

**USE OF THE DOLLS IN TEACHING SPEAKING AT SEVENTH GRADE
JUNIOR HIGHSCHOOL STUDENTS IN SMPN 1 KURIPAN ACADEMIC
YEAR 2020/2021**



A THESIS

**Presented as A Partial Fulfillment of the Requirement for the Bachelor Degree
of English Language Teaching**

By

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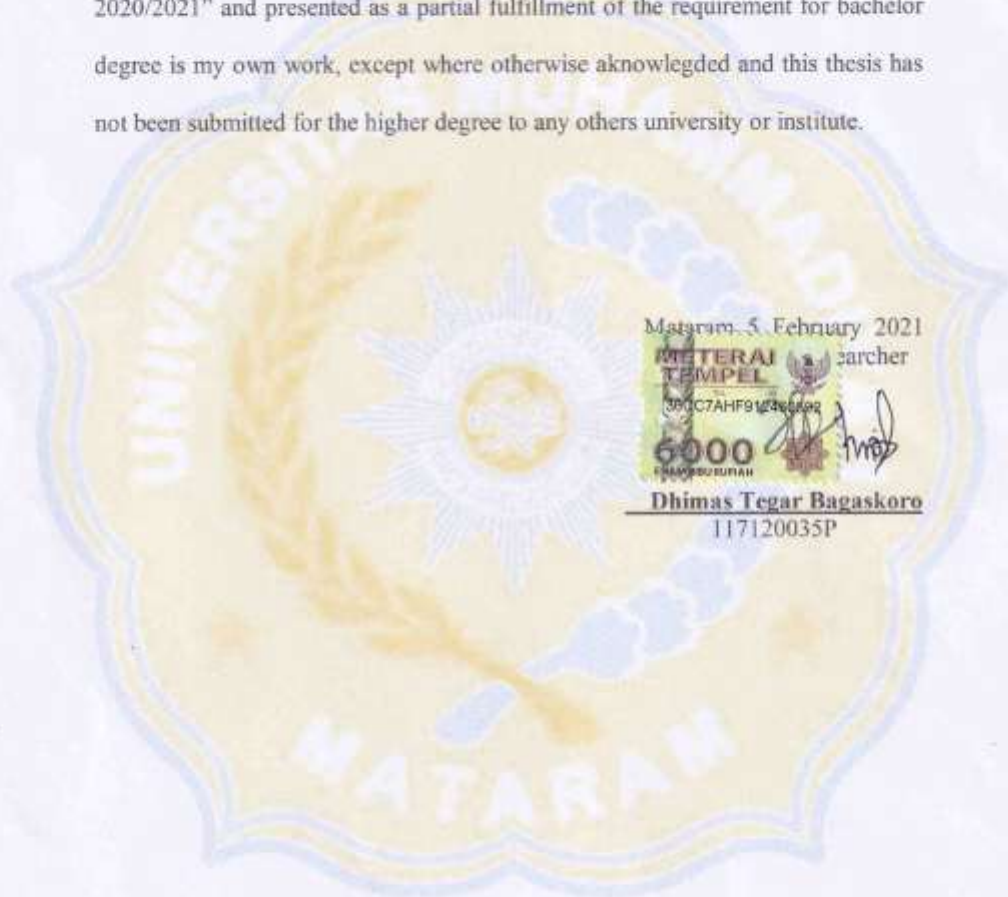
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I certify that the thesis entitled "Use of The Dolls in Teaching Speaking at Seventh Grade Junior Highschool Students in SMPN 1 Kuripan Academic Year 2020/2021" and presented as a partial fulfillment of the requirement for bachelor degree is my own work, except where otherwise aknowlegded and this thesis has not been submitted for the higher degree to any others university or institute.



