characteristic of responsive, but the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple participants, and the last (5) Extensive (monologue). Extensive are oral production tasks including speeches, oral presentation, and story telling.

Then the type of speaking in my study is included in responsive because the students has to perform an adjacency pair dialogue or short conversation such as standard greetings and small talk, simple requests and comments.

2.3.2 Teaching Speaking

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 students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

There are some explanations about what is teaching speaking, then, according to Nunan (2003),

> Teaching speaking is to teach English language learners to: produce the English speech sounds and sounds patterns; (1) use words and sentence stress, intonation patterns and the rhythm of the second language; (2) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; (3) organize their thoughts in a meaningful and logical sequence; (4) use language as a means of expressing values and judgments; and (5) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to Hughes (2002:6), õthe goal of teaching speaking is communicative efficiencyö. So, in learning speaking, students should be able to make themselves understood and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation. According to Murcia (2001: 110),

> When teaching speaking English as a foreign language, teacher needs to particularly competent at organizing activities in class and motivating the students. However, the teacher needs to make the speaking class to be fun and enjoyable. The teacher has to

create activities that give students many opportunities of communicating with their friends.

So, teaching speaking must be an enjoyable and fun activity that makes the student feels secure to speak up and express their feeling freely.

2.3.3 Assessing Speaking

According to Cambridge dictionary, assessment is when you judge or decide the amount, value, quality or importance of something, or the judgment or decision that is made. Then, the function of assessment is to give feed back for the learner during their learning activities Beside that, I also take the explanation of assessing speaking according to Underhill (1987) cited in Huges (2002: 73), he said õIn genuine oral test, real people meet face to face, and talk to each other.ö From the definition above, I conclude that in assessing speaking, it should be use a directly oral test.

There are some ways in giving evaluation on teaching, according to Harmer (2001: 101), the ways can be followed as,

> Comments: Commenting on student performance happens at various stages both in and outside the class. The teacher can say, very good, good, and that=s not quite right; Marks and grades: When students get good grades, their motivation is often positively affected. However, bad grades can be extremely unheard; and Reports: At the end of year some teacher writes reports on their student=s performance. Such reports should give a clear indication of how well the students have done in the recent past and a reasonable assessment of their future prospects.

Based on the explanation above, teacher can give evaluation in a certain ways, and the evaluation itself can be the way of assessing the studentsø speaking skills. It

also can motivate the students to work hard and to do their best in teaching learning activity.

Meanwhile, a classroom language test is designed to measure the students÷ ability in learning a second or foreign language and also ultimate success in that undertaking. Since this study is concerned with speaking skill, a performance in assessing the students as showed by Lazaraton in Murcia (2001:111):

> The oral skills teacher may be required to make decisions about two kinds of oral assessment. The first, evaluation of classroom performance í A second assessment situation with which the oral skills teacher may be confronted is preparing students to take óinterpreting results from-large scale oral examinations, successful performance on which has become increasingly common as a requirement for admission to universities, as a minimum standard for various types of employment.

In this study, performance assessment is used to measure the student÷s speaking ability one by one. It consists of five aspects, including that are pronunciation, grammar, vocabulary, content, and fluency.

There is a characteristic of many performance based language assessments. õIn such cases the assessment involves learners in actually performing the behavior that we want to measureö (Brown, 2004:11). In interactive tasks, test-takers are measured in the act of speaking, requesting and responding.

(Syakur, 1987: 3) as stated in Pipin (2010) defines there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency that may be assessed: (1) Comprehension, for oral communication certainly requires a subject to respond to speech as well as to initiate

it; (2) Grammar, it is needed for students to arrange a correct sentence in conversation; (3) Vocabulary, vocabulary means the appropriate choice of words which is used in communication; (4) Pronunciation, pronunciation is the way for students÷to produce clearer language when they speak. and; (5) Fluency, fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses.

2.3.4 Activities to Promote Speaking

For getting a good studentsø speaking ability, teachers are allowed to implement some activities in the classroom. It is addressed to make students more interested and they will not be bored during the class. By having a fun activity and being enjoyable, students are assumed to talk a great deal in class and they can express it freely.

According to Harmer (2001), there are some activities to promote speaking skill it the classroom: (1) Discussion, discussion happens when one person face the another person to talk each about his feeling, opinion or idea; (2) Questionnaires, questionnaire is a collection of some questions that aims to collect the data from the amount of people ;(3) Simulation and role-play, simulation and role play are example of a set events that teacher is used to teach students how to perform something in a sequence

Beside the explanation from Harmer above, I also take another activity to promote speaking in the classroom according to Kayi (2001) as follow, (1) Role play, for the activity of role play the teacher usually ask the student to ask question about another student's identity or character and his addition information such as hobby or life; (2) Storytelling, in storytelling the teacher usually asks to the students to read a story for the several times then, he asks to the students to retell it. This activity also can be done in pairs where one student read the story, after that another student retell it; (3) Picture describing, for the activity of picture describing the teacher usually gives the students pictures then he asks to them to mention the characteristics of the pictures orally. In this activity, the teacher usually divides the students in a several groups consist of 4-5 and gives different picture each group.

From the explanation above, there are so many activities that can promote speaking and it help the teacher to present the material easily. However, the level of its success depends on the teacher's way in managing the classrooms' activities. He or she should be able to organize the activity well, make the students feel secure and enjoy the activities.

2.4 Adjacency Pairs

The concept of 'adjacency pairs' was developed predominantly by Sacks and Schegloff (1973). They stated that "This is one of the most basic forms of speech that is used to produce conversation. It is a sequence of two utterances that follow one another, or are 'adjacent' and has two parts, a first pair part and a second pair part."

According to Pope (2005), adjacency pairs is a term to describe the way in which conversations can be segmented into pairs of exchanges that are connected in some way even though spoken by different speakers. A question, for example, expects an answer. A statement invites a response (such as agreement, modification, and disagreement). A command or request expects compliance, etc.

According to Schegloff in Fulcher (2003:36),

> The adjacency pair is usually considered to be most fundamental unit of conversation structure and is one way in which we can understand how turn taking works. An adjacency pair consists essentially of a first and second part produced by two speakers. Examples of adjacency pairs are: question-answer, greeting-greeting, invitation-acceptance (refusal), compliment acceptance, request-compliance, offer-acceptance, and complain apology.
> Based o the explanations above, adjacency pair is a kind of conversation or

dialogue that makes sequences of two related utterances by two speakers and the second utterance is always the response to the first utterance.

2.4.1 Kinds of Adjacency Pairs

According to Fulcher (2003:36) there are some kinds of adjacency pairs. They are: question-answer, greeting-greeting, invitation-acceptance (refusal), complement acceptance, request-compliance, offer-acceptance, and complain apology.

(1) Question-Answer

A question is given to get some information from others. A question asks for information, for clarification, for understanding, for evaluation or for confirmation. The example of questions: A: Whatøs your name? B: My name is Tono; C: Do you

like banana? D: Yes, I like it. There are so many types of question namely interrogative form question, alternative question, tag question and yes-no question.

(2) Greeting-greeting

Greeting is usually used in the opening of conversation. Both of formal and informal conversations use greeting to start talking. The example is: Hi, Good morning, Hi, how are you? How do you do? etc.

(3) Invitation-acceptance (refusal)

An invitation is inviting someone to come somewhere. An invitation can be done in written message or orally. For the example is: *I will have a birthday party tonight, please come.* If we accept the invitation we can say *Ok, All right, I will come, etc.* if we can¢t come we can say *Sorry, I can not come or I'd love too, but I can't come, etc.*

(3) Compliment-acceptance

A compliment is usually a positive statement made to or about someone. According to Tillit and Burder (1993:69) ðThere are tree ways to give a compliment: by saying something nice about the job, by asking how the person made it or where it was bought.ö Therefore, compliment is about something which is amazing, such as beautiful clothes, beautiful hair, etc.

(4) Request-compliance

Request is used when we want to ask someone to do something or when we need someone help. We can use request by saying can, could, would or would you mind í the example is, A: would you open the window? B: Ok.

(5) Offer-acceptance

Based on Cambridge Advanced Dictionary (2005), offer is used to ask someone if they would like to have something or if they would like you to do something or agree to give or provide something to someone. The examples are: *Would you like a drink? Do you want chocolate? etc.*

(6) Complain-apology

As cited in [Thesaurus,](#) the meanings of the words complain are: (1) the kinds of expression that declare the discontent, regret, pain, censure, resentment or grief; (2) it is expression that occurs when someone become dissatisfied, annoyed and a very great sadness; (3) it is a statement of making someone is sad and apology is expression which declare sorry for somebody bad luck. The example of complain is: A: Your work is so bad? B: I am so sorry Mom.

2.5 Curriculum

Teaching English at junior high school in Indonesia as stated in curriculum covers abilities of language, there are listening, speaking, reading, and writing ability. Teaching English at junior high school also focuses on two cycles, oral and written.

In formal education, a curriculum is the set of courses, and their content, offered at a school or university. Hornby (1974: 121) also stated that õCurriculum is a regular course of study as at school or university.ö

Curriculum is a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in given school (Sudrajat).

From the definitions of curriculum above, it could be said that curriculum is a set of guideline consists of goals and materials of a subject of study to achieve the objectives of educational program.

2.5.1 Conversation in School Based Curriculum (KTSP)

Recently, the government introduced KTSP (School Based Curriculum) as a new curriculum replacing Competence Based Curriculum 2004 (KBK). The purpose is to increase the quality of teaching, especially teaching English. In *KTSP Mata Pelajaran Bahasa Inggris* (Depdikbud: 2004), teaching English in junior high school has aims as follows: (1) developing communicative competence either in oral or written ways to achieve functional literacy level; (2) having awareness of the essence and the importance of English to enhance competitive power of nation in global society; (3) developing studentsø understanding about the relationship between language and culture.

The English materials of junior high school are made based on curriculum. The following are competences in speaking at junior high school based on KTSP (School Based Curriculum):

Table 1.1 Competence in Speaking Based on KTSP

Standar Kompetemsi	Kompetensi Dasar
Berbicara 3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.	3.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan memberi pendapat. 3.2 Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima, untuk berinteraksi dengan lingkungan sekitar yang meliputi tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/ tidak menyetujui, memuji, dan memberi selamat.

In this study, teaching how to speak or make a short conversation that aimed to communicate with the society is stated in the competence above. By teaching adjacency pair to the students, it can improve the students ability to communicate in the society to exchange meaning or purpose.

2.5.2 Problems during Speaking Activities in the Classroom

During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students himself, their friends or the teacher. There are several problems which occur during speaking activities that influence studentsø speaking fluency.

Lawtie (2004) wrote that there are three problems which often occur during speaking class. Those problems are: (1) Students do not want to talk or say anything because they are afraid of making mistake or because they are not interested in the topic, (2) When students work in pairs or groups, they just end up chatting in their own language, and (3) When all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

2.6 Characteristic of Junior High School Students

Teaching English speaking to junior high school students is not an easy job, English teacher has to make a situation in class where the students are the one that should be active to speak up. As I cited in School Based Curriculum (KTSP, 2006), the target of teaching English in junior high school is to gain functional level. From the quotation above, the purpose of teaching English in junior high school is included the ability to communicate orally and written to solve their problems in their daily

life. So, the main purpose of teaching English is the ability of communication for the students.

Before giving the activities of speaking in junior high school, the teacher should understand the characteristic of the students. He/she has to know that junior high school students are in age of transition between young learner and adult. They have characteristics that are more complex than young learner. According to Harmer (2001), ðThe junior high school students have great capacity to learn.ö It means that the junior high school students can easily receive the information from their lesson. They also feel curious to learn something that interests them. So, the teacher shall make the enjoyable and fun activities that can stimulate them to practice to speak up.

Meanwhile, the teacher shall set the speaking class to be easy to understand and interesting to practice and to learn. Then, the teacher can give the topic that is familiar or interesting to them, not the topic that is complicated one that they do not interest in it at all. They usually like to talk about fun or interesting stories than talk about economic or politic.

The teacher has to consider the studentsø characteristics and their interest to create a conductive atmosphere in teaching learning activity. The teacher has to remember that the activity will make the students easy to understand the lesson and feel secure to practice to speak.

2.7 Experimental Research

In this research, I used a kind of experimental research. As cited in Best (1995:133), õAn experimental research involves the comparison of the effects of a particular treatment with that of a different treatment and no treatment.ö In other words, an experimental research tries to observe the relation of the cause and the effect which is made by a treatment. Comparing one or more experimental group which get a treatment with one or more control group which do not get the treatment is the way of conducting an experimental research.

Best (1995: 146-151) stated that õThere are three kinds of experimental research: (1) pre-experimental design, (2) quasi experimental design, and (3) true experimental design.ö Pre experimental research design is an experimental design that has no control group as a comparison. Quasi experimental research design is an experimental design that the subject of the research is not randomly chosen and there are two groups included. True experimental research design is an experimental design that is taken randomly and there are also two groups compared.

2.8 Theoretical Framework

Before conducting the research on speaking, the first important thing that should be considered by the researcher is the nature of speaking itself. The researcher should know what speaking is and what areas of knowledge are involved when people speak. Those are the thing which should be taught to the students.

This study limited the theory to make it simply. The theory of puppet was chosen to conduct the study. Because of we can see so many puppets out of there that can be used to deliver the material in teaching easier, this study just focuses on the use of hand puppet in teaching English. Hand puppet is a kind of puppet that that is controlled by our hand. In other word, we can put our hand inside it to control it. The hand puppet can be a sock that has been modified or it can be a doll.

For the kind of communicative activities, this study focused on picture describing, role-play and a story retelling for the activities in the classroom. The students are divided into pairs with her or his friend next to her or him, he or she should work together to perform a role-play based on the situation given. Sometime they also had to describe a picture in pairs.

This study used a kind of experimental design, quasi experimental research named Pre-test Post-test Non Equivalent Control Group Design. There are two group included, experimental group and control group.

In this study, I used a rating scale as proposed by Harris and Brown (2004) with a little changing to score the studentsø result in speaking test. There are five aspects which are scored. They are pronunciation, grammar, vocabulary, comprehension, and fluency. The higher score of each aspect is 5 points.

CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses the subject of the study, population and sample, research design, procedure of the experiment, instruments of the study, scoring system, and technique of data analysis.

3.1 Research Design

In this study, I used a kind of quantitative research, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods in particular statistics (Aliaga and Gunderson: 2002 in Muijs). In this term, quantitative data refer to the use of statistical analysis to calculate the numeral data that are gathered and to analyze them by the use of correlation analysis. These data are expressed in the mathematics and must be evaluated and interpreted by means of appropriate statistical procedure.

Because of the design of the study was quantitative, so I used experimental research study. Experimental research is the way to find the causal relationship between two factors which are raised by the researcher. In doing an experimental research usually two groups are involved and compared to find the influence of a treatment. As cited in Marczky (2005:3), õExperimental research involves comparing two groups on one outcome measure to test some hypothesis regarding causation.ö

In this study, I used the quasi experimental design named Pre-test Post-test Nonequivalent-Group Design. This study used pre-test and post-test to obtain the data. According to Best (1995: 151) the design of the experiment can be describes as follows:

Experimental group	O_1	X_1	O_2
Control Group	O_1	X_2	O_2

As can be seen from the diagram above, there was two groups employed in this design; one group was the experimental group, it received a treatment (X_1) while second group was the control group, it received another treatment (X_2). Here, both of the groups received pre-test (O_1) to obtain first data. Then, the experimental group was given treatment of using hand puppet and picture (X_1) while the control group was using conventional teaching with picture (X_2). Finally, both of the groups were given post-test (O_2) to obtain second data. The effectiveness of hand puppet and the relative improvement of the two groups could be seen from the gain score that is the post-test minus the pre-test score of the two groups.

3.2 Subject of the Study

The subject of the study was the seven grades of Junior High School Students in SMP 11 Semarang in the academic year 2011/2012. It is located at Jl Karangrejo Tengah IX.

3.2.1 Population

As cited in Best (1995:13) õA population is any group of individuals that have one or more characteristics in common that are interesting.ö In this study, the population was the seventh grades students of SMP N 11 Semarang in the academic year 2011/2012. This school was located at Jl Karangrejo Tengah IX Semarang. There were seven classes on the average, each class had 32 students, so the total population was 224. It had seven classes from 7A-7G.

