

**THE USE OF PAPER PUPPET TO INCREASE STUDENTS'
SPEAKING ABILITY**

*(A Pre-Experimental Study at the Eighth-Grade Students of
SMP Aisyiyah Paccinongang)*



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019**



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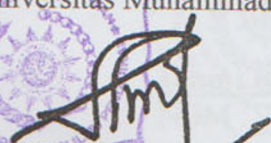
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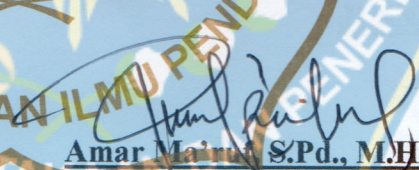
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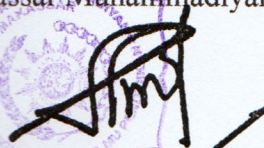
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JUSNI

MOTTO

**“SIGHT UP TO HEREAFTER AFFAIRS AND SIGHT DOWN TO THE
AFFAIRS YOUR WORLD”**



I dedicated this thesis to

My beloved parents, my families and all of my friends.

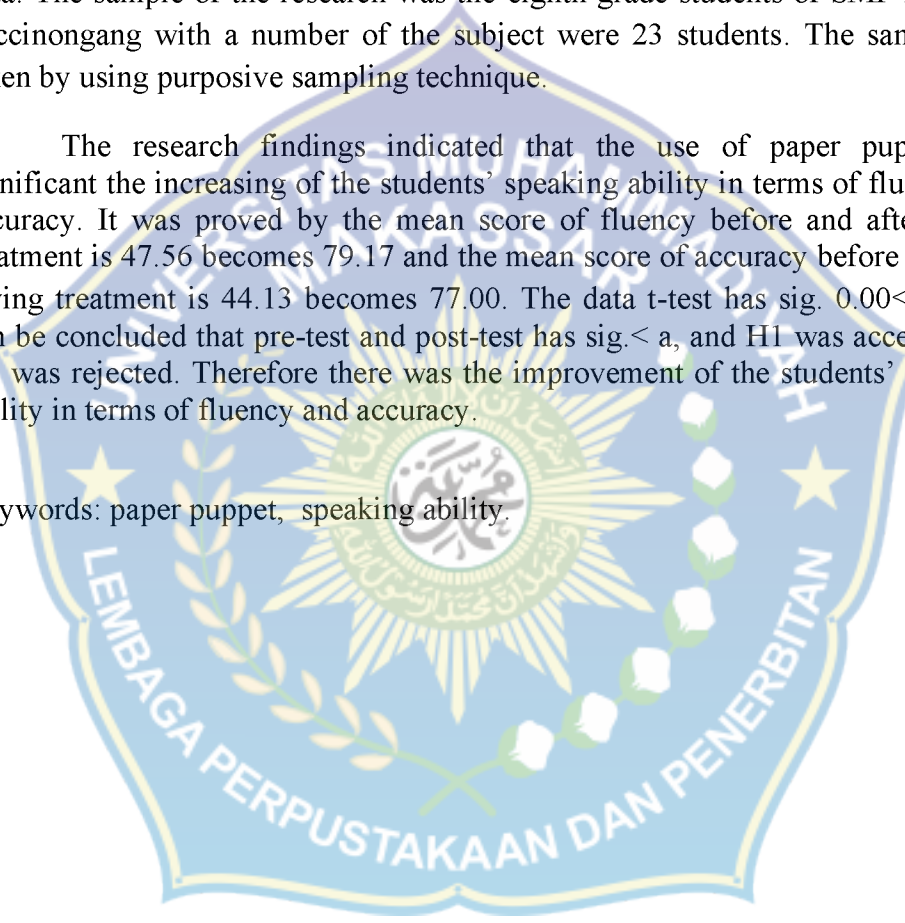
ABSTRACT

Jusni, 2019. The Use of Paper Puppet To Increase Students' Speaking Ability (A Pre Experimental Study At The Eighth Grade Students Of Smp Aisyiyah Paccinongang). Supervised by Ratna Dewi as the First Consultant and Amar Ma'ruf as the Second Consultant.

This research aimed to find out whether or not Paper Puppet effective to be used in increasing students' speaking ability in terms of fluency and accuracy. The researcher used pre experimental study research. The researcher used pre-experimental method with giving pre-test, treatment and post-test in collecting the data. The sample of the research was the eighth grade students of SMP Aisyiyah Paccinongang with a number of the subject were 23 students. The sample was taken by using purposive sampling technique.

The research findings indicated that the use of paper puppet was significant the increasing of the students' speaking ability in terms of fluency and accuracy. It was proved by the mean score of fluency before and after giving treatment is 47.56 becomes 79.17 and the mean score of accuracy before and after giving treatment is 44.13 becomes 77.00. The data t-test has sig. $0.00 < 0.05$. It can be concluded that pre-test and post-test has sig. $< \alpha$, and H1 was accepted and H0 was rejected. Therefore there was the improvement of the students' speaking ability in terms of fluency and accuracy.

Keywords: paper puppet, speaking ability.



ABSTRAK

Jusni. 2019. Penggunaan Wayang Kertas Untuk Meningkatkan Kemampuan Berbicara Siswa (Penelitian Pra-Eksperimental di Siswa Kelas VIII SMP Aisyiyah Paccinongang pada Tahun Akademik 2018/2019). Tesis Jurusan Bahasa Inggris. Fakultas Pendidikan dan Pelatihan Guru, Universitas Muhammadiyah Makassar. Dibimbing oleh Ratna Dewi sebagai Konsultan Pertama dan Amar Ma'ruf sebagai Konsultan Kedua.

Tujuan dari penelitian ini adalah untuk mengetahui apakah Paper Puppet efektif digunakan untuk meningkatkan kemampuan berbicara siswa dalam hal kelancaran dan akurasi. Peneliti menggunakan penelitian pra-eksperimental. Mengumpulkan data dengan memberikan pre-test, treatment, dan post-test. Sampel penelitian ini adalah siswa kelas VIII SMP Aisyiyah Paccinongang dengan jumlah subjek sebanyak 23 siswa. Sampel diambil dengan menggunakan teknik purposive sampling.

Hasil penelitian menunjukkan bahwa penggunaan wayang kertas signifikan meningkatkan kemampuan berbicara siswa dalam hal kelancaran dan akurasi. Itu dibuktikan dengan skor rata-rata kelancaran sebelum dan setelah pemberian pengobatan adalah 47,56 menjadi 79,17 dan skor rata-rata akurasi sebelum dan setelah pemberian pengobatan adalah 44,13 menjadi 77,00. Uji-t data memiliki sig. 0,00 < 0,05. Dapat disimpulkan bahwa pre-test dan post-test memiliki sig. < α , dan H1 diterima dan H0 ditolak. Oleh karena itu ada peningkatan kemampuan berbicara siswa dalam hal kelancaran dan akurasi.

Kata Kunci: Wayang Kertas, Kemampuan Berbicara.

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Alhamdulillah Robbil Alamin, the researcher expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health, so that she could finish writing this thesis with the title “**The Use of Paper Puppet to Increase Students’ Speaking Ability (A Pre Experimental Study at the Eighth Grade Students of Smp Aisyiah Paccinongang)**. Salam and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon Him).

In writing this thesis the researcher found many difficulties, so the researcher realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the researcher needs correction and suggestion. The researcher would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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The Researcher

JUSNI

TABLE OF CONTENTS

TITTLE PAGE	i
APPROVAL SHEET	ii
SURAT PERNYATAAN	iii
SURAT PERJANJIAN	iv
MOTTO	v
ABSTRACT.....	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	ix
LIST OF FIGURES	xi
LIST OF TABLES.....	xii
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Problem Statement.....	4
C. Objectives of the Study.....	4
D. Significance of the Study	4
E. Scope of the Study	5
CHAPTER II REVIEW OF THE RELATED LITERATURE.....	6
A. Some Pertinent Idea.....	6
B. The Concept of Speaking.....	6
C. The Concept of Media	11
D. The Concept of Accuracy and Fluency.....	14
E. The Conceptual Framework.....	16
CHAPTER III RESEARCH METHOD	17
A. Research Design.....	17
B. Variable of the Research.....	18
C. Instrument of the Research	19
D. Technique of Collecting Data	19
E. Technique of Data Analysis.....	20
CHAPTER IV FINDINGS AND DISCUSSIONS.....	22
A. Findings.....	22
B. Discussions.....	29

CHAPTER V CONCLUSION AND SUGGESTIONS.....	30
A. Conclusions.....	30
B. Suggestions.....	31