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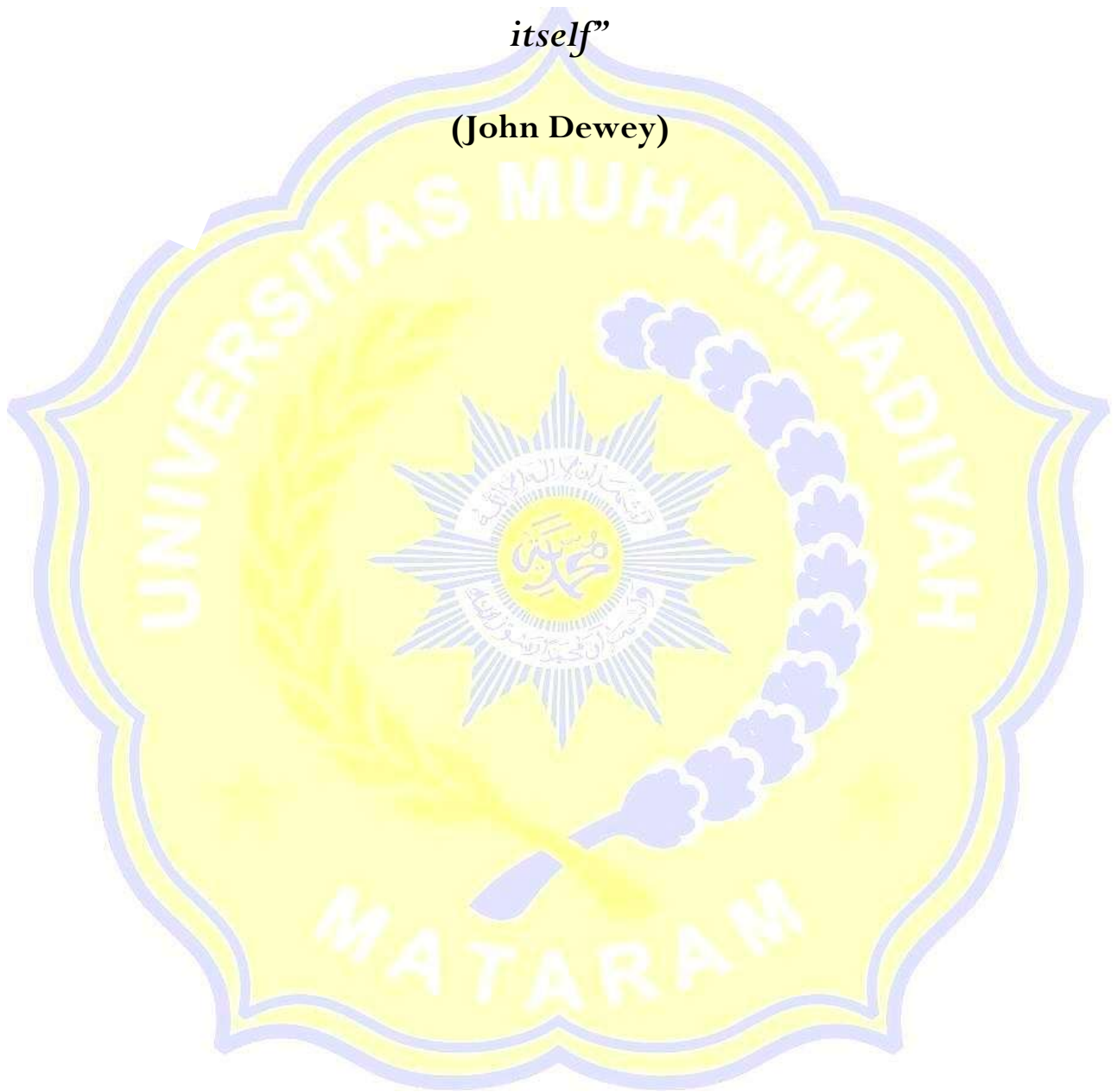