3.2.2 Sample

According to Best (1995:13) õA sample is a small proportion of population selected for observation or analysis.ö I also add the definition of sample based on Arikunto (2002:109), sample is a part that can represent all the population observed. So, by observing the characteristic of the sample, one can make certain inferences about the characteristic of the population from which it is drawn. The sample consisted of the students from the population who were chosen to participate in the

study. Since the population is 224 students divided into seven classes, two classes were selected as the sample by using sampling technique in choosing the class

3.2.3 Sampling Techniques

In this study, I used the nonrandom sampling as mentioned Gay (2008: 99) non random sampling is a sampling technique which is used when it cannot be ensured that each item has an equal chance of being selected, or when selection is based on expert knowledge of the population from I. There are three types of nonrandom sampling and I chose the purposive sampling.

In this study, I used a kind purposive sampling in choosing the sample. Streubert & Carpenter (1995) point out that there is no need to randomly select individuals because manipulation and control are not the purpose of the exercise. Beside that definition above, I also took the definition from Ucdavis , õA purposive sample is a non-representative subset of some larger population, and is constructed to serve a very specific need or purpose.ö So, I choose the sample by myself because of a need or purpose.

. The groups which I took for the research was class 7D as the experimental group and class 7A as the control group. Both classes were selected based on the consideration such as: (1) these classes are given the same English material by the same English teacher, and (2) the students of those classes are equal in level of English.

3.3 Variables

Brown (2004) states õVariable in the simplest term that is something that may vary or differö. Brown also elaborates that there are two types of variable, the independent variable and the dependent variable. To support it, I added the definition of variables by Best (1995:137), õvariables are the conditions or characteristics that the experimenter manipulates, controls or observes.ö In this study, there were two variables included.

3.3.1 Dependent Variable

The dependent variable (Y) was the condition or characteristics that appear, disappear or change as the experimenter introduced, remove or changes independent variable. In this study, the dependent variable is the ability of students speaking skill.

3.3.2 Independent Variable

The independent variable (X) was the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to as certain to their relationship to observed phenomena. According to Best (1995:137), õIn educational research an independent variable may be a particular teaching method, a type of teaching material, or an attribute such as sex or level of intelligence.ö Then, in this study, the independent variable was the use of hand puppet in teaching adjacency pairs.

3.4 Instrument of the Study

Instrument is a tool to gather the data. Kerlinger (1965:118) stated in Ayu (2010: 38) stated that õAn instrument plays an important role in a study in the sense that reliability of the instrument will influence the reliability of the data obtained.ö Then, in this study, I used the form of test, observation journal and try out.

3.4.1 Test

According to Brown (2004:3), õTest is a method of measuring someoneøs knowledge, ability or performance in a given domain.ö Based on the statement above, test can be used to measure the studentsø ability or studentsø learning achievement. In this study, I used pretest and posttest. Pretest was given to both control group and experimental group. It was conducted before the treatment and the posttest, the purpose was to know how was the studentsø achievement in speaking skill especially in performing adjacency pairs. Meanwhile, post test was conducted after the treatment. It was also given to both control group and experimental group. It was taken as measurement tool to measure students speaking achievement before and after the treatment was conducted.

(1) Pre-test

The pre test was conducted on July 25th 2011. There were 20 students joined to the pre-test. Both of control and experimental groups were asked to perform an oral test. The role of pre-test was: first of all I explained to the students that they would

have an oral test, then I divided them into pairs to do a role-play, after that I gave them a situation to perform their dialogue of adjacency pair especially greeting-greeting, request, question-answer, and invitation in the limited time. I recorded the dialogue and rewrite it. While recording, I gave the other students who were waiting for their turn a task, so they would not make a noisy. I also did the same pre-test to the experimental group after I finished it at the control group.

(2) Post-test

Posttest was given to the control and the experimental group after conducting all the treatments and the pretest. The posttest for the control group was conducted on August 3rd 2011 and for the experimental group was on August 4th 2011.

The role of post-test was, I divided the students into pairs to do a role-play, after that I gave them a situation to perform their dialogue of adjacency pair especially greeting-greeting, request, question-answer, and invitation in the limited time. I recorded and rewrite the data to analysis it. I determined the means of the result of the two groups. Then, I compared the two means by applying t-test formula to distinguish whether the studentsø result of speaking test using conventional teaching and using hand puppet as a media of teaching is significant or not to improve students speaking skill.

3.4.2 Observation Journal

Observation was usually used to get some information from an action. In this study, I used the form of observation journal to know how the studentsø response to the lesson in the classroom was. I also used it to know the different condition of teaching learning activity between the experimental group and the control group.

3.4.3 Try Out

I also conducted the try-out before the test. õThe result of try out can be used to measure the validity and the reliability of the test, and it can be carried out in either a small number or a large numberö (Arikunto, 1993:223). So, the try-out function is to determine the extent to which it discriminates between individuals who are different. Thus, the test which has been designed was to represent the sample of testers.

3.4.3.1 Validity

Brown said (1988) õTest validity is the degree to which a test measures what it claims to be measuredö. There are three kinds of validity; content validity, construct validity and criterion related validity. In this study I used content validity. After the test was constructed, I and the English teacher analyzed it. The test represented proficiency of speaking skill for the beginners. It is considered the content validity for the purpose of testing proficiency in speaking skill. According to Arikunto (2006: 67), a test has content validity when the test measures a certain purpose that reflects the material which was given.

In constructing the instrument, I considered some factors which tended to influence the validity of the test, they were: (1) before administering the test, I examined the direction of the test carefully; (2) I explained to the students how to respond the situation given; (3) I constructed the test in a way that the words and the sentences structures is not too difficult for them; and (4) the situations were arranged from the easy situation first to the difficult one.

In this study, the types of the test validity were content validity. õThe measurement of content validity can be observed when we can clearly define the studentsø achievement which related to the objective of the study that stated on the lesson plan that we are measuringö (Brown, 2004:22-23). So the content validity itself was the studentsø achievement that we are measuring. The achievements that we measured as follow, students are able to respond to the greeting; students are able to offer his friend some food; students are able to make a request, etc.

Brown (2004: 23) stated that

> If you are trying to assess a personøs ability to speak a second language in a conversational setting, asking the learner to answer paper-andópencil multiple-choice questions requiring grammatical judgments does not achieve content validity. A test that requires the learner actually to speak within some sort of authentic context does. And if a course has perhaps ten objectives but only two are covered in a test, then content validity suffers.

Based on the statement above, the most proper role to achieve the content validity for the speaking test was asking the students to test the studentsø performance directly. For example was greeting that included asking someone name, address,

hobby, etc with some focus on the grammatical elements, fluency, content, etc. at last, there was no statistical analysis for the validity.

In this study, the try out was used to measure the content validity of the test, especially content validity. I also looked at the curriculum when constructing the test and the test was suitable to the curriculum of English for Junior High School in the competence of speaking on point 3. I also mentioned the objectives of the test.

3.4.3.2 Reliability

Human error, subjectivity and bias may enter into scoring process, so two raters are needed to score the test. According to Brown (2004: 21), õrater-reliability issues are not limited to context where two or more scores are involved.ö Beside that, I also took another explanation of rater reliability based on Fulcer (2003: 138), he stated that õrater reliability is concerned with the extent to which two or more raters are capable of agreeing with each other on the score they award to the same individuals.ö In addition Mullen (1980) in Fulcer (2003: 141) argued that

> Two raters are required in any speaking test, as individual raters tend to have different patterns of rating. Indeed, most investigations of reliability in oral testing recommended the use of at least 2 raters in order to avoid the possible impact that a single rater may have on the test score. õ

Based on the explanations above about rater reliability, I used two raters to give the score for try out and asked the English teacher to give the score and I also give the score. The used of two raters to give two scores would avoid the subjectivity by one person. I applied rater reliability to give the score while conducting the try out.

The try-out was scored by two raters to avoid the subjectivity, and then it was analyzed by discussing of the result from both the two raters. Here, the result of the try out,

Table 1.5 Result of the try-out

No	Code	Rater 1 (researcher)		Rater 2 (teacher)	
		Total	Score	Total	Score
1	S-01	16	64	16	64
2	S-02	15	60	15	60
3	S-03	16	64	17	68
4	S-04	16	64	17	68
5	S-05	17	68	16	64
6	S-06	14	56	15	60
7	S-07	18	72	19	76
8	S-08	17	68	18	72
9	S-09	15	60	16	64
10	S-10	17	68	16	64
11	S-11	15	60	17	68
12	S-12	14	56	16	64
13	S-13	16	64	17	68
14	S-14	14	56	16	64
15	S-15	15	60	17	68
16	S-16	15	60	16	64
17	S-17	16	64	16	64
18	S-18	14	56	15	60
19	S-19	18	72	18	72
20	S-20	15	60	15	60
TOTAL			1252		1312
MEAN		15.65	119.238	16.4	124.952

From the table above, there were some differences between the 1st and the 2nd rater in giving the score, so I concluded to discuss that differences with the teacher. After discussing it, I knew that the teacher had more experiences than me. So, I reflected the teacher in giving the score. I also asked the teacher's advice in giving the proper score.

The teacher and I concluded that the test was not too difficult and not too easy for the students. Then, from the total and the mean, we could see that the different of the total and the score was not too high between the 1st rater and the 2nd rater. From the table above, the teacher also conclude that the students were ready to do the test.

3.5 Procedure of Research

```
                        ┌─────────────────┐
                        │    Pre test     │
                        └─────────────────┘
              ┌──────────────┘       └──────────────┐
              ▼                                       ▼
  ┌─────────────────┐                    ┌─────────────────────┐
  │  Control group  │                    │ Experimental group  │
  └─────────────────┘                    └─────────────────────┘
          │                                         │
          ▼                                         ▼
┌──────────────────────┐              ┌──────────────────────┐
│ Conventional method  │              │   Hand puppet and     │
│    with picture      │              │       picture         │
└──────────────────────┘              └──────────────────────┘
              └──────────────┐       ┌──────────────┘
                             ▼       ▼
                        ┌─────────────────┐
                        │   Post Test     │
                        └─────────────────┘
              ┌──────────────┘       └──────────────┐
              ▼                                       ▼
  ┌─────────────────┐                    ┌─────────────────┐
  │  T-test formula │                    │  T-test formula │
  └─────────────────┘                    └─────────────────┘
          │                                         │
          ▼                                         ▼
┌──────────────────────┐              ┌──────────────────────┐
│  Result is lower than│              │  Result is better than│
│  experimental group  │              │   control group       │
└──────────────────────┘              └──────────────────────┘
```
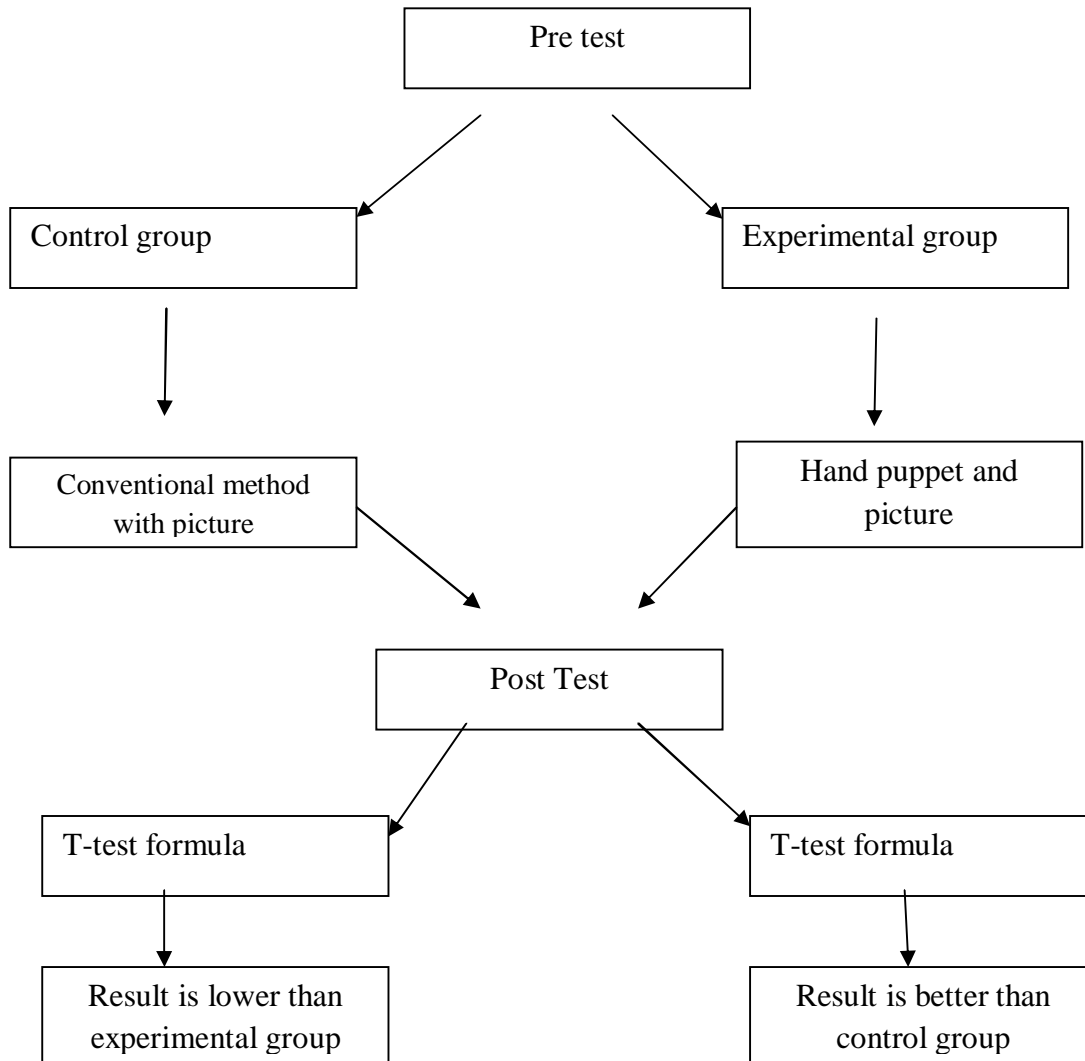
Figure 1.1 the chart of research design

From the chart above, I would explain the procedure of the research. The population of the study was the seventh grades of SMP 11 Semarang in the academic year 2011/2012. In this study I took 20 students for the control group and 20 students for the experimental group.

I taught both control group and experimental group. The control group was taught using conventional method with picture and the experimental group was taught using hand puppet and picture as the media. Both of groups were taught the same materials, but different in media of teaching.

Before I gave the treatment, I gave the pre-test for the both groups. Then, I gave the treatment for them for the several times. After that, I gave post test for both of the group.

3.5.1 Research Activities

A. The activities for the experimental group:

(1) Pretest

The procedure of the pretest for the experimental group was same as the control group. The pretest for the experimental group held on July 25th 2011. The pre-test was conducted to measure the speaking ability of the sample. First, I came to the class and explained what they were going to do. Then, I give them a situation to perform in pairs and I asked the students to come forward one by one and I recorded the conversation.

(2) Treatment

I taught using hand puppet and picture as the media of teaching for the experimental group as the treatment. The first treatment was given on July 28th 2011, the second treatment was given on July 29th 2011, and the third treatment was given on August 2nd 2011

(3) Posttest

Post-test was conducted after treatments. Here, I asked the students did the same activities with the pre-test. The students were given the same theme of situation. The post-test was conducted to know if there was the different score that achieved after giving the treatments. The posttest for the experimental group was conducted on August 4th 2011. Here the table of schedules of experimental group,

Table 1.2 schedules for experimental group

No	Activities for the experimental group	Week I Jul 25	Week II Jul 28	Week III Jul 29	Week IV Aug 2	Week V Aug 4
1	Pretest	■				
2	Teaching using hand puppet		■			
3	Teaching using hand puppet			■		
4	Teaching using hand puppet				■	
5	Posttest					■

B. The activities for the control group

(1) Pretest

Pretest was given before doing the treatment. First, I came to the class that is chosen as the control group. Then I introduced myself to the class and explained to the students about what they are going to do, and then I asked the students to do the pretest. The pretest was conducted on July 25th 2011.

(2) Treatment

I taught using conventional teaching with picture for the control group as the treatment. The first treatment was given on July 27th 2011, the second treatment was given on July 29th 2011, and the third treatment was given on August 2nd 2011.