BIBLIOGRAPHY

APPENDICES

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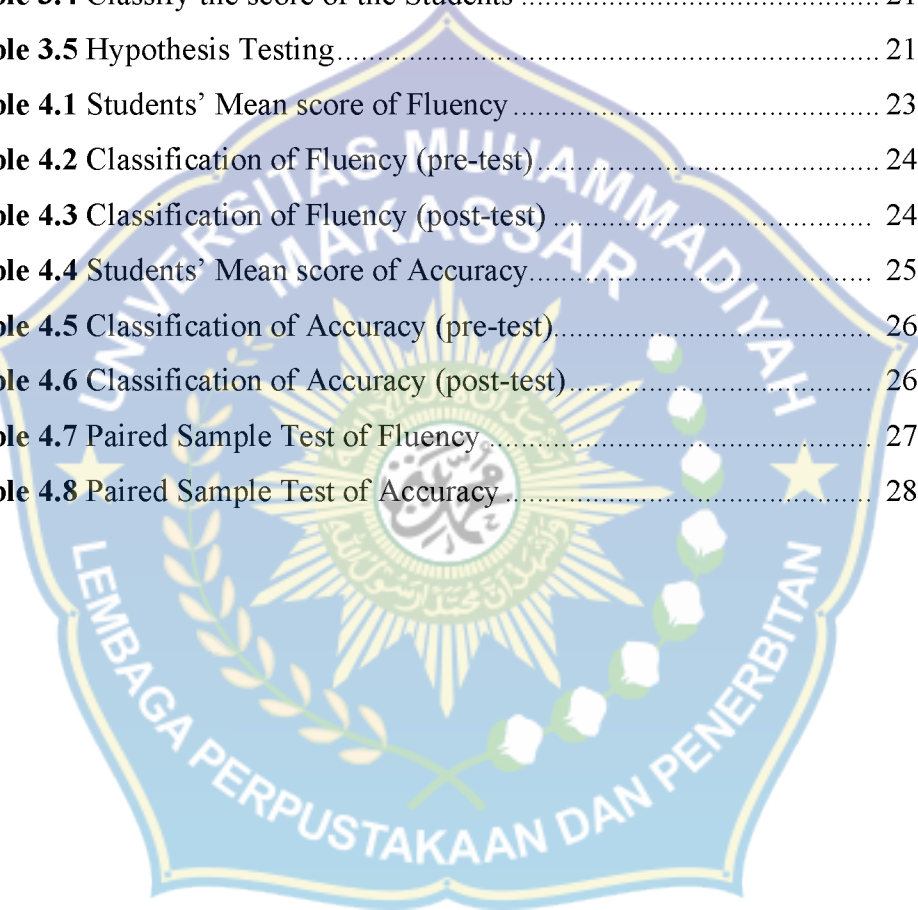
LIST OF FIGURES

	Page
Figure2.1. Conceptual Framework.....	18
Figure 4.1 Graphic of Mean score of Fluency	23
Figure 4.1 Graphic of Mean score of Accuracy.....	25



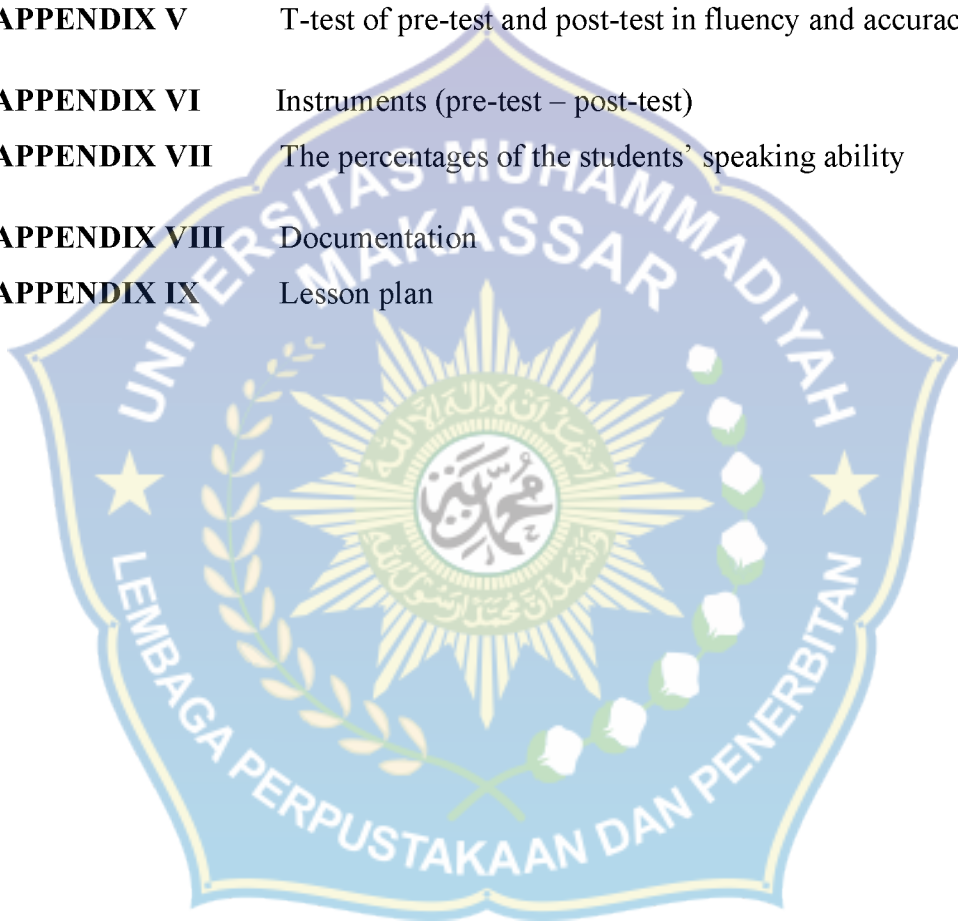
LIST OF TABLES

	Page
Table 3.1 Design of Pre-test and Post-test	17
Table 3.2 Number of Population	18
Table 3.3 Rubric of Knowledge and Practice Assessment.....	20
Table 3.4 Classify the score of the Students	21
Table 3.5 Hypothesis Testing.....	21
Table 4.1 Students' Mean score of Fluency	23
Table 4.2 Classification of Fluency (pre-test).....	24
Table 4.3 Classification of Fluency (post-test).....	24
Table 4.4 Students' Mean score of Accuracy.....	25
Table 4.5 Classification of Accuracy (pre-test).....	26
Table 4.6 Classification of Accuracy (post-test).....	26
Table 4.7 Paired Sample Test of Fluency.....	27
Table 4.8 Paired Sample Test of Accuracy.....	28



LIST OF APPENDICES

APPENDIX I	The students' score of pre-test
APPENDIX II	The students' score of post-test
APPENDIX III	The total score of pre-test and post-test
APPENDIX IV	Result of pre-test and post-test in fluency and accuracy
APPENDIX V	T-test of pre-test and post-test in fluency and accuracy
APPENDIX VI	Instruments (pre-test – post-test)
APPENDIX VII	The percentages of the students' speaking ability
APPENDIX VIII	Documentation
APPENDIX IX	Lesson plan



CHAPTER I

INTRODUCTION

A. Background

In English learning, there are four abilities that should be mastered by students, namely listening, speaking, reading and writing. Harmer (2002) states that listening, speaking, reading and writing are the basic language skill, especially in English learning as foreign language. Even though, all of abilities are very important, but speaking is considered the most important ability in English learning.

Speaking is one of the skills that should be learnt by students in learning English. Through speaking, they can express their ideas and communicate with others. In speaking, the students learn how to organize the idea, using language with good pronunciation and stressing. They also learn about how to convey the meaning of the language according to the context they are speaking. If we can speak English well, our communication will be better because different nation will understand what we talk about. Hence, a good speaker means that someone who can express meaning clearly and fluently.

In English learning process, media is needed to improve speaking ability. Media as the methods in teaching to make interaction and communication more

effective between teacher and students. One of media that can be used in teaching speaking is Paper Puppet. Paper puppet can be modified for learning and can be used as a good media in learning. It is used to describe physical appearance and character.

Some researchers have investigated the use of puppet to increase students' speaking ability. Suesthi (2015) A study investigated the effect puppet as a teaching media and self-esteem on students' speaking skill. Teacher introduced puppet that were appropriate to the story, to the read stories, to the use puppets to attract the attention of busy or noisy students and invite them to the activities. Then, students take part in the story based on the character and tell it while using puppets. In this case, students more decrease their nervous when they are behind the puppet.

Nasution (2015) investigated Story-telling Technique Using Puppets to Improve the Speaking Ability. He stated that, the students in nine meetings in one cycle. Three meetings were for reading and understand the story, the next meetings were for speaking (rehearsing the story using puppets in group) and the last three meetings were for telling a story using puppets individually in front of the class.

Diah Nurhayati, (2011) A study conducted the research about The effectiveness of using hand puppet to improve students' speaking skills. The students told their experience in front of class and also became their performance test. Before doing the test, they have to write the main point of their story and to practice in telling. In doing the test, the students used hand puppet to make them more interested and easy to speak without nervous.

Afrizal (2010) A Study Conducted The Research About Improving English Speaking Ability Through Classroom Discussion. The teachers explain the purposes of the discussion , given the one topic to the students, Invited the students to participate and respond to the discussion, Monitored the students' interactions, Asking some question related to the topic, Given the chance to the students to presents their ideas, Responded to the ideas given by the students, after that the students present the result discussion in front of class.

The previous researchers have concerned on the investigation of using puppet as a media in speaking while this study focuses on combining classroom discussion strategy and the use of paper puppet. The researcher wants to analyze whether teaching English by using the puppet can be effective to improve the students' speaking ability. Specially the study will examine the use of paper puppet in learning process including accuracy such as vocabulary competence and pronunciation, fluency such as smoothness in using narrative text.