(3) Posttest

Posttest was given to the control group after conducting all the treatments and the pretest. The test which was given to the students was the same as the pretest. The posttest for the control group was conducted on August 3rd 2011. The schedules of control group.

Table 1.3 Activities of schedule control group

No	Activities for the control group	Week I Jul 25	Week II Jul 27	Week III Jul 29	Week IV Aug 2	Week V Aug 3
1	Pretest	■				
2	Teaching with conventional method		■			

3	Teaching with conventional method			■		
4	Teaching with conventional method				■	
5	Posttest					■

3.6 Scoring Technique

According to Brown (2004:140), õspeaking is a productive skill that can be directly observed.ö So, I scored the students when they perform adjacency pair dialogue. In addition, I also recorded their speech and I will listen and rewrite it for the advance score. Both in the experimental and control group used the rating score and for the scoring rubric, I used the scoring rubric which is proposed by Haris (1969) and Brown (2004) with little changing to score the studentsø result speaking test. Here is the table of rating scale:

Table 1.4 rating score for speaking

	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
Pronunciation	2	Very hard to understand because of pronunciation problems. Must frequently is asked to repeat.

	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	4	Sometimes uses inappropriate terms and/ or most rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.

	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	4	Speed of speech seems to be slightly affected by language problems.
	3	Speech and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only õsocial conversationö spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

The maximum score was 20

3.7 Method of Data Analysis

I got the data from pre-test and post-test then I analyze it. The objective of this study was tested using t-test. T-test is a statistical method that is used to see if two sets of data differ significantly. It was to answer the problem that claimed whether there was significant difference of students score in speaking ability between the students who are taught using hand puppet and those who are conventional technique.

Before that, I computed the difference between two means of the group. She computed the mean, standard deviation, and variance studentsø scores of the experimental group and the control group in pre-test and post-test. The mean (M) was obtained by dividing the total number of all studentsø score (Σ) by number of the subjects (N) that can be described as the formula that is stated by Arikunto (2002: 264):

$$M = \frac{\Sigma}{\rule{2em}{0.4pt}}$$

Then, I calculated the normality, the homogeneity, and t-test of the experimental group and control group in both pre-test and post-test. The normality was used to check whether the distribution of score each group in pre-test and post-test was normal or not. If the distribution score was normal, it can be said that the distribution of the test was valid. According to Hartoyo (2008) the formula was used:

$$^2 = \Sigma \quad \frac{\rule{3em}{0.4pt}}{}$$

where:

χ^2 = chi square

k = the number of students

i = rating score that given by a student to a subject

Oi = the frequency from observation of each class interval

Ei = the intended frequency

The homogeneity was used to measure the equality of two groups in pre-test and post-test. In order to check the data homogeneity, the following formula was used:

$$F = \frac{}{}$$

Where:

F = homogeneity

Vh = the higher variance

Vs = lower variance

If F hitung < F table, it can be concluded that the data both pre-test and post-test was homogeny. Thus, the t-test was used to check whether there was the difference between the means of the experimental group and control group in both pre-test and post-test or not statistically

Meanwhile, after collecting the data, I analyzed the data using the statistical analysis. The post test minus the pre test of the experimental group and the post test minus the pre test of the control group. Second, the mean scores of the experimental group and the control group were determined by using the following formula.

$$mean\ (x) = \frac{\Sigma X}{N}$$
And
$$mean\ (y)\ \frac{\Sigma Y}{N}$$

Notes:

X: student's score of the experimental group

Y : student's score of the control group

N : the number of students in the test

Σ : the sum of

Then I calculate the individual score deviation square of mean of both groups. The formula is:

$$\sum x^2 = \sum x^2 - (\frac{\Sigma x^2}{N})^2$$
And
$$\sum y^2 = \sum y^2 - (\frac{\Sigma y^2}{N})^2$$

x: student's score of the experimental group

x^2: Standard deviation

y : student's score of the control group

N : the number of students in the test

Σ : the sum of

At last, I analyze the results of the test by using a *t*-test. As quoted in Marczyk (2005:220-221), "*t*-tests are used to test mean differences between two groups." In this study the influence of using hand puppet and picture to teach speaking in performing adjacency pairs as follow:

$$t = \frac{}{\sum \quad \sum \qquad \underline{} \quad \underline{}}$$

Notes

t : t-value

Mx: the mean score experimental of group

My: the mean score of control group

$\hat{U}x^2$: total standard deviation of the experimental group

$\hat{U}y^2$: total standard deviation of the control group

Nx: the number of students of the experimental group

Ny: the number of students of the control group (Arikunto, 1998: 306)

To interpret the *t* obtained, it should be consulted with the critical value of the *t*-table to check whether the difference is significant or not. In education research, the 5% (0.05) level of significance was used. If the *t* value was higher than *t* table, it means that there was a significant difference between the two means. On the contrary, if *t* value was lower than *t* table, it means that there is no significant difference between two means.

CHAPTER IV

DATA ANALYSIS

This chapter deals with the discussion of data analysis, test of significance, and discussion of research finding.

4.1 The Experimental Group

This time, I would like to present the result of pre-test in this study as follow,

4.1.1 The Pre-test

In the pre-test, I got the data from the experimental group that the lowest score was 52 and the highest score was 72. Pre-test score had purpose to measure the studentsø ability in speaking before treatment.

In the pre-test, the studentsø ability in speaking was low. In the result of the pre-test, the students faced many difficulties in their speech.

The studentsø pronunciation were bad, most of them did not know how to pronounce word correctly. They tend to make mispronunciation in word õchocolate, like and liveö. They also made many error in grammar such as õI fine –are you?ö. The studentsø vocabulary was limited. They had bad structure. Then, for the studentsø fluency, they used to be silent after saying one or two words; they took long time to think what they wanted to say later. In addition, the idea and the structure of the sentences were not recognized well, they missed to be and some of them did not how

to make the expression from the situation given correctly. However, the students tried their best to perform the dialogue.

4.1.2 The Post-test

In post-test many students got higher score than the pre-test. The lowest score was 64. There was increasing 12 point from the pre-test(52). The highest was 84 so it was also increasing 12 point from the pre-test(72).

After getting the post-test score of the experimental group which had purpose to measure the studentsø improvement after giving the treatment that was using hand puppet and picture as the media for teaching speaking especially for performing adjacency pair dialogue.

From the two calculations above, mean of the experimental groupøs pre-test was 61.4 and mean of the post-test was 73.4 the improvement was 12, to make the improvement clearer, I draw the diagram of the pre-test and post-test of experimental group as follow,
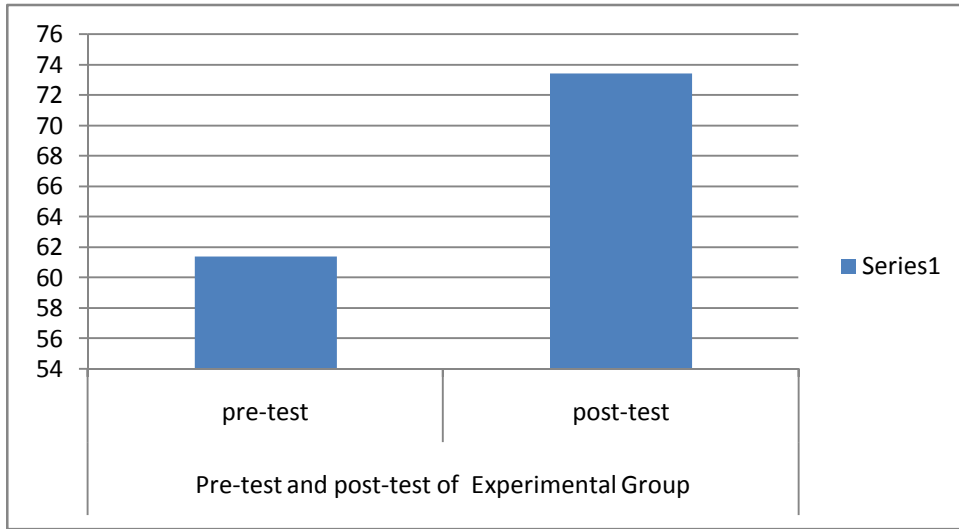
Table 4.1 diagram of the pre-test and post-test of experimental group

pre-test	post-test
61.4	73.4

The studentsø ability in speaking improved on the post-test. Their pronunciation and their grammar got better after they knew how to pronounce the word correctly during the activities in the classroom. Their grammar also improved especially in simple present tense, they knew how to use the right to be for the right subject. The error in constructing their sentences was decrease. Their fluency of speech got better, they didnøt make long pause as they did before. In addition, the content of the dialogue was organized well, it covered all information from the situation/theme.

4.2 The Control Group

4.2.1 The Pre-test

In the pre-test, I got the data from the control group that the lowest score was 48 and the highest score was 72. The pre-test score had purpose to measure the students÷ability in speaking before treatment.

4.2.2 The Post-test

From the post-test, the control group also showing the significant result. The lowest score was 64, the score was increasing 16 point from the pre-test(48) and the highest score was 80, the score was increasing 8 point from the pre-test(72).

After getting teaching dialogue of adjacency pair orally using conventional teaching with picture, the post-test score of the control group which had purpose to measure the studentsø improvement after giving treatment.

From the two calculations above, mean of the control group÷s pre-test was 61.6 and mean of the post-test was 69.4, the improvement was 7.8. To make the improvement clearer, I draw the table of the pre-test and post-test of control group as follow,
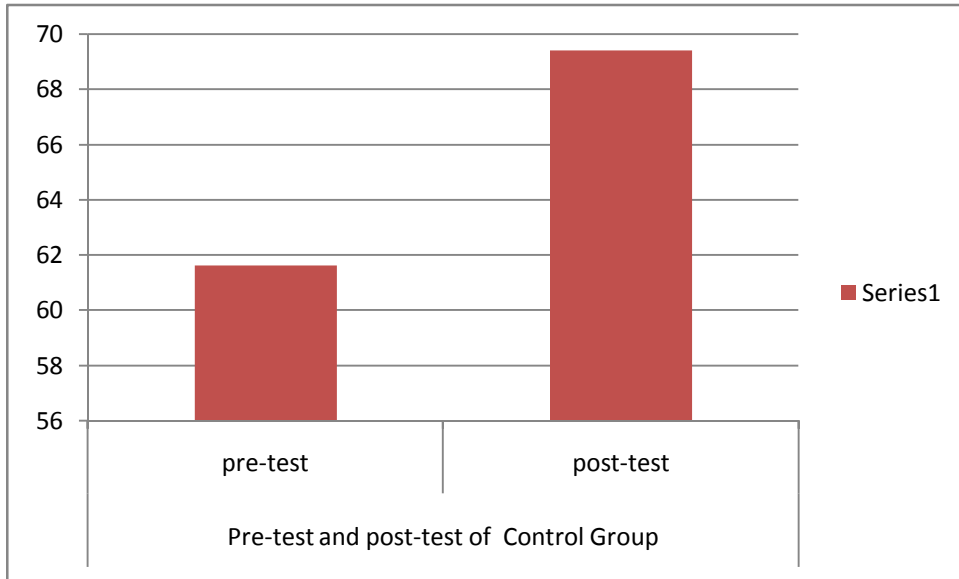
Table 4.2 diagram of the pre-test and post-test of control group

pre-test	post-test
61.6	69.4

Based on the diagram above we can see the improvement of the studentsø speaking ability from their score. Conventional technique using picture which applied to the control group for the treatment also can improve the studentsø ability in speaking.

4.2.3 Difference of Pre-tests and Post-tests between the Experimental and the Control group

In the pre-test, the mean of the experimental group was 61.4 and the control group was 61.6, it showed that the score had relatively equal or there was no significant difference result of the test. Meanwhile, the post-test of the experimental group 73.4 and the post-test of the control group was 69.4. The result of the experimental groupøs post-test was higher than the control groupøs post-test. To make

the difference clearer, I draw the table of the pre-tests and post-tests of the control group and the experimental group as follow,
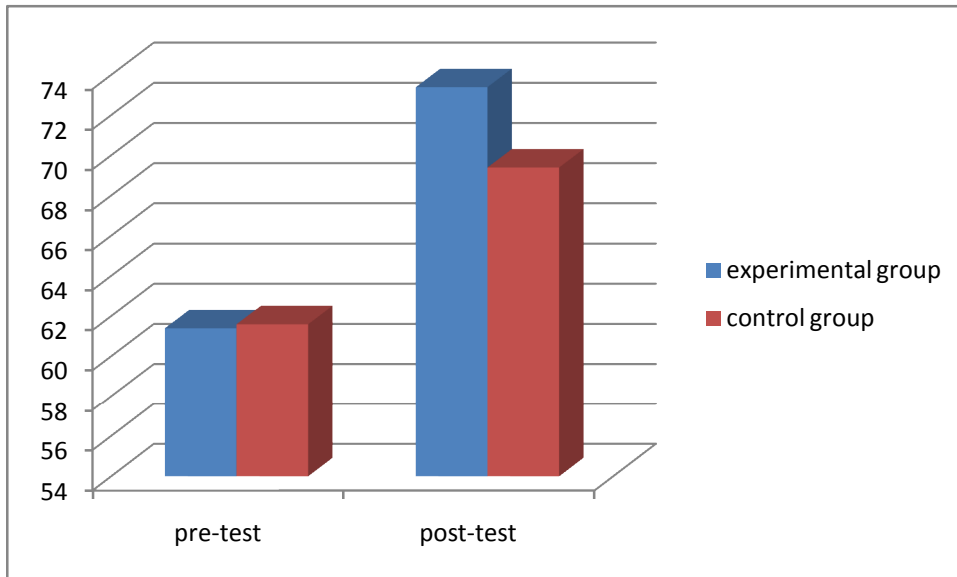
Table 4.3 diagram of Pre-tests Post-tests between the Experimental and the Control group

	pre-test	post-test
experimental group	61.4	73.4
control group	61.6	69.4

Table 4.4 table of the Pre-tests Post-tests between the Experimental and the Control group

4.3 Result of the Treatment (Using Hand Puppet in Teaching Speaking in Performing Adjacency Pair Dialogue)

In this part, I presented the result of the use of Hand Puppet in teaching speaking, especially to perform adjacency pair dialogue. To know the significant result of the treatment, students who divided into two groups based on the class were given tests and treatment. The treatment is conducted for three times, here the students got the explanation of how to make dialogue of greeting, question-answer,

request-acceptance/denial, offer-acceptance and invitation. In giving the treatment, I used hand puppets (frog and mickey mouse) to give the explanation the purpose of each dialogue and I gave example how to perform the dialogue using the puppets.

After conducting the research by using hand puppet as the media in teaching speaking, especially in performing adjacency pair dialogue, I got the result which addressed that the students' ability in speaking increased. There are some factors that influenced the result of this research: (1) the students in the experimental group seem enjoying the lesson and the activity in the classroom, (2) the experimental group students excited with the puppet, they felt happy and free during the lesson, (3) the experimental group students seem more active in speak up, they followed the teaching and learning activity enthusiastically.

The hand puppet that was colorful and funny interests the students, so it eliminated the students' boredom in the classroom. Hand puppet is a real object that they can see, touch, and imagine. It enriches their imagination and helps them to express their idea. In addition, the students always show good response every times I came to the class.

4.4 Normality of the Pre-test Score

The calculation of normality in pre-test is a way to obtain the normality of the distribution score of each group in pre-test. If the distribution was said to be normal, then the distribution of the test in each group was valid.

4.4.1 Normality of the Experimental Group's Pre-test Score

According to the result of the calculation, the $^{2}_{hitung}$ of pre-test score in the control group was 2.195. The value of degree freedom was 3 and the alpha level is 5%. Then through this formula $^{2}_{(5\%)(3)}$ we can calculate that chi square was 7.815. From the data gathered $^{2}_{hitung} = 2.195 < 7.815$ then pre-test score for experimental group was said to be normally distributed. (see appendix on page 124 for complete calculation)

4.4.2 Normality of the Control Group's Pre-test Score

According to the result of the calculation, the $^{2}_{hitung}$ of pre-test score in experimental group is 5.505. The value of degree of freedom was 3 and the alpha level is 5%. Then through this formula $^{2}_{(5\%)(3)}$ we can calculate that chi square was 7.815. From the data gathered $^{2}_{hitung} = 5.505 < 7.815$ then pre-test score for control group was said to be normally distributed. (see appendix on page 128 for the complete calculation)

4.4.3 Homogeneity and *t*-test of the Pre-test

Homogeneity was used to measure the equality of the two groups in pre-test.

4.4.3.1 Homogeneity of Pre-test

In order to check the data homogeneity, the following formula was used:

$$F = \frac{}{}$$

Where:

F   = homogeneity

Vh   = the higher variance

Vs   = the smaller variance

$$F = \frac{Vh}{Vs} = \frac{42.7789}{24.0421} = 1.7793$$

After the calculation, we know that homogeny of pre-test was 1.7793, the value of F table with dk numerator v_1 $v_2 = n_k - 1 = 19$ and $= 5\%$, squared to $v_1 = 19$ and $v_2 = 19$ is 2.53. Because F value $<$ F table, $1.7793 < 2.53$, then we can conclude that the data of the pre-test is homogeneous. (see appendix on page 133 for complete calculation)

4.4.3.2 *t*-Test of Pre-test

To know whether there is any significant different of student achievement, so I checked the pre-test using *t*-test, from the data gathered there were,

Mx   : 61.4

My   : 61.6

$Ûx^2$: 32776.8

$\hat{U}y^2$: 20764.8

the formula of *t*-test is

t : _____

        : _____

        : _____

        : _____

        : _____

        : -0.0168

t-value was -0.0168, dk was 38 and   : 5%, *t*-table was 2.02. Because *t*-value < *t*-table so there is not significant different of pre-test data of experimental group and control group. To make it clearer, I also draw the graphic of *t*-test of pre-test score. (see appendix for the complete calculation on page 120)

Curve 4.1 curve of *t*-test of pre-test

On $\alpha = 5\%$ with dk = 20 + 20 - 2 = 38 the result $t_{(0.95)(38)} =$ 2.02
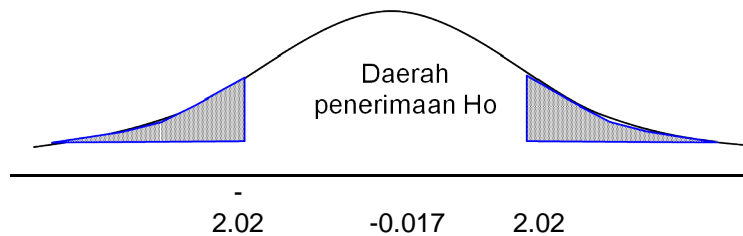
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-2.02   -0.017   2.02

Because t estimation in the Ho area, so we can conclude that there is not significant difference between experiment group and control group in pre-test.

4.5 Normality of the Post-test Score

The calculation of normality in post-test is a way to obtain the normality of the distribution score of each group in post-test. If the distribution was said to be normal, then the distribution of the test in each group was valid.

4.5.1 Normality of the Experimental Group's Post-test Score

According to the result of the calculation, the $x^2{}_{hitung}$ of post-test score in experimental group is 2.495. The value of degree of freedom was 3 and the alpha level is 5%. Then through this formula $x^2{}_{(5\%)(3)}$ we can calculate that chi square was 7.815. From the data gathered $\chi^2{}_{hitung} = 2.495 < 7.815$ then post-test score for experimental group was said to be normally distributed. (see appendix for the complete calculation on page 126)

4.5.2 Normality of the Control Group's Post-test Score

According to the result of the calculation, the $x^2{}_{hitung}$ of post-test score in the control group was 6.982. The value of degree freedom was 3 and the alpha level is 5%. Then through this formula $x^2{}_{(5\%)(3)}$ we can calculate that chi square was 7.815. From the data gathered $x^2{}_{hitung} = 6.982 < 7.815$ then post-test score for control group was said to be normally distributed. (see appendix for the complete calculation on page 130)

4.5.3 Homogeneity and *t-Test* of Post-test

Homogeneity was used to measure the equality of the two groups in pre-test.

4.5.3.1 Homogeneity of Post-test

In order to check the data homogeneity, the following formula was used:

$$F = \frac{V_h}{V_s}$$

Where:

F = homogeneity

Vh = the higher variance

Vs = lower variance

$$F = \frac{V_h}{V_s} = \frac{22.36}{17.31} = 1.2920$$

From the calculation above, we know that homogeny of post test was 1.29, the value of F table with dk numerator v_1 v_2 = nk- 1 = 19 and a = 5 % is 2.53. Because F hitung < F table, 1.2920 < 2.53, then we can conclude that the data of the post-test is homogeneous. (see appendix for the complete calculation on page 136)

Homogeny on pre-test was 1.7793> on post test 1.2920, so that before giving the treatment the students ability were average equal then after the treatment, the homogeny between pre-test was decrease if it compared with post test. So the treatments can give different achievement to the students.

4.5.3.2 *t-Test* of Post-test

To know whether there is any significant different of student achievement, so I checked the pre-test using *t*-test, from the data gathered there were,

Mx   : 73.4

My   : 69.4

$\hat{U}x^2$: 424.8

$\hat{U}y^2$: 328.8

the formula of *t*-test is

t   :

         :

         :

         :

         :

         : 2.84041

t-value was 2.84041, dk was 38 and   : 5%, *t*-table was 2.02. Because *t*-value > *t*-table, 2.84041 > 2.02 so there is a significant different of post-test data of experimental group and control group. To make it clearer, I also draw the graphic of *t*-test of post-test and the complete calculation could be seen on appendix page 120.

Curve 4.2 curve of *t*-test of post-test

On $\alpha = 5\%$ with dk = 20 + 20 - 2 = 38 the result $t_{(0.95)(38)}$ =   2.02
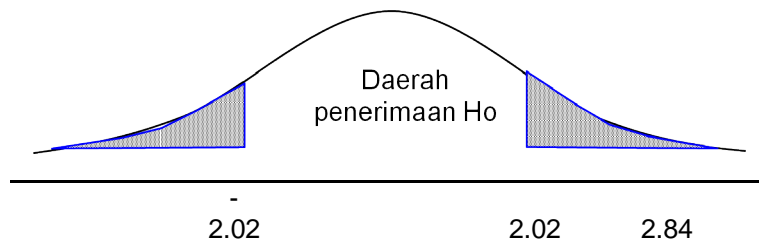
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-
2.02   2.02   2.84

Because t estimation not in the Ho area, so we can conclude that there is significant difference between experiment group and control group

4.6 The Difference between Two Means of Experimental Group and Control Group

After getting the score, whether pre-test or post-test from the experimental group or the control group, I counted the gaining score to find the mean different of the experimental group or the control group. Gaining score was acquired from the post-test score minus the pre-test score. Finally, I used t-test formula to know whether the treatment was effective or not.

Mean of the experimental group from the gaining score, that is post-test score minus pre-test score can be seen as follow,

$$Mx \quad = \frac{\Sigma}{\quad}$$

$$= \frac{.}{\quad}$$

$$= 12 \quad \text{(experimental group)}$$

Then, mean of the control group from the gaining score, that is post-test score minus pre-test score can be seen as follow,

$$My \quad = \frac{\Sigma}{\quad}$$

$$= \frac{\quad}{\quad}$$

$$= 7.8 \quad \text{(control group)}$$

From the two calculations of mean above we know that mean of experimental group 12 > mean of the control group 7.8. So that the treatment for the experimental group especially hand puppet is higher than the treatment of control group (conventional technique). So that hand puppet is better to improve students speaking ability.

Then, I calculated the individual score deviation of each value of the experimental group and the control group.

$$\sum x^2 = \sum X^2 - \frac{\Sigma}{}$$

$$= 3328 - \frac{\cdot}{}$$

$$= 3328 - 2880$$

$$= 448$$

Deviation of each value from the experimental group was 448

$$\sum y^2 = \sum Y^2 - \frac{\Sigma}{}$$

$$= 1744 - \frac{}{}$$

$$= 1744 - 1216.8$$

$$= 527.2$$

Deviation of the control group was 527.2 then the experimental group was 448, because the result control group > experimental group, so that the control groups' data has higher variation than experimental group. Then, the total deviations above were used to count t-value on the next step.

After getting the $\sum x^2$ and $\sum y^2$, then I calculate the t-test using the formula below,

$$t = \frac{\overline{}}{\sqrt{\left(\dfrac{\Sigma\quad\Sigma}{}\right)\left(\dfrac{}{}\;\dfrac{}{}\right)}}$$

$$t = \frac{\overline{\cdot\cdot}}{\sqrt{\left(\dfrac{}{}\right)\left(\dfrac{}{}\;\dfrac{}{}\right)}}$$

$$t = \frac{\overline{}}{\sqrt{\;\cdot\;}}$$

$$t \quad = \frac{\quad}{\quad}$$

$t \quad = 2.62177$

It is showed that t-value was 2.62177 while the critical value on the degree of freedom 38 with 5% significant level is 2.02, Since t value > t table, it means that the difference is statistically significance between teaching speaking in performing adjacency pair dialogue using hand puppet and using conventional technique for the seventh graders of junior high school students, so that hand puppet is effective in improving studentsø speaking ability. The complete calculation could be seen on appendix page 118. Then, to make the different clearer I also make the curve of t-test, here the curve,

Curve 4.3 curve of the t-test between two means

On α = 5% with df= 20 + 20 - 2 = 38 the result $t_{(0.95)(38)}$ = 2.02
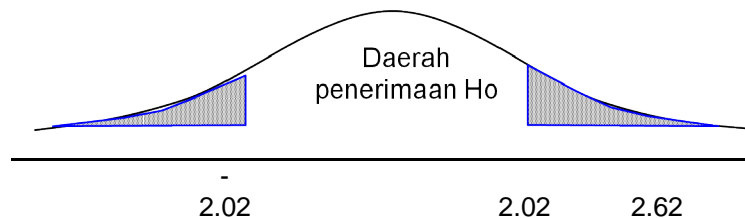
Daerah
penerimaan Ho

-2.02   2.02   2.62

Since t value > t table mean there is a significant difference between experimental and control class on the test the experimental is higher than the control one

From the curve above, we can see the area of hypothesis above then because t-value is higher than t-table so there is significant difference between experimental group and control group. Then, hand puppet is effective to improve studentsø speaking skill in performing adjacency pairs. Because hand puppet is effective to improve studentsø speaking skill in performing adjacency pairs so the null hypothesis

(H_0) that stated Teaching speaking by using hand puppet is not effective to improve students speaking skills in performing adjacency pairs is rejected and (H_1) that stated Teaching speaking by using hand puppet is effective to improve students speaking skills in performing adjacency pairs is accepted.

The difference showed that after getting the treatment, the experimental group got better speaking skill than the control group. It can be seen that there was a significant in the improvement of the studentsø ability in speaking, especially in performing adjacency pair dialogue between the group who use hand puppet as the teaching media and those without using hand puppet. It also can be concluded that hand puppet is effective medium in teaching speaking.

4.7 Analysis of Observation Journal

Observation was usually used to get some information from an action. In this study, I used the form of observation journal to know how the studentsø response to the lesson in the classroom was. I also used it to know the different condition of teaching learning activity between the experimental group and the control group. From the observation journal, it can be seen how the teacherøs way of teaching and the studentsø response was during the lesson, here the result of observation journal,

From the control and the experimental groups observation journal, I could compare the two kinds of observation journal. That in the experimental group the process of teaching learning activity was enough. Although some of the students made noisy, it can be solved. Then, in the experimental group, some of the students

didnøt pay the attention at first but then after the teacher shows her hand puppet and picture, it was effective to make them focus and pay attention to the lesson. Then the use puppet in teaching speaking was good and appropriate. It was used to motivate them to be active to speak up. It was used to encourage them to be confidence to speak up in the class and it was also colorful and fun, it could enrich their imagination. Then, the students not only kept silent and heard the teacherøs explanation, but they also made interaction with the teacher when the teacher invited them to practice with the teacher. In addition, their speaking skill improved after the treatments. Before the treatments were done they used to do many mistake in their speech, especially in their pronunciation, but now their speech was better.

For the control group, the teaching learning process was not good as the experimental group, but it was enough. Then, some of them did not pay attention to the teacher and some of them made noisy and did not do the homework, but they got better in the next meeting. They did not as active as the experimental group; just a few of them asked the questions. Then the interaction between the teacher and the students was not really good as the experimental group. Some of them did not answer the teacherøs question. Then about the ability in speaking, the studentsø ability was also improved enough after the treatments.

From the two comparisons above, it can be concluded that hand puppet is effective in teaching speaking to improve the seven graders of junior high school in performing adjacency pairs. The students were interest in it. They became more

active to speak up and to ask questions in the classroom. They also loved to learn and

to practice speaking using hand puppet.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After conducting the research, I conclude that hand puppet is effective to improve studentsø speaking skill, especially in performing adjacency pair dialogue to the seventh graders of SMP 11 Semarang. It can be drawn from the result of means improvement between the pre-test and the post-test in the experimental group and the control group. The pre-testøs mean of the experimental group was 61.4 and the mean of the post-test was 73.4, the difference was 12. Meanwhile, the pre-testøs mean of the control group was 61.6 and the mean of the post-test was 69.4, the difference was 7.8. Because the mean improvement of experimental group is higher, so the treatment for the experimental group especially hand puppet is better than the treatment for the control group.

Then, because of t-value (2.62177) is higher than critical value (2.02) so there is a significant difference between the students who have been taught using hand puppet and the ones using conventional technique. Since t value > t table, it means that hand puppet is effective to improve studentsø speaking achievement for the seventh graders of junior high school students. So, the null hypothesis (H_0) that stated Teaching speaking by using hand puppet is not effective to improve students speaking skills in performing adjacency pairs is rejected and (H_1) that stated Teaching

speaking by using hand puppet is effective to improve students speaking skills in performing adjacency pairs is accepted.

In addition, hand puppet is effective in teaching speaking to improve the seven graders of junior high school in performing adjacency pairs. 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.

5.2 Suggestion

Hand puppet is one of the alternative media in teaching speaking. There are lots of media beside puppet that can be used. However, hand puppet helps he teacher to deliver the material and it also helps the students to be active in sharing their idea by speaking. So, the students become more active in the teaching-learning processes especially in the competence of speaking.

As we know, the result of the speaking test on the experimental group shows the improvement after the treatment was conducted. So, I would like to give some suggestion as follow,

a. Hand puppet is an appropriate media in teaching speaking for the seventh graders of junior high school students especially in performing dialogue. Because of the reason above, the teacher should use it as one of the media in teaching English especially in the competence of speaking.

b. The students should try to practice speaking using hand puppet. The teacher should let the students try to practice using hand puppet in performing the dialogue with the teacher itself or with their friends. The teacher should give reinforcement and praise while performing the dialogue so, it will make them become more confident and decrease their shame.

c. There is still much kind of puppets which have not been tried yet such as finger puppet and õwayangö. Hopefully the next researcher can conduct the better research by developing the other kinds of puppet as the media in teaching learning processes.

Finally, I hope that the result of this research can be useful for the reader. Hopefully, the reader will have more information about the use of hand puppet in teaching speaking.

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APPENDICES

PRE-TEST

Subject   :Bahasa Inggris

Grade/Semester   : VII/1

Test   : Oral test

Time   : 2x40 minutes

Speaking Test

Instruction: Make a short oral dialogue in pairs about the situation below.

1. Greeting (in the morning)

A: í í í í í í í í í í í í í í í í í ..?

B: í í í í í í í í í í í í í í í í í í .

2. Ask your friend where he/she lives

A: í í í í í í í í í í í í í í í í í í í ..?

B: í í í í í í í í í í í í í í í í í í .

3. Ask your friend to clean the whiteboard

A: í ..?

B: í í í í í í í í í í í í í í í í í í .

4. Offer your friend a chocolate

A: í ..?

B: í í í í í í í í í í í í í í í í í í .

5. Invite your friend to come to your birthday party on Sunday at 8 a.m.

A: í ..?

B: í í í í í í í í í í í í í í í í í í .

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(experimental group)

School   : SMP 11 Semarang

Subject   : Bahasa Inggris

Grade/Semester   : VII A/1

Standar Kompetensi   : **3.** Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar   : 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

Indikator   : 1. Greeting
                           2. Request/asking for help
                           3. Question-Answer

Kind of Text   : Dialogue

Skill   : Speaking

Theme   : School

Time Allocation   : 1x40 menit (1xpertemuan)

I. Objectives of Study

By the end of the lesson 70% students are able to:

1. Perform greeting clearly

2. Make a simple request clearly

3. Respond a simple request clearly

4. Make and respond a simple question-answer clearly

II. Materials

Greeting (sapaan)

X: Hi, Good morning.