The purpose of the presented research is to increase students' speaking ability by using paper puppet. The researcher wanted to examine how the used Paper Puppet increased students' speaking ability at the eighth grade student of junior high school. Based on the explanation above, the researcher is interested in carrying out a research entitled: “ **The Use of Paper Puppet in Increasing Students' Speaking Ability At The Eighth Grade Student of SMP Aisyiyah Paccinongang**”.

B. Problem Statement

Based on the background, the problem statement of this research is formulated “Is Paper Puppet effective to be used in increasing students’ speaking ability at the eighth grade student of SMP Aisyiyah Paccinongang?”

C. Objective of The Research

Based on the problem statement, the objective of this research were to find out whether or not Paper Puppet effective to be used in increasing students’ speaking ability in terms of fluency and accuracy at the eighth grade student of SMP Aisyiyah Paccinongang.

D. Significance of The Research

The result of this research was expected to be useful information for many people such as:

1. For the Teachers

This research was inform paper puppet as an alternative media in teaching speaking in creating fun on learning to increase speaking ability.

2. For the students

The students can understand that kinds of paper puppet which were able to be used to enhance their speaking ability and the researcher expected that the use of paper puppet will make the students more interested and more encouraged in learning English.

3. For The researchers

The researchers get some information on increasing students’ speaking ability by using paper puppet.

E. Scope of The Research

The scope of this research focused on improving fluency and accuracy to increased students' speaking ability by using paper puppet in narrative text at the eighth grade students of SMP Aisyiyah Paccinongang.



CHAPTER II

PREVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

1. The Concept of Speaking

a. Definition of speaking

Speaking is natural way to communicate. Without speaking, people must remain in most total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication.

Speaking ability is a matter which needs much effort. Through speaking, students learn concepts, develop vocabulary, and perceive the structure of the English language essential components of learning. If we can speak English well, our communication will be better because different nation will understand what we talk about. Hence, a good speaker means that someone who can express meaning clearly and fluently.

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as

natural means of communication of the members of the community for both expression of thought and form a social behavior. Additionally, Kayi (2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

Ladouse (in Nunan, 1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Wilson (1983: 5) defines speaking as development of the relationship between speaker and listener.

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) "They have some communicative purpose", 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) "They select from their language store." In order to achieve this communication purpose they will select the language they think is appropriate for this purpose.

The researcher concludes 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.

b. Basic Types of Speaking

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 similar with 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 storytelling.

So, The researcher chooses Extensive as the basic type because the students has to perform like storytelling in front of class by using media.

c. Teaching Speaking.

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), “the goal of teaching speaking is communicative efficiency”. So, in learning speaking, students should be able to make themselves understand the teachers and they should try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary. So, teaching speaking must be an enjoyable and fun activity that makes the student feels secure to speak up and express their feeling freely.

d. Assessing Speaking

According to Harmer (2001: 101), the ways to evaluate speaking are commenting students’ performance happened 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 reported 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 students’ speaking skills. It also can motivate the students to work hard and to do their best in teaching learning activity. In this study, The

researcher will be used to measure the student's speaking ability as performance. It consists of 2 aspects, including that are accuracy such as pronunciation and fluency such as grammar, and vocabulary.

2. The Concept of Media

a. Definition of Media

Harmer (2001:134) Media is used to implement the methods in teaching to make interaction and communication more effective between teacher and students, and also a media have a purpose to capture and to sustain the students' interest and attention and give more impression in conveying and explaining information, messages, and ideas.

Depdiknas (2004: 13), Using a variety of the media can overcome students' 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 (2001: 461), "Media can serve as an important motivator in the language teaching processes."

The researcher concludes that media is needed to improve speaking ability. It can help the students in understanding and learning the lesson. Media refers to various means of communication, for example: television, radio, newspaper, picture, real thing and doll. This research will be used dolls or Paper Puppet as media in teaching.

b. Paper Puppet as a Media

Paper puppet can be modified for learning and can be used as a good media in learning, It is used to describe physical appearance and character. And also The teacher believes that it is better to use an

appropriate media to attract the students' attention and to make them understand the material easier.

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.

The researcher concludes that paper puppet is a small figure of object such as animals, person, or fantasy things that is interesting, colorful and can be operated by someone. They usually use their imagination and creativity to play it. They also feel good, appear fun and appealing in the eye of the beholder when they see a puppet.

c. Kinds of Puppet

There are some kinds of puppets:(1) Finger puppet, it is simple puppet which fits onto a finger, it is used mainly in pre-schools or kindergartens for storytelling with young students; (2) Shock puppet, which is formed and operated by inserting one's hand inside a sock, with the opening and closing of the hand simulating the movement of the puppet's "mouth".

The other kinds of puppet : (3) Hand or glove puppet, 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 is the classic example of this.

In addition, the other kind of puppet were Black light puppet, Carnival or body puppet, Chin face 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.

The researcher choose paper puppet as the media to teach the students because paper puppet is simple to make and to modify it also can be added by some colorful things and it is interesting for the students. It is easy to move because it is controlled by stick or hand.

d. The implementation of Using Paper Puppets

The implementation of using puppet in teaching speaking narrative text, there were three activities. First, the teacher gave brainstorming to the students about the story. Then she explained the material (narrative text) to the students clearly. The second activity, the teacher explained about the puppet and gave the example of the puppet show. After that the teacher asked the students to make the dialogue about a story of narrative text. The students had to change a written story into dialogue use their language and they wrote down in a paper. The last activity was the students conduct the puppet show. After the puppet show the teacher gave the evaluation for the students who retell story play puppet (Triana, 2010).

So, the researcher conclude that using paper puppet to increase speaking ability is the alternative way to make students interest with the lesson. The first meeting, Teacher will explain what the material in learning and make some groups consist of 4 and 5 students. The second meeting, The teacher introduced puppet that are appropriate to the topic or story, dividing roles, and the students should be mastered the roles. The third meeting, students take part in the story based on the character by using puppets and show the performance in front of class. In this case, students more decrease their nervous when they are behind the puppet.

e. Advantages of Using Puppet

The benefits of using 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. encouraging the students' imagination and creativity. With puppets, the play becomes more personalized and fun, with the ability to manipulate them, move their limbs and head. Parents can also read or tell fairy tales and other stories to their students and ask them to recreate these stories using puppets.

3. The Concept of Accuracy and Fluency

a. Accuracy

Accuracy in speaking means someone can produce correct sentences in pronunciation, grammar, and word choice so can be understood.

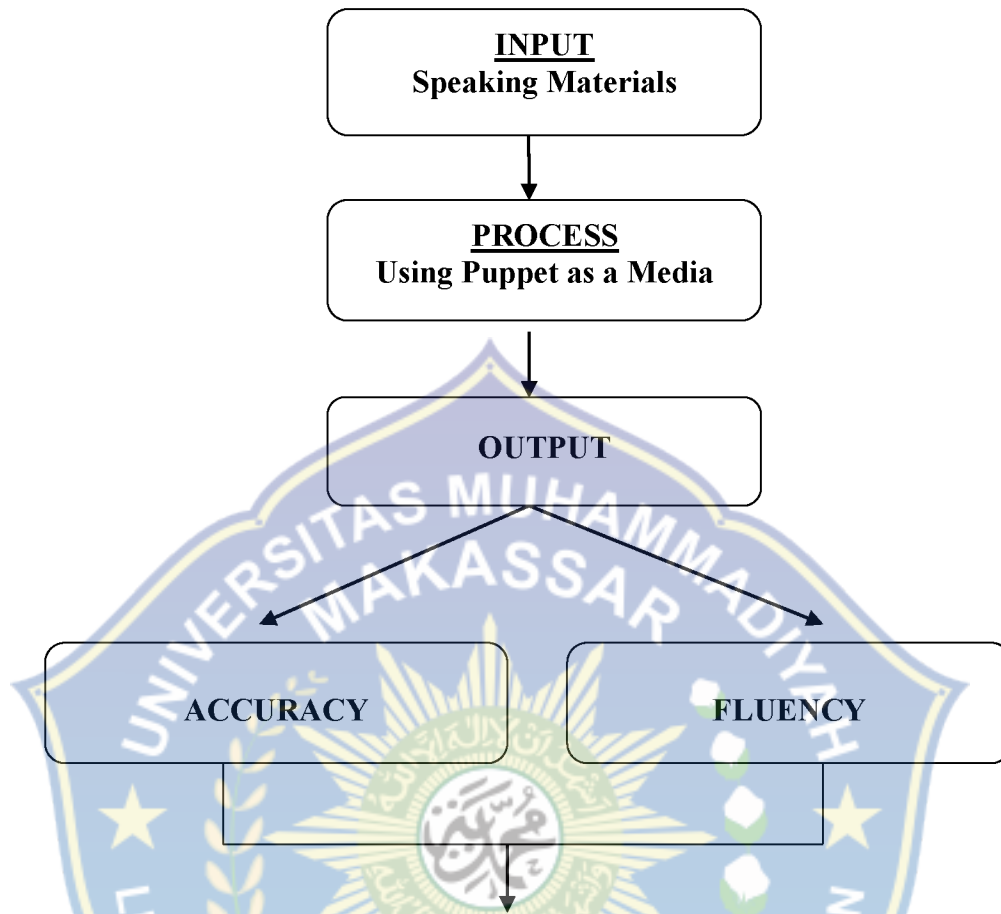
Mc Keenhiil in Syahbuddin (2008) pronunciation is the act of manner of pronouncing something, articulate utterance. Certainly, pronunciation cannot be separated from intonation and stress. Vocabulary is the context and function words of languages that learn so thoroughly that become a part of child understanding, spelling, and later reading and writing. Grammar is the study of the way words and their component part combine to form sentence Crystal, (1993). He classifies grammar into two types are competence and performance grammar.

b. Fluency

Brown (2001) stated that fluency is the ability to used a language spontaneously and confidently without undue pauses a hesitation. Fluency is an aspect that influences very much the students' ability in speaking English. The teacher have to guide the students to develop to master it to be fluent in speaking. In this case, the students can speak spontaneously by using right language or the students do not use too many unnatural pauses but succeed in conveying the general meaning and fair range of expression.