How are you?

Y: Hi, I am fine.

X: Hello. How do you do?

Y: Hello. How do you do too?

Request (permintaan)

X: Would you like to open the door?

Y: Yes, with pleasure.

X: Could you clean the whiteboard?

Y: Ok.

X: Could you open the window?

Y: With pleasure.

X: Can I borrow your pencil?

Y: Yes.

X: Can you sweep the floor?

Y: Ok, with pleasure.

Question-answer (Tanya-jawab)

X: What is your name?

Y: My name is Tono.

X: Where do you live?

Y: I live in Semarang.

Vocabularies

Open (buka)	Floor (lantai)
Clean (membersihkan)	Pencil (pensil)
Borrow (meminjam)	Eraser (penghapus)
Window (jendela)	Pen (bolpoin)
Door (pintu)	With pleasure (dengan senang hati)
Sweep (menyapu)	Could/can/would (dapatkah)

III. Method and Techniques

1. TPR

VI. Learning Activities

(meeting 1)

Opening (5 minutes)

1. The class begins with greeting between the teacher and the students.
2. Teacher checks the attendance list.
3. Teacher states the purpose of the lesson.
4. The students pay attention to the purpose / learning objectives of the lesson.

Kegiatan Inti

a. Exploration (5 minutes)

1. Students pay attention to the teacher.
2. The teacher shows puppet and picture related to the theme
3. The teacher guides the students to the material (about how to make greeting, request and question-answer)
4. The students answer the teacher's question related to the material.

b. Elaboration (10 minutes)

1. The teacher gives the example of the dialogues related to the theme.
2. The teacher gives the model how to read the dialogues with her puppet
3. The students repeat after her.

4. The students read the dialogue by theirself.

5. The students practice the dialogue with his/her pairs.

6. The teacher explains the meaning of the words and explains each function of each dialogue.

c. Confirmation (15minutes)

1. The teacher gives the students a situation and then asks the students to make a simple dialogue of greeting, request and question-answer in pairs.

2. The students practice the dialogue in pairs in front of the class.

3. The teacher helps the students and correct their mistake.

Closing (5 minutes)

1. The teacher summarises what they have learned today.

2. The teachers asks the students about their difficulties.

3. The teacher closes the lesson.

V. Sources/Media

1. Picture

2. Hand Puppet

3. English Let's Talk Book

VI. Evaluation

a. Technique   : Oral test

INSTRUMENT

Speaking Test

Grade/Semester VII/I

Conversation (in pairs)

Instruction

1. Make a short oral conversation about the situations in pairs:

a. Greeting

b. introduce yourself to your friend

c. ask your friend to clean the whiteboard

d. you want to borrow your friend's pencil

Rubrik penilaian

Pronunciation	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.
	2	Very hard to understand because of pronunciation problems. Must frequently is asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
	4	Sometimes uses inappropriate terms and/ or most rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words;

Vocabulary		conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	4	Speed of speech seems to be slightly affected by language problems.
	3	Speech and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only õsocial conversationö spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

(Modified from Harris: 1969 and Brown: 2004)

Scoring

Jumlah nilai x 5

Mengetahui	Semarang, 25 Juli 2011
Kepala Sekolah	Guru Mata Pelajaran

Sutrisno, S.Pd	Bu Parmi, S.Pd
NIP.	NIP.

Mahasiswa Praktek

Diah Nurhayati

NIM. 2201407020

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(control group)

School	:SMP 11 Semarang
Subject	:Bahasa Inggris
Grade/Semester	: VII D/1
Standar Kompetensi	: **3.** Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) dengan menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima melakukan interaksi dengan lingkungan terdekat yang melibatkan tindak tutur: menyapa orang yang belum/sudah dikenal, memperkenalkan diri sendiri/orang lain, dan memerintah atau melarang

Indikator : 1. Greeting
2. Request/asking for help
3. Question-Answer

Kind of Text : Dialogue
Skill : Speaking
Theme : School
Time Allocation : 1x40 menit (1xpertemuan)

I. Objectives of Study

By the end of the lesson 70% students are able to:

5. Perform greeting clearly

6. Perform a simple request clearly

7. Perform a simple question-answer clearly

II. Materials

Greeting (sapaan)

X: Hi, Good morning.

How are you?

Y: Hi, I am fine.

X: Hello. How do you do?

Y: Hello. How do you do too?

Request (permintaan)

X: Would you like to open the door?

Y: Yes, with pleasure.

X: Could you clean the whiteboard?

Y: Ok.

X: Could you open the window?

Y: With pleasure.

X: Can I borrow your pencil?

Y: Yes.

X: Can you sweep the floor?

Y: Ok, with pleasure.

Question-answer (Tanya-jawab)

X: What is your name?

Y: My name is Tono.

X: Where do you live?

Y: I live in Semarang.

Vocabularies

Open (buka)

Clean (membersihkan)

Borrow (meminjam)

Window (jendela)

Door (pintu)

Sweep (menyapu)

Floor (lantai)

Pencil (pensil)

Eraser (penghapus)

Pen (bolpoin)

With pleasure (dengan senang hati)

Could/can/would   (dapatkah)

III. Method and Techniques

1. TPR

VI. Learning Activities

(meeting 1)

Opening (5 minutes)

5. The class begins with greeting between the teacher and the students.

6. Teacher checks the attendance list.

7. Teacher states the purpose of the lesson.

8. The students pay attention to the purpose / learning objectives of the lesson.

Kegiatan Inti

a. Exploration (5 minutes)

1. Students pay attention to the teacher.

2. The teacher shows picture related to the theme

3. The teacher guides the students to the material (about how to make greeting, request and question-answer)

4. The students answer the teacher's question related to the material.

b. Elaboration (10 minutes)

1. The teacher gives the example of the dialogues related to the theme.

2. The teacher gives the model how to read the dialogues

3. The students repeat after her.

4. The students read the dialogue by theirself.

5. The students practice the dialogue with his/her pairs.

6. The teacher explains the meaning of the words and explains each function of each dialogue.

c. Confirmation (15)

1. The teacher gives the students a situation and then asks the students to make a simple dialogue of greeting, request and question-answer in pairs.

2. The students practice the dialogue in pairs in front of the class.

3. The teacher helps the students and correct their mistake.

Closing (5 minutes)

1. The teacher summarises what they have learned today.

2. The teachers asks the students about their difficulties.

3. The teacher closes the lesson.

V. Sources/Media

1. Picture

2. English Letøs Talk Book

VI. Evaluation

b. Technique   : Oral test

INSTRUMENT

Speaking Test

Grade/Semester VII/I

Conversation (in pairs)

Instruction

1. Make a short oral conversation about the situations in pairs:

    e. Greeting

    f. introduce yourself to your friend

    g. ask your friend to clean the whiteboard

    h. you want to borrow your friendøs pencil

Rubrik penilaian

	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead of misunderstanding.

Pronunciation	2	Very hard to understand because of pronunciation problems. Must frequently is asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/ or restrict him to basic patterns.
	1	Errors in grammar and word order as severe as to make speech virtually unintelligible.
Vocabulary	4	Sometimes uses inappropriate terms and/ or most rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	4	Speed of speech seems to be slightly affected by language problems.

Fluency	3	Speech and fluency rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	4	Understands nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understands most of what is said at slower than normal speed with repetition.
	2	Has great difficulties following what is said. Can comprehend only õsocial conversationö spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English

(Modified from Harris: 1969 and Brown: 2004

Scoring:

(Jumlah nilai x 5)

Mengetahui   Semarang, 25 Juli 2011
Kepala Sekolah   Guru Mata Pelajaran

Sutrisno, S.Pd   Bu Parmi, S.Pd
 NIP.   NIP.

                          Mahasiswa Praktek

                          Diah Nurhayati
                          NIM. 2201407020

POST-TEST

Subject   :Bahasa Inggris

Grade/Semester : VII/1

Test   : Speaking test

Time   : 2x40 minutes

Oral Test
Instruction: Make a short oral dialogue in pairs about the situation below.

1. Greeting (in the morning)
A: í í í í í í í í í í í í í í í í í í ..?
B: í í í í í í í í í í í í í í í í í í .

2. Ask your friend what is he/she hobby
A: í í í í í í í í í í í í í í í í í í ..?
B: í í í í í í í í í í í í í í í í í í .

3. Ask your friend to clean the blackboard
A: í í í í í í í í í í í í í í í í í í ..?
B: í í í í í í í í í í í í í í í í í í .

4. Offer your friend an ice cream
A: í í í í í í í í í í í í í í í í í í ..?
B: í í í í í í í í í í í í í í í í í í .

5. Invite your friend to come to your birthday party on Monday at 7 p.m.
A: í í í í í í í í í í í í í í í í í í ..?
B: í í í í í í í í í í í í í í í í í í .

RESULT OF PRE-TEST EXPERIMENTAL GROUP (7D)

No	Code	Pronunciation	Grammar	Vocabulary	Content	Fluency	Total	Score
1	X-01	2	3	4	3	3	15	60
2	X-02	3	3	4	3	3	16	64
3	X-03	2	3	4	4	4	17	68
4	X-04	3	3	4	3	3	16	64
5	X-05	2	3	4	3	3	15	60
6	X-06	3	3	3	4	3	16	64
7	X-07	3	3	4	4	3	17	68
8	X-08	2	3	3	4	2	14	56
9	X-09	2	3	3	4	3	15	60
10	X-10	2	3	3	3	3	14	56
11	X-11	3	3	4	3	3	16	64
12	X-12	2	3	3	4	3	15	60
13	X-13	2	3	3	3	2	13	52
14	X-14	3	3	4	3	3	16	64
17	X-17	2	3	3	3	3	14	56
18	X-18	3	3	3	3	3	15	60
19	X-19	3	3	3	3	3	15	60
20	X-20	2	3	4	4	3	16	64
21	X-21	2	3	3	3	3	14	56
22	X-22	3	3	4	4	4	18	72
TOTAL								**1228**

RESULT OF POST-TEST EXPERIMENTAL GROUP (7D)

No	Code	Pronunciation	Grammar	Vocabulary	Content	Fluency	Total	Score
1	X-01	3	4	4	4	4	19	76
2	X-02	3	4	4	4	3	18	72
3	X-03	3	3	4	4	4	18	72
4	X-04	3	4	4	4	4	19	76
5	X-05	3	3	4	4	4	18	72
6	X-06	3	3	4	4	3	17	68
7	X-07	3	4	4	4	4	19	76
8	X-08	3	3	3	4	3	16	64
9	X-09	3	4	3	4	4	18	72
10	X-10	3	3	3	4	4	17	68
11	X-11	3	3	4	4	4	18	72
12	X-12	3	4	4	4	4	19	76
13	X-13	3	3	4	4	3	17	68
14	X-14	4	4	4	4	4	20	80
15	X-15	3	3	4	4	4	18	72
18	X-18	3	4	3	4	4	18	72
19	X-19	3	4	4	4	4	19	76
20	X-20	3	4	4	4	3	18	72
21	X-21	3	4	4	5	4	20	80
22	X-22	4	4	4	5	4	21	84
TOTAL								**1468**

RESULT OF PRE-TEST (CONTROL GROUP)
(7A)

No	Code	Pronunciation	Grammar	Vocabulary	Content	Fluency	Total	Score
1	C-01	3	3	3	3	3	15	60
2	C-02	3	3	3	4	3	16	64
3	C-03	2	3	3	4	2	14	56
4	C-04	2	3	3	3	2	13	52
5	C-05	3	4	4	4	3	18	72
6	C-06	3	3	3	4	3	16	64
7	C-07	2	3	3	3	3	14	56
8	C-08	3	3	3	4	4	17	68
9	C-09	3	4	3	4	2	16	64
10	C-10	3	3	4	4	3	17	68
11	C-11	3	4	4	4	3	18	72
12	C-12	3	3	3	4	3	16	64
13	C-13	3	3	3	3	3	15	60
14	C-14	2	3	3	3	3	14	56
15	C-15	2	3	3	3	3	14	56
16	C-16	3	3	4	3	3	16	64
17	C-17	3	4	3	4	3	17	68
18	C-18	2	2	3	3	2	12	48
19	C-19	2	3	3	3	3	14	56
20	C-20	2	3	4	4	3	16	64
TOTAL								**1232**

RESULT OF POST-TEST CONTROL GROUP (7A)

No	Code	Pronunciation	Grammar	Vocabulary	Content	Fluency	Total	Score
1	C-01	3	4	4	4	3	18	72
2	C-02	3	3	3	4	4	17	68
3	C-03	3	3	3	4	3	16	64
4	C-04	3	3	4	4	3	17	68
5	C-05	4	4	4	4	4	20	80
6	C-06	3	3	4	4	4	18	72
7	C-07	3	3	3	4	3	16	64
8	C-08	3	3	3	4	3	16	64
9	C-09	3	4	3	4	3	17	68
10	C-10	3	3	4	4	3	17	68
11	C-11	3	4	4	4	4	19	76
12	C-12	3	3	4	4	4	18	72
13	C-13	3	3	3	4	4	17	68
14	C-14	3	3	3	4	3	16	64
15	C-15	3	3	4	4	3	17	68
16	C-16	3	3	4	4	4	18	72
17	C-17	3	4	4	4	3	18	72
18	C-18	3	4	4	3	3	17	68
19	C-19	3	4	3	4	3	17	68
20	C-20	3	3	4	4	4	18	72
TOTAL								**1388**

RESULT OF TRY-OUT

PENILAIAN RATER 1
(researcher)

No	Code	Pronunciation	Grammar	Vocabulary	Content	Fluency	Total	Score
1	S-01	2	3	4	4	3	16	64
2	S-02	2	3	3	4	3	15	60
3	S-03	3	3	3	4	3	16	64
4	S-04	3	2	4	4	3	16	64
5	S-05	3	3	4	4	3	17	68
6	S-06	2	3	3	3	3	14	56
7	S-07	3	4	4	4	3	18	72
8	S-08	3	3	4	4	3	17	68
9	S-09	3	3	3	3	3	15	60
10	S-10	3	4	3	4	3	17	68
11	S-11	2	3	4	3	3	15	60
12	S-12	2	3	3	3	3	14	56
13	S-13	2	3	4	4	3	16	64
14	S-14	3	3	3	3	2	14	56
15	S-15	3	3	3	3	3	15	60
16	S-16	3	3	3	3	3	15	60
17	S-17	3	3	3	4	3	16	64
18	S-18	2	3	3	4	2	14	56
19	S-19	3	4	4	4	3	18	72
20	S-20	3	3	3	3	3	15	60
TOTAL								1252

PENILAIAN RATER 2
(teacher)

TRY OUT

No	Code	Pronunciation	Grammar	Vocabulary	Content	Fluency	Total	Score
1	S-1	3	3	3	4	3	16	64
2	S-2	2	3	3	4	3	15	60
3	S-3	3	3	4	4	3	17	68
4	S-4	3	4	3	4	3	17	68
5	S-5	3	3	3	4	3	16	64
6	S-6	3	3	3	3	3	15	60
7	S-7	4	4	4	4	3	19	76
8	S-8	4	3	4	4	3	18	72
9	S-9	3	3	3	4	3	16	64
10	S-10	3	3	3	4	3	16	64
11	S-11	3	3	4	4	3	17	68
12	S-12	3	3	3	4	3	16	64
13	S-13	3	3	4	4	3	17	68
14	S-14	3	3	3	4	3	16	64
15	S-15	3	3	4	4	3	17	68
16	S-16	3	3	3	4	3	16	64
17	S-17	3	3	3	4	3	16	64
18	S-18	2	3	4	3	3	15	60
19	S-19	3	4	4	4	3	18	72
20	S-20	3	3	3	3	3	15	60
TOTAL								1312

Dialogue transcribe of the EXPERIMENTAL GROUP'S Pre-Test

C3   : Hi, Good morning?

C4   : Good morning.

C3   : How are you?

C4   : I fine.

C3   : Where do you live?

C4   : I live on Jl. Deliksari, and you?

C3   : I live on Jl. Kesatrian.

C4   : Clean the whiteboard please!

C3   : Yes.

C4   : Do you like a chocolate?