Simon and Schuster (1997) defined fluency as the quality of flowing, freedom, expressively, readiness or smoothness of speech. So, fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It thus includes a consideration of how sentences are connected, how sentence patterns vary in word order and omit elements of structure.

4. The Conceptual Framework



Increase Students' Speaking Ability
Figure 2.1 conceptual framework

1. Input: Teacher prepared teaching material in the form of speaking test to determine the extent to which students' speaking ability. In this case the teacher chooses narrative text.
2. Process: Teachers were using paper puppet as a media in the classroom.
3. Output : Using of paper puppet as a media in teaching can increase to students' speaking ability include accuracy and fluency.

CHAPTER III

RESEARCH METHOD

This chapter presented the research design, research variables and their operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

This research was a pre-experimental research. It was conducted through three steps of process; they were pretest- treatment-posttest. It investigated whether the use of paper puppet was effective to improve the students' fluency and accuracy in speaking. Pretest was conducted to measure the students' previous speaking ability before joining the treatment. The treatment was the learning process in which paper puppet was used in teaching the students to speak. After doing the treatment using paper puppet, posttest was given to measure the students' speaking ability after the treatment. The diagram was presented as follow:

Table 3.1.Design of Pre-test and Post-test

Experimental group : R	O1	X	O2
------------------------	----	---	----

Where:

R : Subject of the study

O1 : Pre-test of experimental group

X : Treatment

O2 : Post-test of experimental group
(Sugiyono, 201:111).

B. Variable of the Research

1. Research variable

This researches were two kinds of variables, namely independent variable and dependent variable.

a. Independent variable

The independent variable was the use of paper puppet in speaking

b. Dependent variable

The dependent variable was the students' speaking ability

2. Population and Sample

a. Population

The population of this research was by the students of the eighth grades of SMP Aisyiyah Paccinongang which consisted of 46 students that spread into 2 classes. Obviously, It is described in the following table.

Table 3.2. Number of Population

No	Class	Number of students
1.	A	23
2.	B	23
Total		46

b. Sample

The researcher selected one class as the sample. The researcher was purposive sampling. The reason for choosing the sample was the students needed a treatment to improve their speaking ability. The total sample consisted of 23 students, they were 14 male and 9 female. The samples were the class XIII.B at SMP Aisyiyah Paccinongang in Academic Year 2018/2019.

C. Instrument of The Research

The instrument of the research was speaking test. The test was conducted by asking students to answer the questions from the story and it was recorded. Because the test was oral, the researcher categorized the score into two criteria; accuracy and fluency scores.

D. Technique of Collecting Data

To collect the data, the researcher used of some procedures:

1. Pre-test

Before giving the treatment, the researcher gave a pre-test. Pre-test was given to measure the students' speaking ability before the treatment. The researcher gave the oral test that contained seven items.

2. Treatment

The researcher gave treatment by using paper puppet. The treatment of the research was conducted in eight meetings in which each meeting needed 90 minutes. The researcher divided the class into 5 groups, in which each group consisted of 4 students to take a role in using paper puppet telling the story. Before performing the story, the teacher

introduced puppet in telling a story and the students should mastered. Next, the students took part in the story to perform the character by using puppets in front of class.

3. Post-test

Post-test was carried out in the last meeting. The oral test in the post-test was exactly the same as those in pre-test. The post-test was done to get the data of the students' speaking ability after getting a treatment.

E. Data Analysis

To measure the students' ability, the researcher employed the formula as follows:

Table 3.3. Rubric of Knowledge and Practice Assessment

Aspects	Score	Rubrics
<i>Accuracy</i>	5	The use of appropriate grammar and vocabularies collocation
	4	Sometimes use inexactly grammar and vocabularies
	3	Often use inexactly grammar and vocabularies caused limited vocabularies and grammar
	2	The use of incorrect grammar and vocabularies, so make the conversation hard to understand
	1	Very limit grammar and vocabularies, so she/he can't speak anything
Fluency	5	Very smooth like a native speaker
	4	Fluency is having a little disruption by language problem
	3	A lot of mistake in language problem
	2	Often doubt and stop because of limited language
	1	Talk is intermittent and stops so the conversation is not possible

(Heation : 1989:100)

1. Data Description

The data description was used to analyze the students' speaking score. The description consisted of mean, median, mode and standard deviation of the speaking score.

2. After collecting the data of the students, we was classified the score of the students into the following criteria:

Table 3.4 Classify the Score of the Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud 2010)

3. T-test

T-test was used to investigate whether there was increase of using paper puppet on students' speaking ability before and after giving treatment. In this case, the researcher used statistical computation by using SPSS 21 for hypothetical of test. The hypothetical were:

H1: There was a significant of using paper puppet to increase students' speaking ability at the eighth grade of SMP Aisyiyah Paccinongang in academic year of 2019/2020. H0: There was no of using paper puppet to increase students' speaking ability at the eighth grade of SMP Aisyiyah Paccinongang in academic year of 2019/2020.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of two sections, they are findings and discussion. Findings focus on the data analysis including the result of the test and examining hypothesis. Then, discussions contain explanation of findings which reflect result of the data.

A. Findings

The findings of the research are taken from the data of using paper puppet to increase students' speaking ability in term of fluency and accuracy before and after the treatment. It is further described in the following explanation:

1. Description of Speaking ability in terms of fluency

The students' fluency in speaking was shown through the smoothness in English speaking as native speakers the unpresence of disruption in producing the language. The increase of the students' speaking ability in terms of fluency can be seen clearly in Table 4.1.

Table 4.1 Students' mean score of fluency

Fluency	The Student's Mean Score		Increase (%)
	Pre-test	Post-test	
	44.35	75.65	70%

Table 4.1 show that the increase percentages of students mean score is 70% after using paper puppet in teaching speaking. The mean score of the students in pre-test is 44.35 and post-test is 75.65. The students' fluency in speaking on the above is described as:

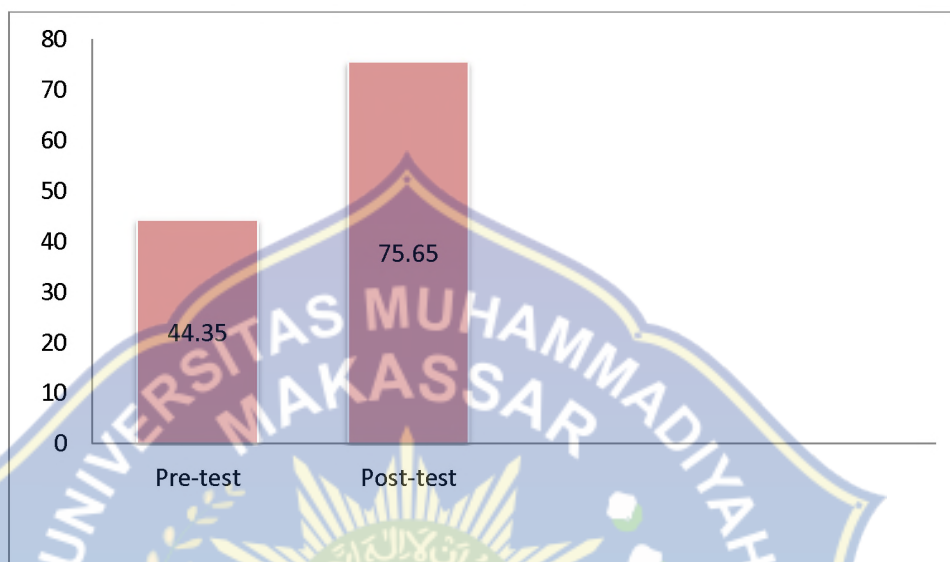


Figure 4.1 Graphic of the pre-test and post-test of fluency

Graphic 4.1 shows that there is increased of the students' speaking ability in term of fluency from pre-test with the mean score is 44,35 to post-test with the mean score is 75,65. It indicates that the mean score of post-test is better than the mean score of pre-test. The classification of the students' pre-test score in fluency can be seen in table 4.2:

Table 4.2 Classification of fluency (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	0	0
5	Fairly	56-65	5	22%
6	Poor	36-55	18	78%
7	Very Poor	0.0-35	0	0
Total			23	100%

Table 4.2 shows that the classification of the students' score of speaking ability in term of fluency in pre-test there is 5 (22%) students got fairly and 18 (78%) students got poor. None of them who got fairly good, good, very good and excellent score. The classification of the students' post-test score in fluency can be seen in table 4.3:

Table 4.3 Classification of fluency (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	2	9%
2	Very Good	86-95	0	0
3	Good	76-85	14	61%
4	Fairly Good	66-75	7	30%
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			23	100%

Table 4.3 shows that the classification of the students' score of speaking ability in term of fluency in post-test there is 2 (9%) students got excellent, 14 (61%) students got good and 7 (30%) students got fairly good. None of them who got very good, fairly, poor and very poor score.

Based on the result above, in the data of Pre-test and Post test of fluency shows that there are improving before and after the treatment. The improving of students mean score is 70% after using paper puppet in teaching speaking. The mean score of the students in pre-test is 44.35 and post-test which to be 75.65.

2. Description of Speaking ability in terms of Accuracy

The students' accuracy in speaking was shown through the use of appropriate grammar and vocabularies in English speaking as native

speakers without making a mistake in producing the language. The increase of the students' speaking ability in terms of accuracy can be seen clearly in the following table.

Table 4.4 Students' Mean score of Accuracy

Accuracy	The Student's Mean Score		Increase (%)
	Pre-test	Post-test	
	42.61	72.17	69%

Table 4.4 shows that the increase percentages of students mean score is 69% after using paper puppet in teaching speaking. The mean score of the students in pre-test is 42.61 and post-test which to be 72.17. The mean score of the students can be seen in graphic 4.3:

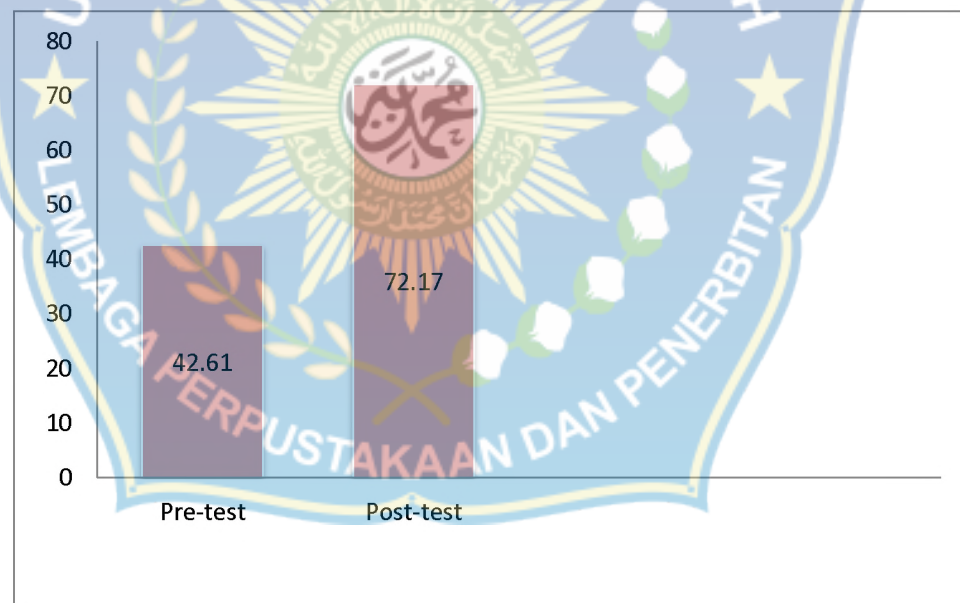


Figure 4.3 Graphic of pre-test and post-test of Accuracy

Graphic 4.3 shows that there is increased of the students' speaking ability in terms of accuracy from pre-test with the mean score is 42.61 to post-test with the mean score is 72.17. It is indicates that the mean score of

post-test is better than the mean score of pre-test. The classification of the students' pre-test score in accuracy can be seen in table 4.5:

Table 4.5 Classification of Accuracy (Pre-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	0	0
4	Fairly Good	66-75	0	0
5	Fairly	56-65	3	13%
6	Poor	36-55	20	87%
7	Very Poor	0.0-35	0	0
Total			23	100%

Table 4.5 shows that the classification of the students' score of speaking ability in term of accuracy in pre-test there are 3 (13%) students got fairly and 20 (87%) students got poor. None of them who got fairly good, good, very good, and excellent score. The classification of the students' post-test score in accuracy can be seen in table 4.6:

Table 4.6 Classification of Accuracy (Post-test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	2	9%
2	Very Good	86-95	10	43%
3	Good	76-85	11	48%
4	Fairly Good	66-75	0	0
5	Fairly	56-65	0	0
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			23	100%

Table 4.6 shows that the classification of the students' score of speaking ability in term of accuracy in post-test there are 2 (9%) students got excellent, 10 (43%) students got very good and 11 (48%) students got good. None of them who got fairly, fairly good, poor and very poor score.

Based on the result above, in the data of Pre-test and Post test of accuracy shows that there are improving before and after the treatment. The improving of students mean score is 69% after using paper puppet in teaching speaking. The mean score of the students in pre-test is 42.61 and post-test which to be 72.17.

3. Hypothesis Testing

The researcher using statistical computation by using SPSS (Statistical Program for Social Science). In this case, the researcher used t-test (test of significance) for pair sample test, that was a test to know the significant difference between the result of students' mean scores in pre-test and post-test the researcher used t-test analysis on the level of significant (α) = 0.05, where N = Number of subject (23 students).

H1 is accepted if $sig < \alpha = 0.05$

H0 is accepted if $sig > \alpha = 0.05$

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestaccuracy-posttestaccuray	29.56	10.215	2.130	-33.983	-25.148	13.880	22	.000
1 posttestfluency	4					0		

Based on the table 4.7, it can be seen that the sig (2-tailed) of pre-test and post-test was 0.00. This sig (2-tailed) is $0.00 < 0.05$. It can be

concluded that pre-test and post-test has sig. $< \alpha$, and H1 was accepted and H0 was rejected. So, it could be assumed that there was a significant the use of paper puppet to increase students' speaking ability at the eighth grade of SMP Aisyiyah Paccinongang.

B. Discussion

The research findings indicated that the students' speaking ability by using paper puppet showed an improvement on the students' speaking ability in terms of fluency and accuracy. It was shown by the mean scores of the students' pre test and post test.

The students' fluency in speaking before giving a treatment using paper puppet was determined by the score 44.35 in pre-test. This score shows that the students used limited vocabulary and lack of smoothness in English. It was described by almost the students often doubt and stop when they answer the speaking test. After giving a treatment using paper puppet, the students' score became 75.65 in post-test. This score showed that the students were very smooth like a native speaker and having a little disruption in producing the language. It was shown through the students were easy to speak without doubt. It means that the students' speaking fluency increase its smoothness after using paper puppet in the teaching of speaking.

The students' accuracy in speaking before giving a treatment using paper puppet was determined by the score 42.61 in pre-test. This score shows that the students used incorrect grammar and lack of vocabulary using, the meaning stated was hard to understand. It was described by almost all the students could not speak anything because they had very limit vocabularies

and lack knowledge of grammar. After giving a treatment using paper puppet, the students' score became 72.17 in post-test. This score showed that the students could be easier to speak with more correct grammar. It was shown by the students could speak with good grammar in English. It meant that the students' speaking accuracy was improved after using paper puppet in the teaching of speaking.

From the t-test, the researcher found that the data of pre-test and post-test had sig. (2-tailed) was 0.00. The data t-test has sig. $0.00 < 0.05$. It can be concluded that pre-test and post-test has sig. $< \alpha$, and H1 was accepted and H0 was rejected. So, it could be assumed that there was a significant the use of paper puppet to increase students' speaking ability at the eighth grade of SMP Aisyiyah Paccinongang.

Based on the result, the researcher found that there was significance of the pre test before and after teaching and learning processed by using paper puppet. So, it could be assumed that there was a significant the use of paper puppet to increase students' speaking ability at the eighth grade of SMP Aisyiyah Paccinongang.

The researchers conclude that using Paper Puppet was appropriate method used to improve the students' speaking ability. It gave positive impact to students' speaking learning. It can help them to easy to speak and make students enjoy the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher concluded that the students' speaking ability by using paper puppet was improved in terms of fluency and accuracy. The students' fluency of the students' in speaking before giving a treatment using paper puppet is determined by the score 44.35. This score shows that the students used limited vocabulary and lack of smoothness in English. After giving a treatment using paper puppet the score became 75.65. And the students' accuracy of the students' in speaking before giving a treatment using paper puppet is determined by the score 42.61. This score shows that the students used incorrect grammar and lack of vocabulary using, the means stated is hard to understand. And after the using paper puppet the score become 72.17.

From the t-test, the researcher found that the data of pre-test and post-test had sig. (2-tailed) was 0.00. The data t-test has sig. $0.00 < 0.05$. Concluded that H1 was accepted and H0 was rejected. So, it could be assumed that there was a significant different between the pre-test and post-test at the eighth grade of SMP Aisyiyah Paccinongang.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. To suggest the teacher especially at the eighth grade students of senior high school, to use paper puppet as one alternative among other teaching media in teaching speaking
2. To suggest the teacher, to use paper puppet through English as materials because it is effective to increase the students' speaking ability.
3. To suggest the next researcher to use this thesis as an additional reference.