C3   : Yes.

C5   : Good morning?

C6   : Good morning.

C5   : How are you?

C6   : Iøm fine.

C5   : Where do you live?

C6   : I live on Jl. Puri 6 F 2 No 2, and you?

C5   : I live on Jl. Dewi Sartika Barat.

C6   : Clean the whiteboard please!

C5   : Yes.

C6   : Do you like chocolate?

C5   : Yes.

C6   : Please to come birthday party.

C5   : Yes

C9   : Good morning?

C10   : Good morning.

C9   : How are you?

C10   : I fine.

C9   : Where you live?

C10   : I live on Asrama renang gor Jatidiri, and you?

C9   : I live on Jl. Setia Rukun number 31.

C10   : What do you want clean whiteboard?

C9   : Yes, because today I am..

C19   : Good morning?

C20   : Good morning.

C19   : How are you?

C20   : I fine.

C19   : Where do you live?
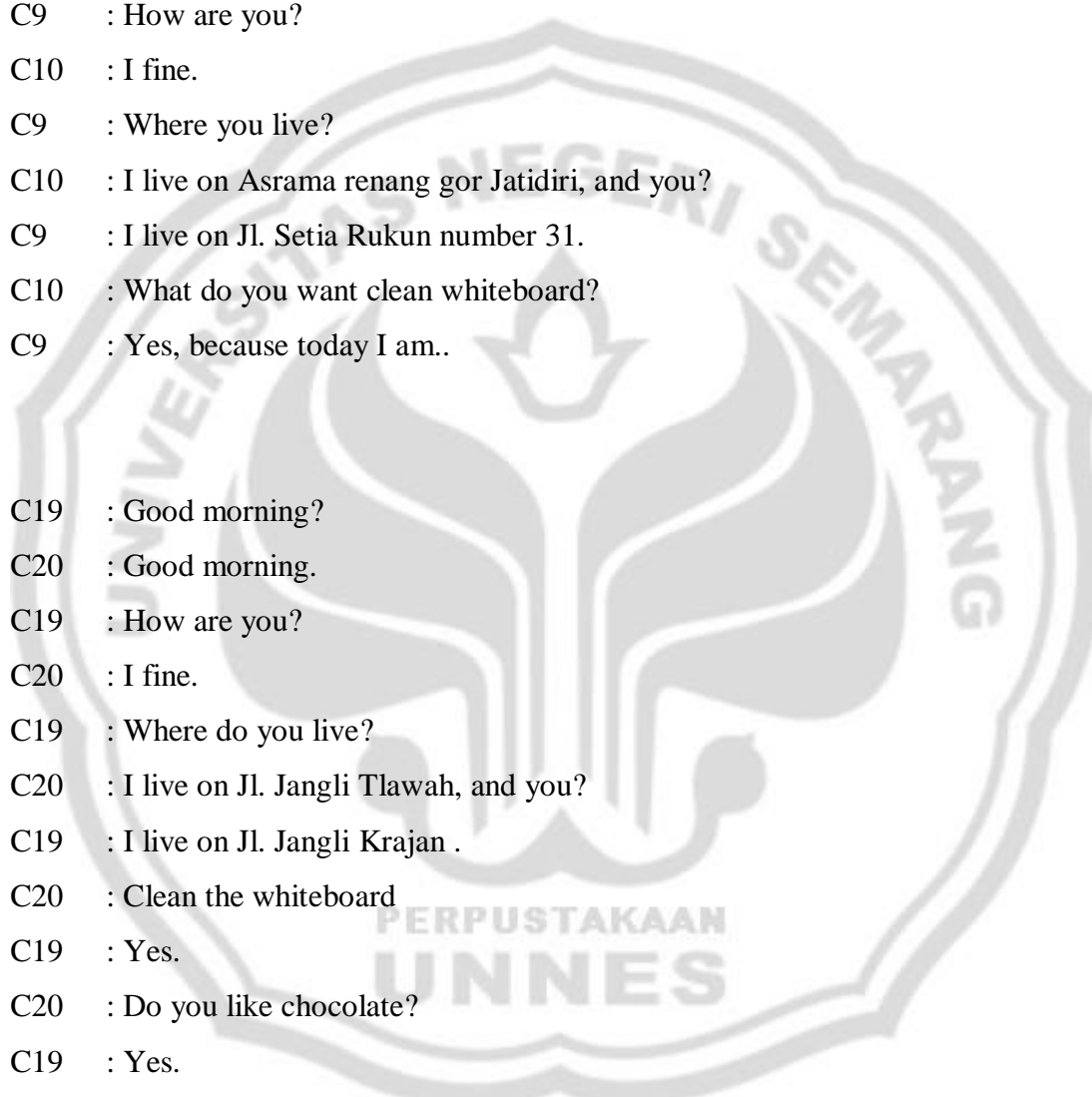
C20   : I live on Jl. Jangli Tlawah, and you?

C19   : I live on Jl. Jangli Krajan .

C20   : Clean the whiteboard

C19   : Yes.

C20   : Do you like chocolate?

C19   : Yes.

Dialogue transcribe of the EXPERIMENTAL GROUP'S Post-Test

C3   : Hi, Good morning?

C4   : Good morning.

C3   : How are you?

C4   : I am fine.

C3   : Where do you live?

C4   : I live on Jl. Deliksari, and you?

C3   : I live on Jl. Kesatrian.

C4   : Clean the whiteboard please!

C3   : Yes.

C4   : Do you like a chocolate?

C3   : Yes.

C4   : Please come to my birthday party on Sunday at 8 a.m.

C3   : Yes.

C5   : Good morning?

C6   : Good morning.

C5   : How are you?

C6   : I am fine.

C5   : Where do you live?

C6   : I live on Jl. Puri 6 F 2 No 2, and you?

C5   : I live on Jl. Dewi Sartika Barat.

C6   : Clean the whiteboard please!

C5   : Yes.

C6   : Do you want chocolate?

C5   : Yes.

C6   : Please come to my birthday party on Sunday at 8 a.m.

C5   : Yes.

C9   : Good morning?

C10   : Good morning.

C9   : How are you?

C10   : I fine.

C9   : Where do you live?

C10   : I live on Asrama renang gor Jatidiri, and you?

C9   : I live on Jl. Setia Rukun number 31.

C6   : Clean the whiteboard please!

C5   : Yes.

C6   : Do you want chocolate?

C5   : Yes.

C6   : Please come to my birthday party on Sunday at 8 a.m.

C5   : Yes.

C19   : Good morning?

C20   : Good morning.

C19   : How are you?

C20   : I fine.

C19   : Where do you live?

C20   : I live on Jl. Jangli Tlawah, and you?

C19   : I live on Jl. Jangli Krajan .

C20   : Clean the whiteboard please.

C19   : Yes.

C20   : Clean the whiteboard please!

C19   : Yes.

C20   : Do you want chocolate?

C19   : Yes.

C20   : Please to come to my birthday party on Sunday at 8 a.m.

C19   : Yes.

Dialogue transcribe of the CONTROL GROUP'S Pre-Test

C1   : Good morning?

C2   : Good morning.

C1   : How are you today?

C2   : I am fine tingks you.

C1   : Where do you live?

C2   : I live on Jl. Merbabu utara dalam no.50 and you?

C1   : I live on Jl. Jangli krajan no.37

C2   : Clean the whiteboard please!

C1   : Yes.

C2   : What you friend a chocolate?

C1   : Yes.

C2   : Please your come home to your birthday party on Sunday at 8 a.m.

C1   : Yes.

C3   : Good morning?

C4   : Good morning.

C3   : How are you?

C4   : I fine.

C3   : Where do you live?

C4   : I live on Jl. Karang anyar legok and you?

C3   : I live on Jl. Karang panas.

C9   : Good morning guys?

C10   : Good morning.

C9   : How are you?

C10   : I am fine, and you?

C9   : I am fine.

C10   : Where do you live?

C9   : I live on Jl. Sanggung Raya rt 06 rw 06 and you?

C10   : I live on Jl. Kalilangse no: 364

C9   : Please a clean of whiteboard?

C10   : Yes.

C9   : What do you like a chocolate?

C10   : Yes. I like.

C19   : Good morning?

C20   : Good morning.

C19   : How are you?

C20   : I am fine, and you?

C19   : I am fine.

C20   : Where do you live?

C19   : I live on Jl. Sultan Agung. Komp. AKPOL Blok N 27, and you?

C20   : I live on Jl. Karangrejo Tengah

C19   : Please a clean of whiteboard?

C20   : Yes.

C19   : What you a chocolate?

C20   : Yes.

Dialogue transcribe of the CONTROL GROUP'S Post-Test

C1   : Good morning?

C2   : Good morning.

C1   : How are you today?

C2   : I am fine thank you.

C1   : Where do you live?

C2   : I live on Jl. Merbabu utara dalam no.50 and you?

C1   : I live on Jl. Jangli krajan no.37

C2   : Clean the whiteboard please!

C1   : Yes.

C2   : Do you like friend a chocolate?

C1   : Yes.

C2   : Please come to birthday party on Sunday at 8 a.m.

C1   : Yes.

C3   : Good morning?

C4   : Good morning.

C3   : How are you?

C4   : I am fine.

C3   : Where do you live?

C4   : I live on Jl. Karang anyar legok and you?

C3   : I live on Jl. Karang panas.

C4   : Clean the whiteboard please!

C3   : Yes.

C4   : Do you like a chocolate?

C3   : Yes.

C4   : Please come to my birthday party on Sunday at 8 a.m.

C3   : Yes.

C9   : Good morning guys?

C10   : Good morning.

C9   : How are you?

C10   : I am fine, and you?

C9   : I am fine.

C10   : Where do you live?

C9   : I live on Jl. Sanggung Raya rt 06 rw 06 and you?

C10   : I live on Jl. Kalilangse no: 364

C9   : Please clean of whiteboard?

C10   : Yes.

C9   : Do you want a chocolate?

C10   : Yes.

C9   : Please come to my birthday party on Sunday at 8 a.m.

C10   : Yes.

C19   : Good morning?

C20   : Good morning.

C19   : How are you?

C20   : I am fine, and you?

C19   : I am fine.

C20   : Where do you live?

C19   : I live on Jl. Sultan Agung. Komp. AKPOL Blok N 27, and you?

C20   : I live on Jl. Karangrejo Tengah

C19   : Please clean the whiteboard?

C20   : Yes.

C19   : Do you want a chocolate?

C20   : Yes.

C19   : Please come to my birthday party on Sunday at 8 a.m.

C20   : Yes

a) The Observation Journal of the Experimental Group

First Observation journal of the Experimental group (28th of July 2011)

No	Time	Interaction in the class	Students'/teacher's response
1	Teacher enters the class and greet the students		Students respond the greeting
2	After 5 minutes	The teacher asks about students' hobby	Only 4 students answer the question.
3	After 10 minutes	The teacher shows hand puppets and pictures related to the materials.	All of students looks interest with it and they ask question
4	After 15 minutes	The students ask, what is it ma'am? Waw mickey mouse and frog. The teacher asks, what is the picture about?	It's hand puppet. All of the students answer it is door, window, whiteboard, cake, and

			chocolate
5	After 20 minutes	The teacher asks, Is it funny? Do you like it? Then the teacher gives the material which will be taught. The teacher asks, do you like chocolate?	12 students answer, Yes. I like 20 students answer, Yes. I like and 2 students answer No. the other are keep silent
6	After 25 minutes	Most of the students pay attention when the teacher explains the dialogue of greeting, invitation, request, offer-acceptance and question-answer using her hand puppet and gives the example how to perform the dialogue with the puppet.	
7	After 30 minutes	The teacher invites one of the students to have a dialogue with her using hand puppet.	The other students pay attention on it. They keep silent and focus on it.
8	After 35 minutes	Some students borrow the hand puppet and play with it to his friend.	
9	After 40 minutes	The teacher asks to the students to make a dialogue of greeting, request, offer acceptance for the homework and it will be presented in the next meeting. Then the teacher asks for difficulties and closes the lesson.	Some of them say Oh.. and the other say Ok maøam. 11 the students ask the question about vocabulary and structure.

Second Observation journal of the Experimental group (29th of July 2011)

No	Time	Interaction in the class	Students'/teacher's response
1	After 5 minutes	The teacher reviews for the previous meeting and check the students understanding by asking some questions about the previous material.	10 students answer the questions
2	After 10 minutes	The teacher invites 3 students to have a dialogue with her using hand puppet in turn.	The 3 students respond it happily.
3	After 15 minutes	The teacher asks the students to show their homework.	All of the students do the homework and most of them do it satisfactory.
4	After 20 minutes	The teacher asks the students to practice the dialogue with the friend next to her, in pairs.	Most of the students practice the dialogue.
5	After 25 minutes	The teacher controls the activity and helps the students who are error in his pronunciation.	10 students ask the teacher how to pronounce the words correctly.

6	After 30 minutes	The teacher controls the activity and gives the reinforcement to motivate the students.	Most of them work hard n a loud voice while practicing the dialogue.
7	After 35 minutes	The teacher gives the assignment to the students who have finished in practicing the dialogue.	The students do the assignment silently so they doesnøt make noisy.
8	After 40 minutes	The teacher asks for difficulties, gives the conclusion and closes the lesson.	The students look happily

b) The Observation Journal of the Control Group

First Observation journal of the Control group (27th of July 2011)

No	Time	Interaction in the class	Studentsø/teacherøs response
1	After 5 minutes	The teacher asks about studentsø hobby	Only 5 students answer the question.
2	After 10 minutes	The teacher shows picture related to the material	All of students looks interest with it and they ask question
3	After 15 minutes	The teacher asks, what is the picture about?	All of the students answer it is door, window, whiteboard, cake, and chocolate
4	After 20 minutes	The teacher asks, do you like chocolate?	15 students answer, Yes. I like and 3 students answer No. the other are keep silent.
5	After 25 minutes	Some of the students pay attention when the teacher explains the dialogue of greeting, invitation,	Some of them make noisy.

		request, offer-acceptance and question-answer using her hand puppet and gives the example how to perform the dialogue with the puppet.	
6	After 30 minutes	The teacher invites one of the students to have a dialogue with the teacher	Some of the students pay attention on it. Some of them have a talk with their friend then the teacher asks him to listen to their friend.
7	After 35 minutes	Some of them make noisy then the teacher gives them an assignment in the book.	
8	After 40 minutes	The teacher asks to the students to make a dialogue of greeting, request, offer acceptance for the homework and it will be presented in the next meeting. Then the teacher asks for difficulties and closes the lesson.	Some of them say Oh.. and the other say Ok ma'am. 4 students ask the question about vocabulary and structure.

Second Observation journal of the Control group (29th of July 2011)

No	Time	Interaction in the class	Students'/teacher's response
1	After 5 minutes	The teacher reviews for the previous meeting and check the students understanding by asking some questions about the previous material.	5 students answer the questions
2	After	The teacher invites 3 students to have	The 3 students respond it.

	10 minutes	a dialogue with her using hand puppet in turn.	
3	After 15 minutes	The teacher asks the students to show their homework.	Most of the students do the homework and they do it satisfactory. 4 students doesn't do the homework then, I ask them to write the material on the book and submit it to me.
4	After 20 minutes	The teacher asks the students to practice the dialogue with the friend next to her, in pairs.	Most of the students practice the dialogue.
5	After 25 minutes	The teacher controls the activity and helps the students who are error in his pronunciation.	No students ask the teacher how to pronounce the words correctly but the teacher correct their pronunciation at the time while they practicing their dialogue.
6	After 30 minutes	The teacher controls the activity and gives the reinforcement to motivate the students.	Most of them work hard n a loud voice while practicing the dialogue.
7	After 35 minutes	The teacher gives the assignment to the students who have finished in practicing the dialogue.	The students do the assignment silently so they doesn't make noisy.
8	After 40 minutes	The teacher asks for difficulties, gives the conclusion and closes the lesson.	The students look happily

TABLE OF THE EXPERIMENTAL GROUP

No	TEST CODE	PRE TEST	POST TEST	DIFFERENTS (x)	x^2
1	E-01	60	76	16	256
2	E-02	64	72	8	64
3	E-03	68	72	4	16
4	E-04	64	76	12	144
5	E-05	60	72	12	144
6	E-06	64	68	4	16
7	E-07	68	76	8	64
8	E-08	56	64	8	64
9	E-09	60	72	12	144
10	E-10	56	68	12	144
11	E-11	64	72	8	64
12	E-12	60	76	16	256
13	E-13	52	68	16	256
14	E-14	64	80	16	256
15	E-15	56	72	16	256
16	E-16	60	72	12	144
17	E-17	60	76	16	256
18	E-18	64	72	8	64
19	E-19	56	80	24	576
20	E-20	72	84	12	144

	ΣX	1228	1468	240	3328

TABLE OF THE CONTROL GROUP

No	TEST CODE	PRE TEST	POST TEST	DIFFERENTS (x)	x^2
1	C-01	60	72	12	144
2	C-02	64	68	4	16
3	C-03	56	64	8	64
4	C-04	52	68	16	256
5	C-05	72	80	8	64
6	C-06	64	72	8	64
7	C-07	56	64	8	64
8	C-08	68	64	-4	16
9	C-09	64	68	4	16
10	C-10	68	68	0	0
11	C-11	72	76	4	16
12	C-12	64	72	8	64
13	C-13	60	68	8	64
14	C-14	56	64	8	64
15	C-15	56	68	12	144
16	C-16	64	72	8	64
17	C-17	68	72	4	16
18	C-18	48	68	20	400
19	C-19	56	68	12	144

20	C-20	64	72	8	64
	ΣX	**1232**	**1388**	**156**	**1744**

T- TEST BETWEEN TWO MEANS OF EXPERIMENTAL GROUP AND CONTROL GROUP

Hypothesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

Formula

To measure hypothesis using the formula below :

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\dfrac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\dfrac{1}{N_x} + \dfrac{1}{N_y}\right]}}$$

	Experimental	Control
Sum	240.0	156.0
n	20	20
$\bar{x}$	10.91	7.09
Standart deviation (s)	709.82	637.82

Where :

$$\text{Mx} = \frac{\Sigma X}{Nx} = \frac{240.0}{20} = 12 \qquad \text{My} = \frac{\Sigma Y}{Ny} = \frac{156}{20} = 7.8$$

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{Nx} \qquad\qquad \Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma y)^2}{Nx}$$

$$= 3328 - \frac{(240.0)^2}{20} \qquad\qquad = 1744 - \frac{(156)^2}{20}$$

$$= 3328 - 2880 \qquad\qquad = 1744 - 1216.8$$

$$= 448 \qquad\qquad\qquad = 527.2$$

M_x = Mean of Experimental Group

M_y = Mean of Control Group

$\hat{U}x^2$ = Standard Deviation

$$t = \underline{}$$

$$= \underline{}$$

$$= \underline{}$$

$$= \underline{}$$

$$= 2.62177$$

On $\alpha = 5\%$ with dk $= 20 + 20 - 2 = 38$ the result $t_{(0.95)(38)} = 2.02$

Daerah
penerimaan Ho

-
2.02   2.02   2.62
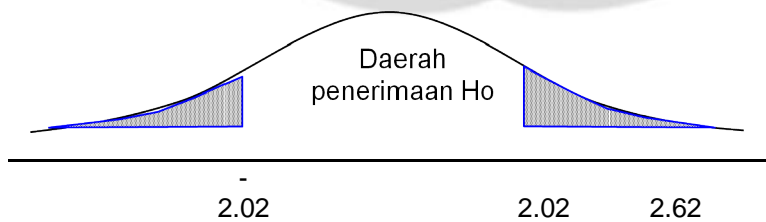
Since t value > t table mean there is a significant difference between experimental

and control class on the test the experimental is higher than the control one

T-TEST DATA OF PRE-TEST

Hypothesis

Ho : μ_1

Ha : μ_1

Formula

To maensure hypothesis using the formula below :

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\dfrac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\dfrac{1}{N_x} + \dfrac{1}{N_y}\right]}}$$

$$Mx = \frac{\Sigma X}{Nx} = \frac{1228}{20} = 61.4 \qquad My = \frac{\Sigma Y}{Ny} = \frac{1232}{20} = 61.6$$

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{Nx} \qquad \Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma y)^2}{Nx}$$

$$= 108176 - \frac{(1228)^2}{20} \qquad = 96656 - \frac{(1232)^2}{20}$$
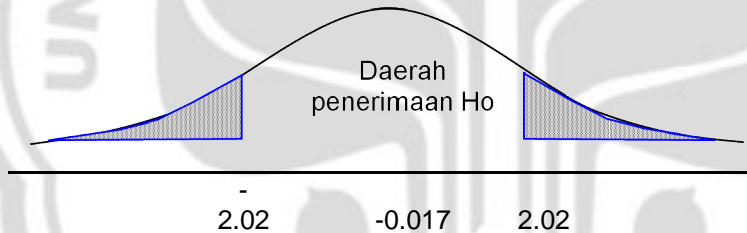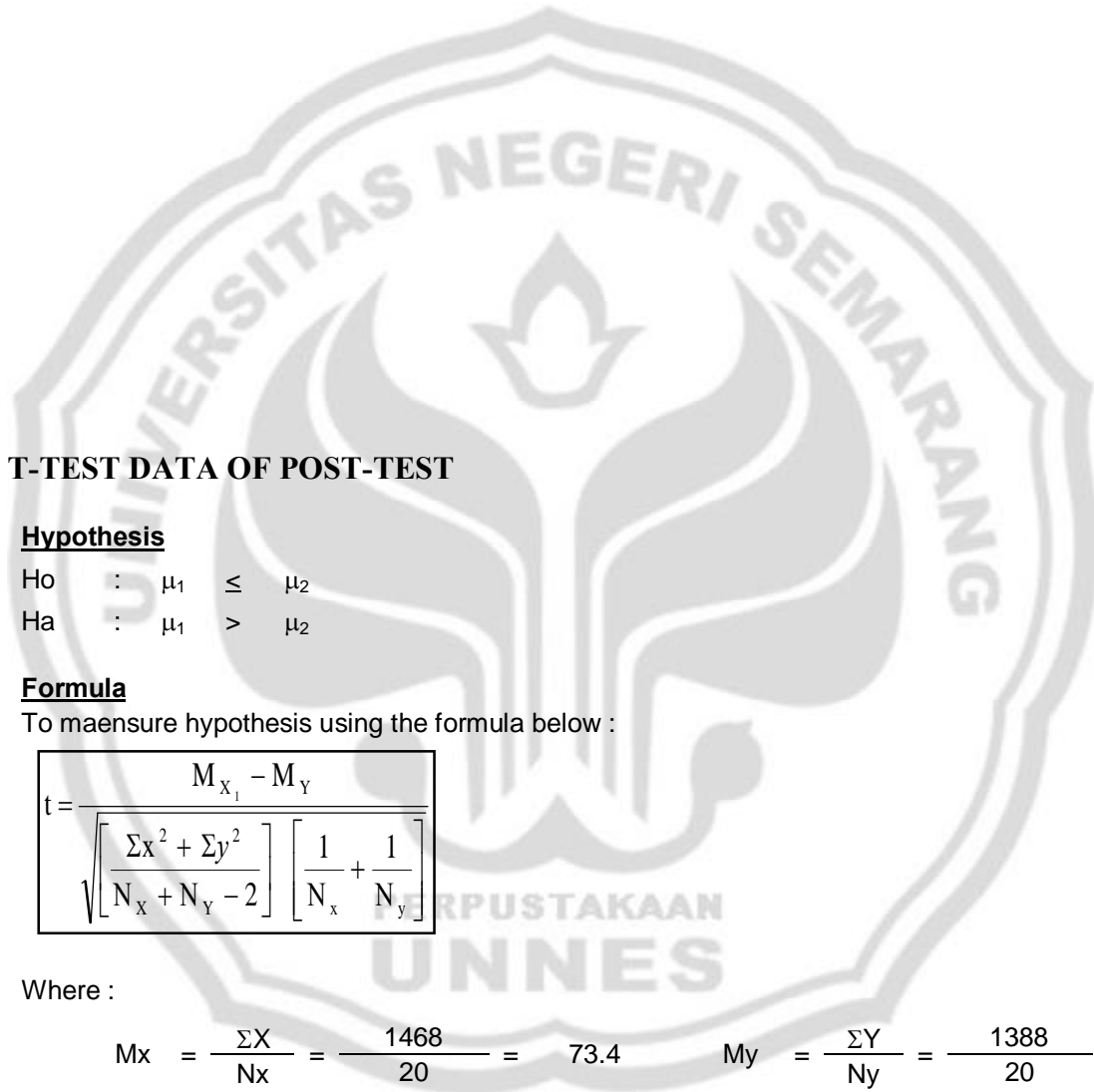
$= 108176 - 75399.2$

$= 96656 - 75891.2$

$= 32776.8$

$= 20764.8$

$$t = \frac{61.40 - 61.60}{\sqrt{\left(\frac{32776.8 + 20762.80}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$= \frac{-0.20}{\sqrt{\left(\frac{53541.6}{38}\right)\left(\frac{2}{20}\right)}}$$

$$= \frac{-0.20}{\sqrt{140.899}}$$

$$= \frac{-0.20}{11.9}$$

$$= -0.0168$$

On $\alpha = 5\%$ with dk $= 20 + 20 - 2 = 38$ the result $t_{(0.95)(38)} = 2.02$

Daerah penerimaan Ho

-2.02   -0.017   2.02

Because t estimation in the Ho area, so we can conclude that there is not significant difference between experiment group and control group

T-TEST DATA OF POST-TEST

Hypothesis

Ho : μ_1 $\leq$ μ_2
Ha : μ_1 $>$ μ_2

Formula
To maensure hypothesis using the formula below :

$$t = \frac{M_{X_1} - M_Y}{\sqrt{\left[\frac{\Sigma x^2 + \Sigma y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_x} + \frac{1}{N_y}\right]}}$$

Where :

$$Mx = \frac{\Sigma X}{Nx} = \frac{1468}{20} = 73.4 \qquad My = \frac{\Sigma Y}{Ny} = \frac{1388}{20} = 69.4$$

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{Nx} \qquad \Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma y)^2}{Nx}$$

$$= 108176 - \frac{(1468)^2}{20} \qquad = 96656 - \frac{(1388)^2}{20}$$

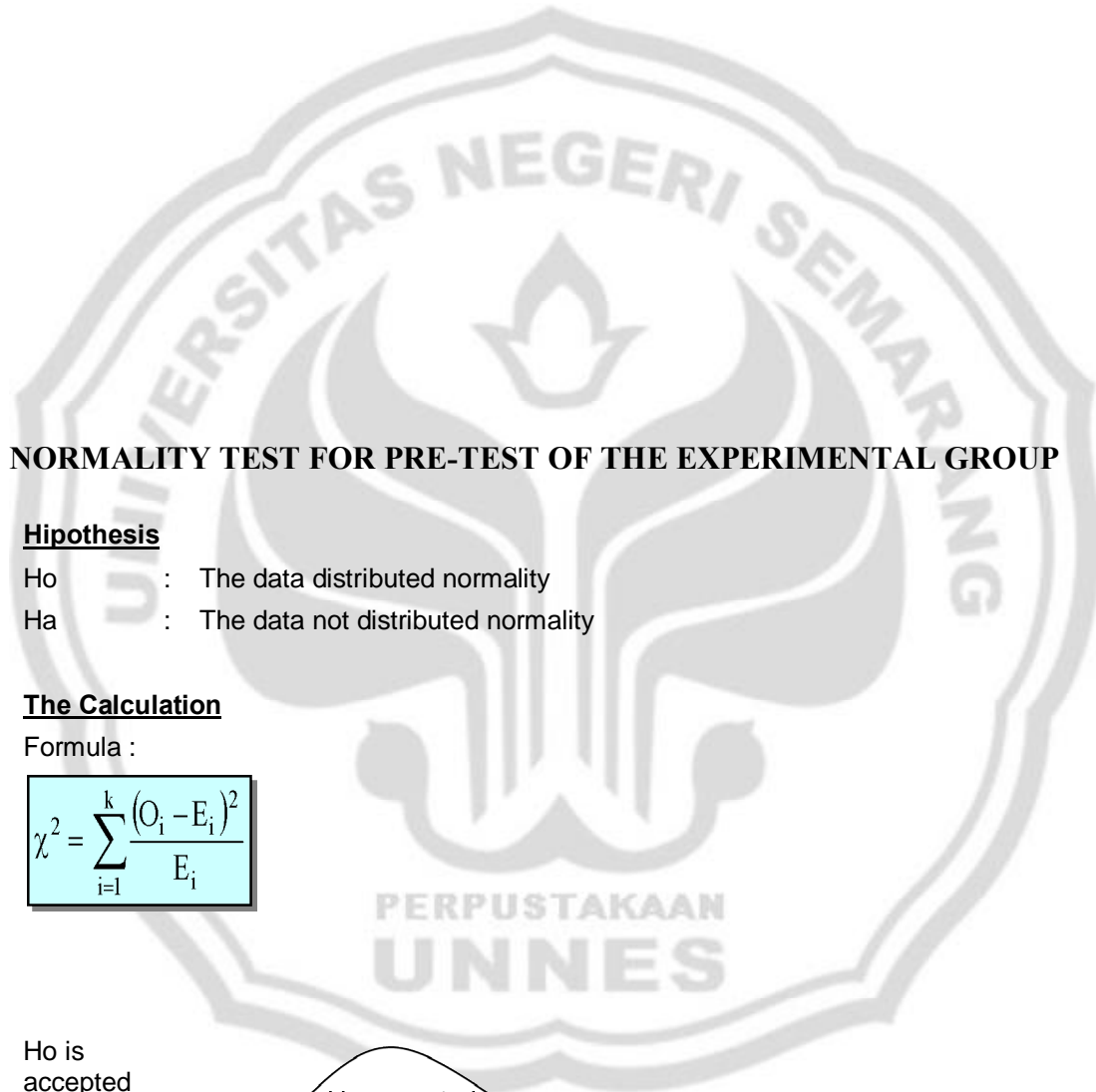|						
=	108176	-	107751	=	96656	- 96327.2
=	424.8			=	328.8	

$$t = \frac{73.40 - 69.40}{\sqrt{\left(\frac{424.80 + 328.80}{20 + 20 - 2}\right)\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$= \frac{4.00}{\sqrt{\left(\frac{755.6}{38}\right)\left(\frac{2}{20}\right)}}$$

$$= \frac{4.00}{\sqrt{1.98316}}$$

$$= \frac{4.00}{1.41}$$

$$= 2.84041$$

On $\alpha = 5\%$ with dk = 20 + 20 - 2 = 38 the result $t_{(0.95)(38)} = $ 2.02

Daerah penerimaan Ho

-2.02   2.02   2.84

Because t estimation not in the Ho area, so we can conclude that there is significant difference between experiment group and control group

PERPUSTAKAAN

UNNES

NORMALITY TEST FOR PRE-TEST OF THE EXPERIMENTAL GROUP
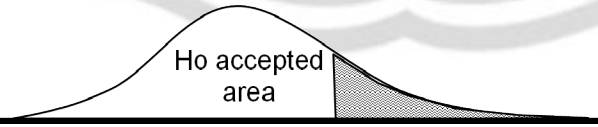
Hipothesis

Ho   :   The data distributed normality

Ha   :   The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $\chi^2 < \chi^2_{tabel}$

Ho accepted area

$$\chi^2_{(\alpha)(k-3)}$$

Maximum score	=	72.00	Panjang Kelas		=	3.3
Minimum Score	=	52.00	Mean		=	61.4
Range	=	20.00	S		=	4.9
Class with	=	6.0	N		=	20

Class Interval			f
52.00	-	55.00	1
56.00	-	59.00	4
60.00	–	63.00	6
64.00	-	67.00	6
68.00	-	71.00	2
72.00	-	75.00	1

Mean= 61.4
Standard deviation= 4.9

X_{min}	z_i	pz	p	Ei	Oi	$\dfrac{(Oi-Ei)^2}{Ei}$
51.50	-2.02	0.4783	0.0927	1.854	1	0.393
55.50	-1.20	0.3856	0.2348	4.695	4	0.103
59.50	-0.39	0.1508	0.3166	6.332	6	0.017
63.50	0.43	0.1658	0.2275	4.550	6	0.462
67.50	1.24	0.3933	0.0870	1.741	2	0.039
71.50	2.06	0.4803	0.0177	0.354	1	1.180
75.50	2.88	0.4980			20	
				χ^2	=	2.195

Z_i $= (x_{min} - mean) / SD$

$= (51.50 - 61.4)/4.9$

$= -2.02$

Pz $= 0.5 - z_i$

P = 0.4783-0.3856

= 0.927

Ei = p x n

= 0.927 x 20

= 1.854

for $\alpha = 5\%$, dk = 6 - 3 = 3, χ^2
table =   7.815

Ho accepted
area

2.195   7.81

Because $\chi^2 < 7.81$ then the post test is said to be normally distributed.