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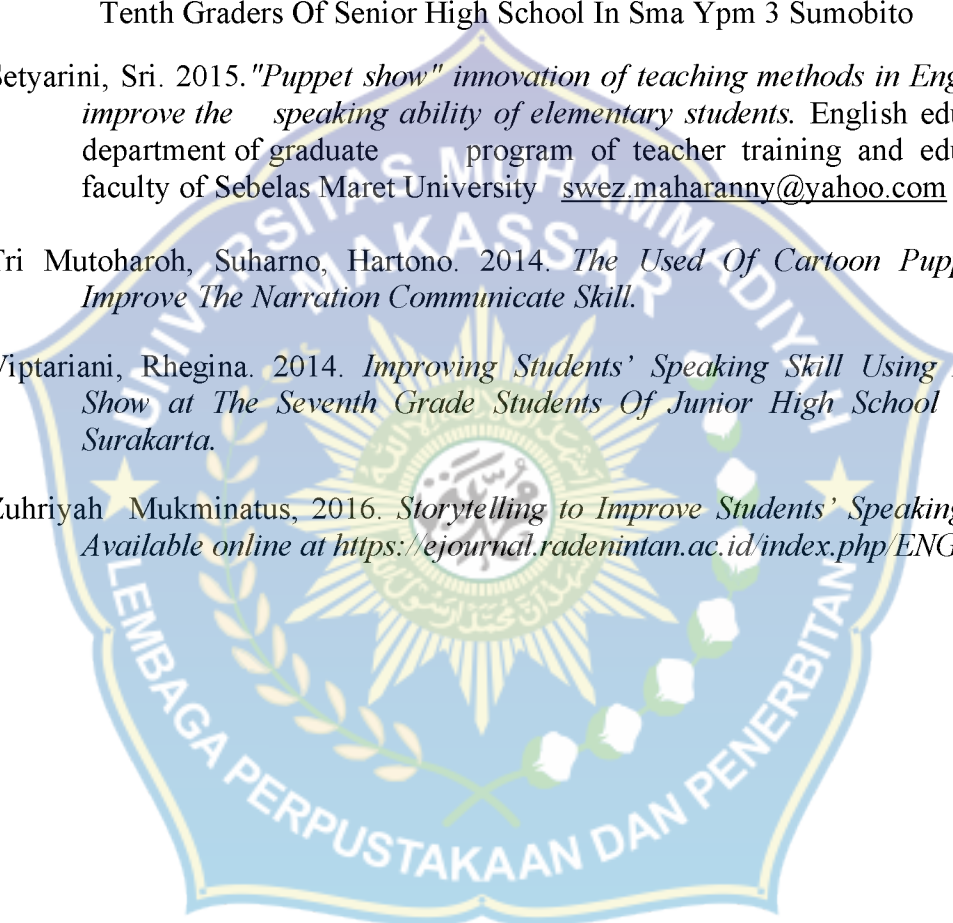
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APPENDIX I

The students' score of pre-test

No	Respondents	Pre-test			
		Fluency		Accuracy	
1	ANDINI RAMADANI	2	40	2	40
2	IRMAWATI	2	40	2	40
3	MEGA AULIA MELANI P	3	60	3	60
4	MUH. RAIHAN SALEH	2	40	2	40
5	MUH. ASWAR AHMAD	2	40	2	40
6	MUH. NUR HASBY	2	40	2	40
7	MUH. JANUAR JORDY	3	60	3	60
8	NUR AMALIAH PUTRI	3	60	2	40
9	NURJANNA JABBAR	2	40	2	40
10	NURLATIFAH ALYA	2	40	2	40
11	RIDHA NURJANNAH	2	40	2	40
12	SALSABILA ANDINI PUTRI	3	60	3	60
13	HAIKAL	2	40	2	40
14	SULTAN ULIL AMRI	2	40	2	40
15	ZULFIKAR	2	40	2	40
16	MUH. AKBAR	2	40	2	40
17	ZALDI WAHYUDI	2	40	2	40
18	MUH. RAFLY	2	40	2	40
19	ISWANDI SAPUTRA	2	40	2	40
20	ADE SAMPETAN	2	40	2	40
21	MARWAH	3	60	2	40
22	ABD. RAHMAN	2	40	2	40
23	HAMZAH	2	40	2	40

APPENDIX II

The students' score of Post-test

No	Respondents	Post-test			
		Fluency		Accuracy	
1	ANDINI RAMADANI	4	80	4	80
2	IRMAWATI	4	80	4	80
3	MEGA AULIA MELANI P	5	100	5	100
4	MUH. RAIHAN SALEH	3	60	3	60
5	MUH. ASWAR AHMAD	4	80	4	80
6	MUH. NUR HASBY	4	80	4	80
7	MUH. JANUAR JORDY	5	100	5	100
8	NUR AMALIAH PUTRI	4	80	4	80
9	NURJANNA JABBAR	4	80	4	80
10	NURLATIFAH ALYA	4	80	4	80
11	RIDHA NURJANNAH	4	80	3	60
12	SALSABILA ANDINI PUTRI	4	80	4	80
13	HAIKAL	4	80	4	80
14	SULTAN ULIL AMRI	3	60	3	60
15	ZULFIKAR	3	60	3	60
16	MUH. AKBAR	4	80	3	60
17	ZALDI WAHYUDI	3	60	3	60
18	MUH. RAFLY	4	80	3	60
19	ISWANDI SAPUTRA	4	80	3	60
20	ADE SAMPETAN	3	60	3	60
21	MARWAH	4	80	4	80
22	ABD. RAHMAN	3	60	3	60
23	HAMZAH	3	60	3	60

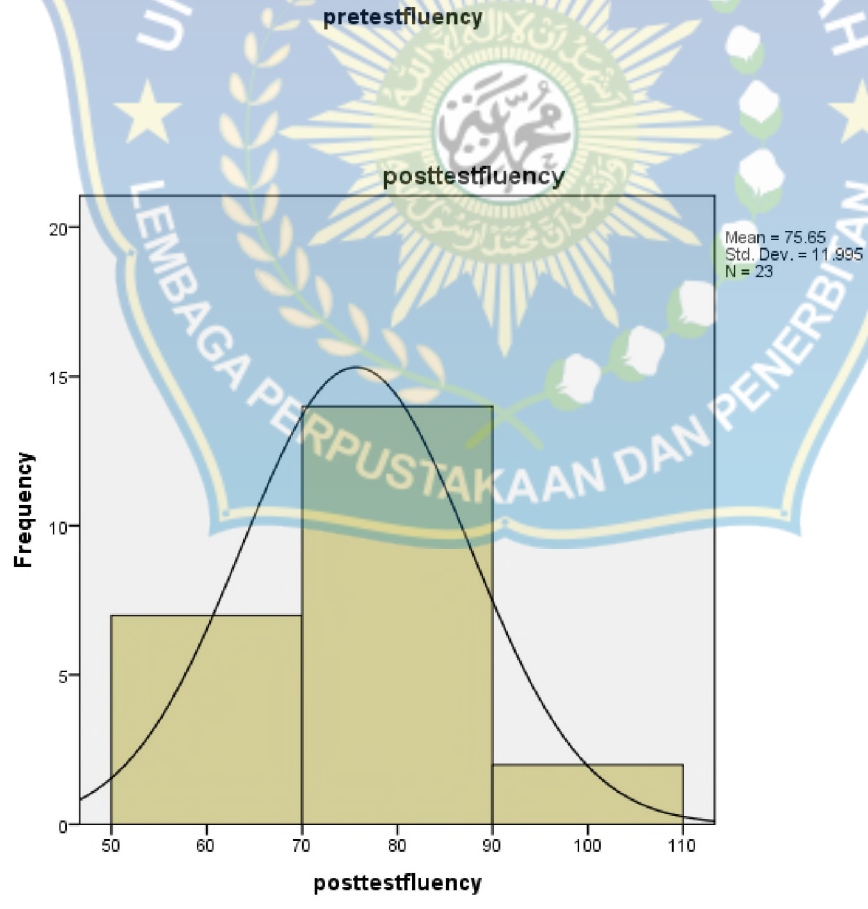
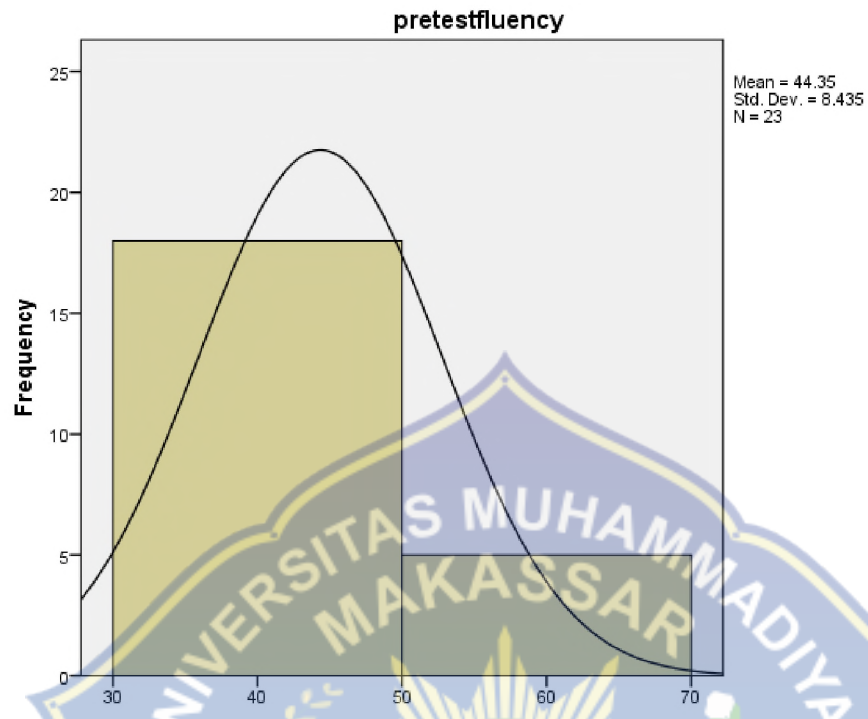
APPENDIX III

a. Result of pre-test and post-test in fluency

		Statistics	
		Pre-test fluency	Post-test fluency
N	Valid	23	23
	Missing	0	0
Mean		44.35	75.65
Median		40.00	80.00
Std. Deviation		8.435	11.995
Variance		71.146	143.874
Range		20	40
Minimum		40	60
Maximum		60	100