NORMALITY TEST FOR POST-TEST OF THE EXPERIMENTAL GROUP

Hipothesis
Ho : The data distributed normality
Ha : The data not distributed normality

The Calculation
Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

PERPUSTAKAAN
UNNES

Ho is
accepted
if $\chi^2 <$
χ^2_{tabel}

Ho accepted
area

$$\chi^2_{(\alpha)(k-3)}$$

Maximum score	=	84.00	Panjang Kelas =	3.3
Minimum Score	=	64.00	Mean =	73.4
Range	=	20.00	S =	4.7
Class with	=	6.0	N =	20

Class interval	f
60.00 - 63.00	0
64.00 - 67.00	1
68.00 – 71.00	3
72.00 - 75.00	8
76.00 - 79.00	5
80.00 - 84.00	3

Mean = 73.4

Standard deviation= 4.7

X_{min}	z_i	pz	p	Ei	Oi	$(Oi-Ei)^2/Ei$
59.50	-2.94	0.4984	0.0165	0.330	0	0.330
63.50	-2.09	0.4819	0.0879	1.758	1	0.327
67.50	-1.25	0.3939	0.2378	4.757	3	0.649
71.50	-0.40	0.1561	0.3276	6.552	8	0.320
75.50	0.44	0.1715	0.2300	4.599	5	0.035
79.5	1.29	0.4015	0.0891	1.781	3	0.834
84.5	2.35	0.4906			20	
				χ^2 =		2.495
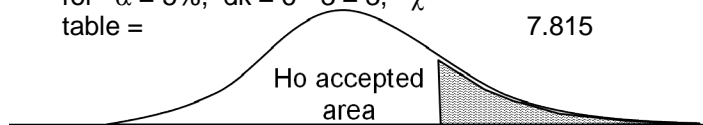
for α = 5%, dk = 6 - 3 = 3, χ^2 table = 7.815

Ho accepted area

2.195   7.81

Because $\chi^2 <$ 7,81 then the post test is said to be normally distributed.

NORMALITY TEST FOR PRE-TEST OF THE CONTROL GROUP

Hipothesis
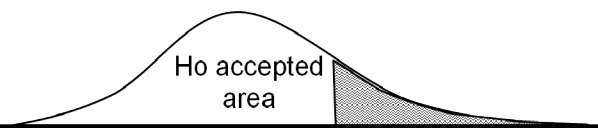
Ho   :   The data distributed normality

Ha   :   The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $\chi^2 < \chi^2_{tabel}$

Ho accepted area

$$\chi^2_{(\alpha)(k-3)}$$

Maximum score	=	72.00	Panjang Kelas		=	4.0
Minimum Score	=	48.00	Mean		=	61.6
Range	=	24.00	S		=	6.5
Class with	=	6.0	N		=	20

Class interval			f
48.00	-	51.00	1
52.00	-	55.00	1
56.00	–	59.00	5
60.00	-	63.00	2
64.00	-	67.00	6
68.00	-	72.00	5

Mean = 61.6

Standard deviation= 6.5

X_{min}	z_i	pz	p	Ei	Oi	$\dfrac{(Oi-Ei)^2}{Ei}$
47.50	-2.16	0.4844	0.0457	0.914	1	0.008
51.50	-1.54	0.4387	0.1142	2.285	1	0.722
55.50	-0.93	0.3245	0.1986	3.971	5	0.266
59.50	-0.32	0.1259	0.2402	4.804	2	1.637
63.50	0.29	0.1143	0.2022	4.044	6	0.946
67.50	0.90	0.3165	0.1357	2.714	5	1.925
72.50	1.67	0.4522			20	
				χ^2	=	5.505

for $\alpha = 5\%$, dk = 6 - 3 = 3, χ^2
table = 7.815

Ho accepted area

5.505	7.81

Because $\chi^2 <$ 7,81 then the post test is said to be normally distributed.
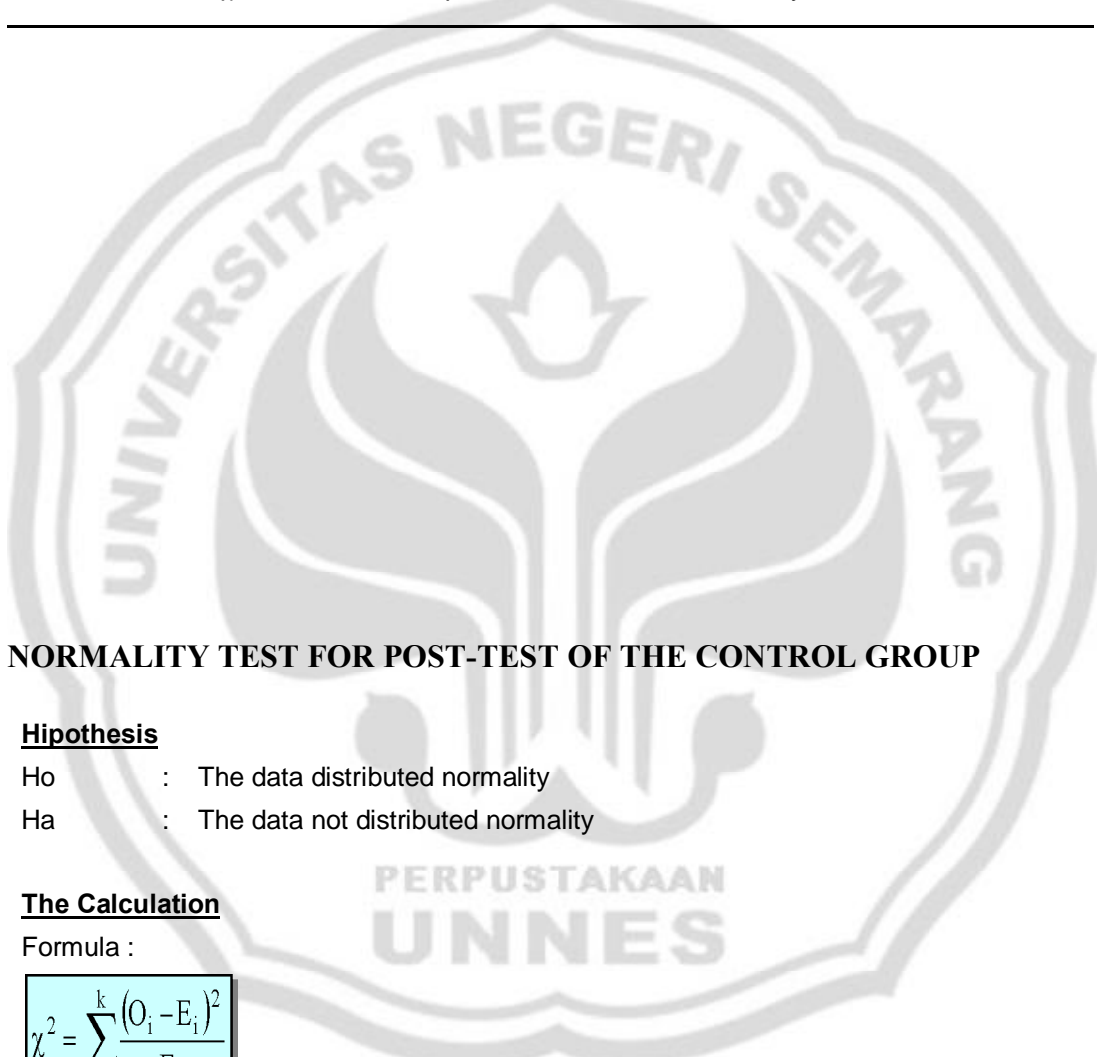
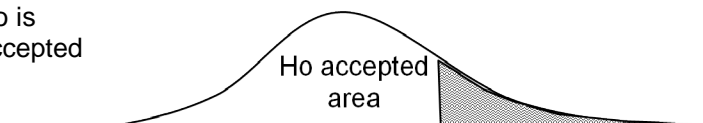## NORMALITY TEST FOR POST-TEST OF THE CONTROL GROUP

Hipothesis

Ho   :   The data distributed normality

Ha   :   The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is
accepted

Ho accepted
area

if $\chi^2 < \chi^2_{tabel}$

$$\chi^2_{(\alpha)(k-3)}$$

Maximum score	=	80.00	Panjang Kelas		=	2.7
Minimum Score	=	64.00	Mean		=	69.4
Range	=	16.00	S		=	4.2
Class with	=	6.0	N		=	20

Class interval			f
64.00	-	66.00	4
67.00	-	69.00	8
70.00	–	72.00	6
73.00	-	75.00	0
76.00	-	78.00	1
79.00	-	81.00	1

Mean= 69.4

Standard deviation= 4.2

X_{min}	z_i	pz	p	Ei	Oi	$\dfrac{(O_i-E_i)^2}{E_i}$
63.50	-1.42	0.4219	0.1648	3.296	4	0.150
66.50	-0.70	0.2571	0.2667	5.335	8	1.332
69.50	0.02	0.0096	0.2623	5.247	6	0.108
72.50	0.75	0.2719	0.1568	3.136	0	3.136
75.50	1.47	0.4287	0.0569	1.138	1	0.017
78.50	2.19	0.4856	0.0125	0.251	1	2.239
81.50	2.91	0.4982			20	
				χ^2	=	6.982

for $\alpha = 5\%$, dk = 6 - 3 = 3, χ^2 table = 7.815

Ho accepted area
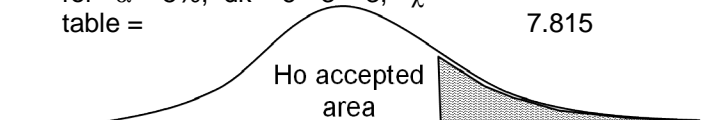
6.982   7.81

Because $\chi^2 <$ 7,81 then the post test is said to be normally distributed.

Experimental   Control

No	TEST CODE	PRE TEST	No	TEST CODE	PRE TEST
1	E-01	60	1	C-01	60
2	E-02	64	2	C-02	64
3	E-03	68	3	C-03	56
4	E-04	64	4	C-04	52
5	E-05	60	5	C-05	72
6	E-06	64	6	C-06	64
7	E-07	68	7	C-07	56
8	E-08	56	8	C-08	68
9	E-09	60	9	C-09	64
10	E-10	56	10	C-10	68
11	E-11	64	11	C-11	72

12	E-12	60	12	C-12	64
13	E-13	52	13	C-13	60
14	E-14	64	14	C-14	56
15	E-15	56	15	C-15	56
16	E-16	60	16	C-16	64
17	E-17	60	17	C-17	68
18	E-18	64	18	C-18	48
19	E-19	56	19	C-19	56
20	E-20	72	20	C-20	64
$\hat{U}$		1228	$\hat{U}$		1232
n_1		20	n_2		20
x_1		61.4	x_1		61.6
$s_1{}^2$		24.0421	$s_1{}^2$		42.7789
s_1		4.9	s_1		6.54

Table 4.5 varians of pre-test data between experimental and control group

HOMOGENEITY OF VARIANS PRE-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

Hipothesis

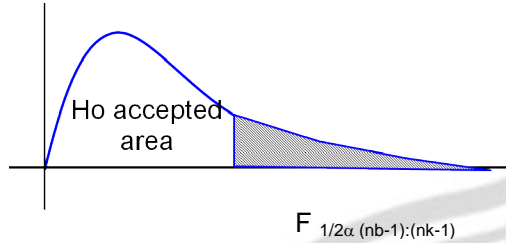$$\text{Ho} \quad : \quad \sigma_1{}^2 \quad = \quad \sigma_2{}^2$$

$$\text{Ha} \quad : \quad \sigma_1{}^2 \quad \neq \quad \sigma_2{}^2$$

The Calculation

Formula :

$$F = \frac{Vb}{Vk}$$

Ho is accepted if $F \leq F_{1/2\alpha\ (nb-1):(nk-1)}$

Ho accepted area

$F_{1/2\alpha\ (nb-1):(nk-1)}$

	Experimental	Control
Sum	1468	2169
n	20	20
x (mean)	61.40	61.60
Variance (s^2)	24.0421	42.7789
Standard deviation (s)	4.90	6.54

$$F = \underline{\hspace{2cm}} = 1.7793$$

For $\alpha = 5\%$ with:

df1 = n1 - 1 = 20 - 1 = 19

df2 = n2 - 1 = 20 - 1 = 19

$F_{(0.025)(19:19)}$ = 2.53

Ho accepted area

1.7793   2.53
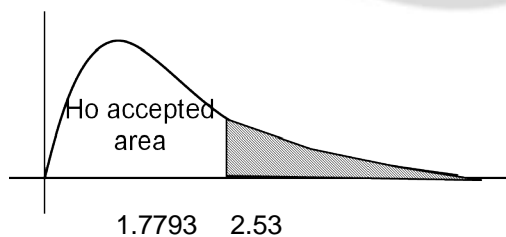
Since F value < F table, the experimental and control group have the same variance

Experimental   Control

No	TEST CODE	POST TEST	No	TEST CODE	POST TEST
1	E-01	76	1	C-01	72
2	E-02	72	2	C-02	68
3	E-03	72	3	C-03	64
4	E-04	76	4	C-04	68
5	E-05	72	5	C-05	80
6	E-06	68	6	C-06	72
7	E-07	76	7	C-07	64
8	E-08	64	8	C-08	64
9	E-09	72	9	C-09	68
10	E-10	68	10	C-10	68
11	E-11	72	11	C-11	76

12	E-12	76	12	C-12	72
13	E-13	68	13	C-13	68
14	E-14	80	14	C-14	64
15	E-15	72	15	C-15	68
16	E-16	72	16	C-16	72
17	E-17	76	17	C-17	72
18	E-18	72	18	C-18	68
19	E-19	80	19	C-19	68
20	E-20	84	20	C-20	72
$\hat{U}$		1468	$\hat{U}$		1388
n_1		20	n_2		20
x_1		73.4	x_2		69.4
s_1^2		22.358	s_2^2		17.305
s_1		4.73	s_2		4.16

Table 4.6 varians of post-test data between experimental and control group

HOMOGENEITY OF VARIANS POST-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP
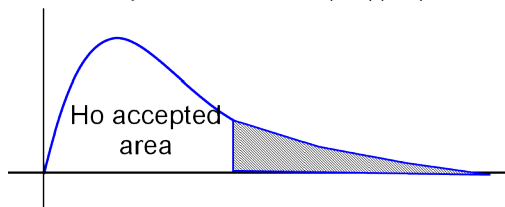
Hipothesis

Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 \neq \sigma_2^2$

The Calculation

Formula :

$$F = \frac{Vb}{VK}$$

Ho is accepted if $F \leq F_{1/2\alpha\ (nb-1):(nk-1)}$

Ho accepted area

$$F_{1/2\alpha\ (nb-1):(nk-1)}$$

	Experimental	Control
Sum	1468	1388
n	20	20
x (mean)	73.40	69.40
Variance (s^2)	22.3579	17.3053
Standard deviation (s)	4.73	4.16

$$F = \underline{\quad\quad} = 1.2920$$

For $\alpha = 5\%$ with:

df1	=	n1	-	1	=	20 - 1	=	19
df2	=	n2	-	1	=	20 - 1	=	19

$$F_{(0.025)(19:19)} = 2.53$$

Ho accepted area

1.2920   2.53
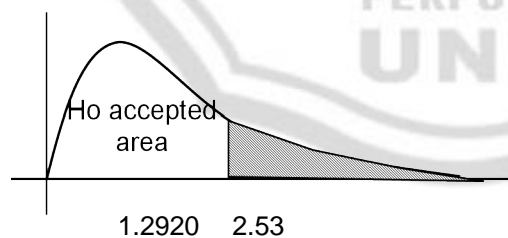
Since F value < F table, the experimental and control group have the same variance

DOCUMENTATION

Teacher interacts with the students using hand puppets

Students performs the oral dialogue using hand puppets