		Pre-test fluency			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	18	78.3	78.3	78.3
	60	5	21.7	21.7	100.0
Total		23	100.0	100.0	

		Post-test fluency			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	7	30.4	30.4	30.4
	80	14	60.9	60.9	91.3
	100	2	8.7	8.7	100.0
Total		23	100.0	100.0	



b. Result of pre-test and post-test in accuracy

Statistics

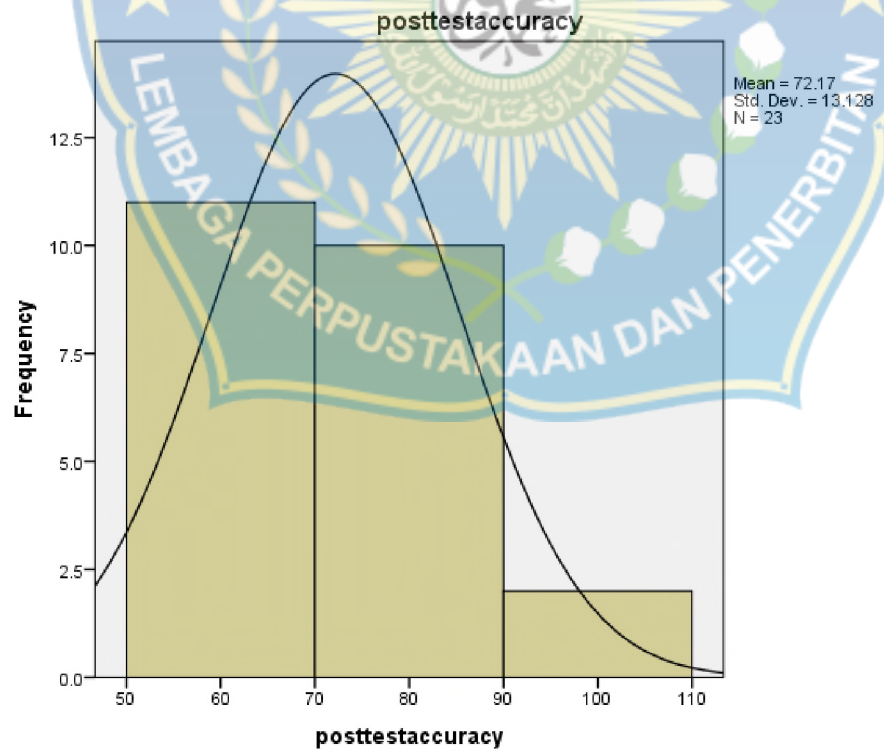
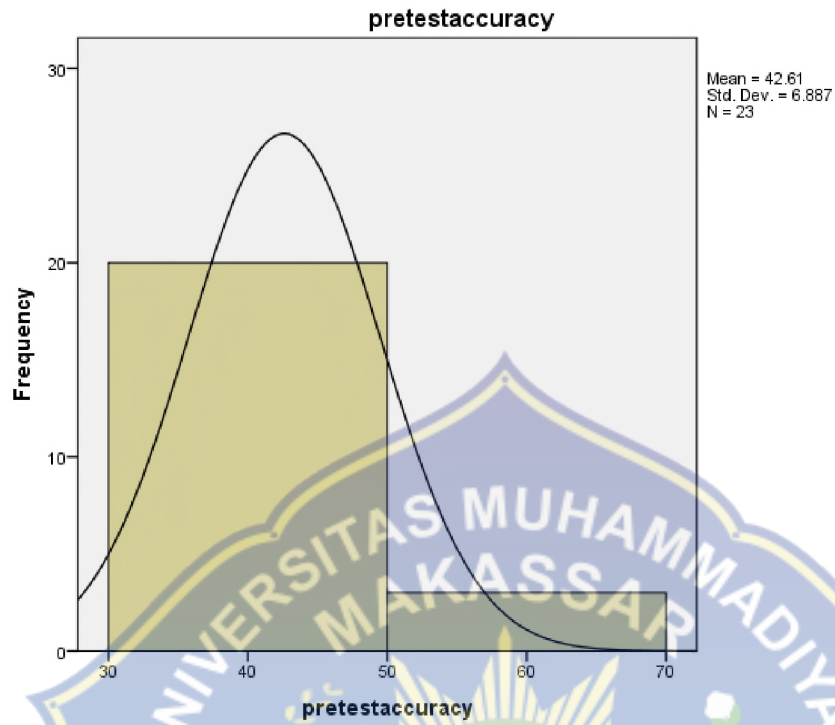
		Pre-test accuracy	Post-test accuracy
N	Valid	23	23
	Missing	0	0
Mean		42.61	72.17
Median		40.00	80.00
Std. Deviation		6.887	13.128
Variance		47.431	172.332
Range		20	40
Minimum		40	60
Maximum		60	100

Pre-test accuracy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	20	87.0	87.0	87.0
	60	3	13.0	13.0	100.0
Total		23	100.0	100.0	

Post-test accuracy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	11	47.8	47.8	47.8
	80	10	43.5	43.5	91.3
	100	2	8.7	8.7	100.0
Total		23	100.0	100.0	



c. T-test of pre-test and post-test in fluency

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestfluency	44.35	23	8.435	1.759
	posttestfluency	75.65	23	11.995	2.501

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretestfluency & posttestfluency	23	.555	.006

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretestfluency - posttestfluency	-31.304	10.137	2.114	-35.688	-26.921	14.810	22	.000

d. T-test of pre-test and post-test in accuracy

Paired Samples Statistics

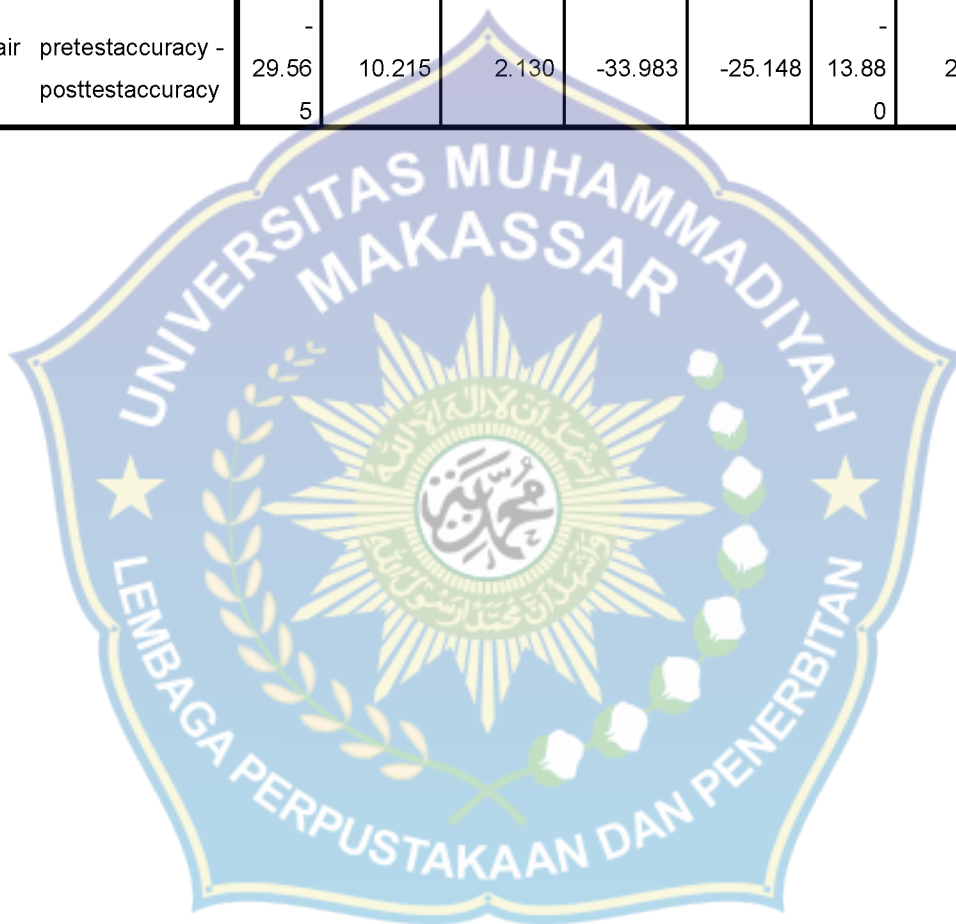
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestaccuracy	42.61	23	6.887	1.436
	posttestaccuracy	72.17	23	13.128	2.737

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretestaccuracy & posttestaccuracy	23	.638	.001

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretestaccuracy - posttestaccuracy	-29.565	10.215	2.130	-33.983	-25.148	13.880	22	.000



APENDIX VI

INSTRUMENT PRE-TEST AND POST-TEST

1. Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the god mother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and

the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Characters	: Main characters are Cinderella, the step mother, the step sisters, the fairy godmother and the prince.
Setting	: The story takes place a long time ago in a land ruled by a king and a queen.
Plot	<p>: There once was a widower who remarried. His second wife was ill-natured, and she had two daughters who were just as unpleasant as their mother. The man had a beautiful, gentle daughter of his own, and she was soon to become the servant of her evil step-mother and step-sisters. They made her do all the chores around the house, and she was named Cinderella, after the cinders she swept out of the fireplace.</p> <p>The King needed to find a queen for his prince, so he threw a huge ball. The evil step-mother and step-sisters were invited, but Cinderella was not allowed to go. After they left, Cinderella's fairy godmother appeared and changed her dirty rags into a beautiful gown with glass slippers. Next the fairy godmother changed a pumpkin into a coach and some mice into footmen. Before Cinderella left, the fairy godmother warned her to be home before midnight, because the spell would only last till then.</p> <p>Cinderella was a hit at the ball. The prince fell in love with her and asked her name. Just then the clock struck midnight, and Cinderella ran away. She was in such a hurry, she lost one of her glass slippers. It was the only clue the prince had to find his true love. He went to</p>

		every home in the kingdom and had every single young girl try on the slipper to see if it fit. The evil step-sisters couldn't fit the slipper, but Cinderella did. The prince married her and they all lived happily ever after.
Moral	:	The moral of "Cinderella" is that people should always fight for what they want with a good heart and hard work. Cinderella is never negative or angry due to how poorly her stepsisters and stepmother treat her, and she keeps working hard despite things seeming hopeless

2. Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang

who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. **In the quiet sea**, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

Characters	: Main characters are Malin Kundang, He is a rebellious son because he was ashamed to accuse own mother. Malin's Mother She is a good mother, patient, loving. Malin's Wife Naughty, boastful, arrogant.
Setting	: The story takes place a long time ago in the village around beach.
Conflict	: Malin was ashamed to accuse his mother because he was ashamed to his wife to accuse that the old woman was his mother. Because of it, Malin's mother was frustrated to her son and went back home very sadly. They were excursed by the God become a rock.
Plot	: When Malin Kundang went wandering into the city because it was not enough to finance his life, at that time his mother forbade him to leave but Malin was stubborn so his mother blessed him. a few years later Malin Kundang succeeded because he married a rich woman, Malin never contacted his mother, so his mother went to town to look for Malin but when he met Malin, his mother was very sad because he was not recognized as a mother, after that his mother prayed and cursed Malin to

	stone
Moral	: Don't become rebellious son for parents especially for our mother because heaven is under your mother feet.

3. Pinokio

Once upon a time, Gepetto, an old woodsman, living in the great Italian pine forest, was lonely. He always dreamed about having a son. Each day, he went cutting woods for the town's people. One day, an idea illuminated his mind, the idea of crafting a puppet, which he will call it Pinocchio. He crafted that puppet and during the night, the puppet becomes alive! One year of happiness and thriller passed, on a Sunday morning, Gepetto told Pinocchio:

“It's my birthday soon, my little son! I hope you didn't forget it!”

“Euh, sure, I didn't!”

Pinocchio felt awkward. He didn't thought about that. Gepetto's birthday was coming in only three days, and he hadn't even a present. After a long night of reflecting, Pinocchio finally decided to offer a homemade chocolate cake to him as a present. When the sun rose, Pinocchio was already ready to go outside find the ingredients. The main problem was he didn't even known the in and the recipe. So after school, he decided to go ask someone for the ingredients to bake a cake. During his walk, Pinocchio, the wooden puppet, met the town's sorcerer.

“Hey, little boy, do you need some help for your chocolate cake?”

“Hum... You can help me?”, asked Pinocchio.

“Sure, I can. Follow me!”

After walking few minutes so, Pinocchio saw a big, big, big candy house. They entered together and Pinocchio got caught by a big cage.

“Mouahahahaha!!! I finally caught you! You'll be mine, you're gonna work for me!”, said the evil sorcerer.

Pinocchio was so scared. When the guards came and took him out of the cage, he immediately ran away very fast and he succeeded to escape. At the same time, the evil sorcerer, calling all his troops with him, ran after him and he took out his magic wand. The evil devil changed the little wooden puppet into a chocolate cake!

When he came back home, he told the entire story to his father and they went to find the god fairy.

After a long trip, they finally find the god fairy and they got the magical potion for Pinocchio.

<p>Characters of the story</p>	<p>- Pinocchio is a naughty, pine-wood marionette who gains wisdom through a series of misadventures which lead him to becoming a real human as reward for his good deeds.</p> <p>- Geppetto is an elderly, impoverished woodcarver and the creator (as a father) of Pinocchio. He wears a yellow wig that looks like cornmeal mush</p>
<p>Setting of the story</p>	<p>Geppetto made a little wooden puppet called Pinocchio, Geppetto wishes upon the evening star that Pinocchio would become a real, live boy. As Geppetto sleeps, the Blue Fairy arrives and grants the wish partially; Pinocchio has come to life, but he is still a puppet and must prove himself worthy before becoming a real boy. However, being naive, he requires some guidance, and the Blue Fairy appoints Jiminy Cricket to be his "conscience". The cricket tells Pinocchio that anytime he needs Jiminy, all he needs to do is whistle.</p> <p>one day Pinocchio alone heads off to school because the crooks knew about pinocchio, they decide to sell Pinocchio to marionette master</p>

	<p>Stromboli, whose travelling show is in town. Convincing Pinocchio that this is his chance to become an actor. Pinocchio tries to return home to Geppetto. Stromboli, not wanting to lose such a cash cow, locks the puppet in a bird cage. He finds Pinocchio, but is not strong enough to unlock the bird cage. Suddenly, the Blue Fairy appears. Not wanting to admit he was naughty, Pinocchio tells a series of lies, but with every lie his nose grows longer. The Blue Fairy forgives him, but warns him that he'll never become human if he keeps misbehaving.</p> <p>A dove arrives with a note from the Blue Fairy explaining that Geppetto has gone to sea to search for his lost son and has been swallowed by the whale Monstro. Determined to save his father, Pinocchio and his reluctant conscience journey to the bottom of the sea. They find Geppetto in the belly of the whale, and escape by setting a fire in the belly of the sea monster, who sneezes them right out. In revenge, Monstro destroys Geppetto's raft. Without regard for his own safety, Pinocchio saves Geppetto from drowning but at the cost of his own life. Geppetto's wish is finally granted. Pinocchio's sacrifice has proved to the Blue Fairy that he is worthy, and he is brought back to life not as a puppet but as a real live boy.</p>
<p>Moral of the story</p>	<p>: as a child should never lie especially to parents, because their blessings are the key to success in the world and the hereafter.</p>

THE QUESTIONS

- 1) What is the title of the story?
- 2) What is the characteristic of the story?
- 3) Where is the place of the story?
- 4) When did the incident happen in the story?
- 5) Can you explain about the problem of the story?
- 6) How is the solution in the story?
- 7) What is the value of the story?



APENDIX V

a. T-test of pre-test and post-test in fluency

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test fluency	47.57	23	9.820	2.048
	Post-test fluency	79.17	23	10.170	2.121

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test fluency and Post-test fluency	23	.019	.931

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test fluency - Post-test fluency	-31.609	14.002	2.920	-37.664	-25.554	-10.826	.000	

b. T-test of pre-test and post-test in accuracy

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test accuracy	44.13	23	7.824	1.631
	Post-test accuracy	77.00	23	8.702	1.815

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test accuracy & post-test accuracy	23	.776	.000

Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Pre-test accuracy – post-test accuracy	-32.870	5.595	1.167	-35.289	-30.450	-28.176	22	.000	



APPENDIX VI

Table distribution of t-value

Degree of freedom (df) = N - 1 = 23 - 1 = 22, T- table = 2.07387

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

APPENDIX VIII
DOCUMENTATION

Pre-test



Treatment



Post-test





CURRICULUM VITAE

JUSNI, was born on August 9th, 1996 in Pinrang. She is the last child from five sisters from the marriage of her parents Alm. H.Sulky and Hj.Hande. She began her study at SDN 206 Pallameang and graduated in 2008. Then, She joined at SMP Negeri 1 Mattirosompe and graduated in 2011. Afterwards, she continued her study at SMA Negeri 3 Pinrang and graduated in 2014. In the same year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, She could finish her thesis with the title “**The Use of Paper Puppet to Increase Students’ Speaking Ability** (A Pre Experimental Study at the Eighth Grade Students of SMP Aisyiyah Paccinongang)