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MOTTO

*“Education is not preparation of life; education is life
itself”*

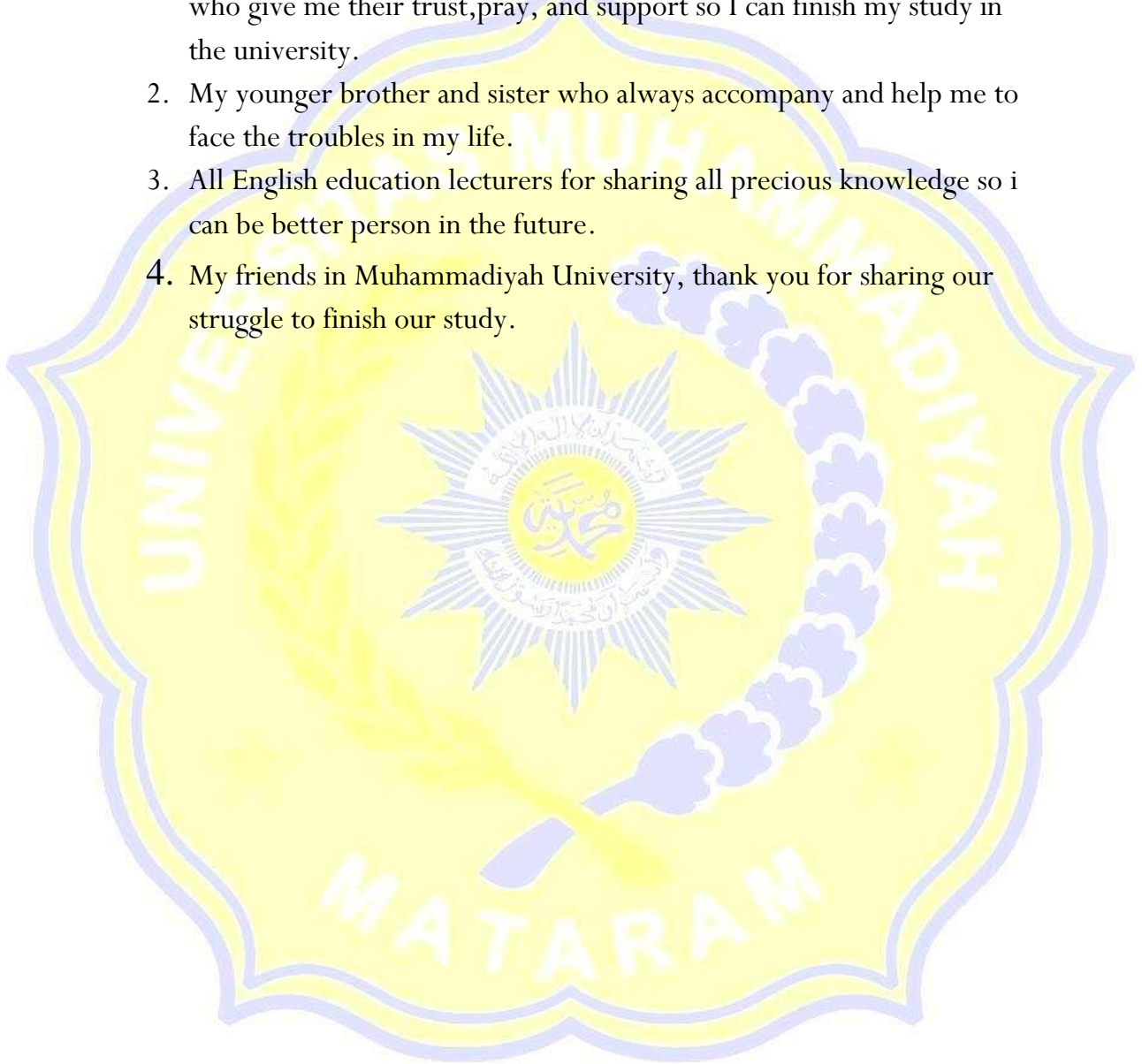
(John Dewey)



DEDICATION

This thesis is dedicated to :

1. Both my father (Triyono Urip Raharjo) and my mother (Tri Wahyuni) who give me their trust, pray, and support so I can finish my study in the university.
2. My younger brother and sister who always accompany and help me to face the troubles in my life.
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In this occasion, with great humility the researcher would like to thanks to all of those who gave me help and guidance, in completing the writing this thesis, the researcher would like to thanks to:

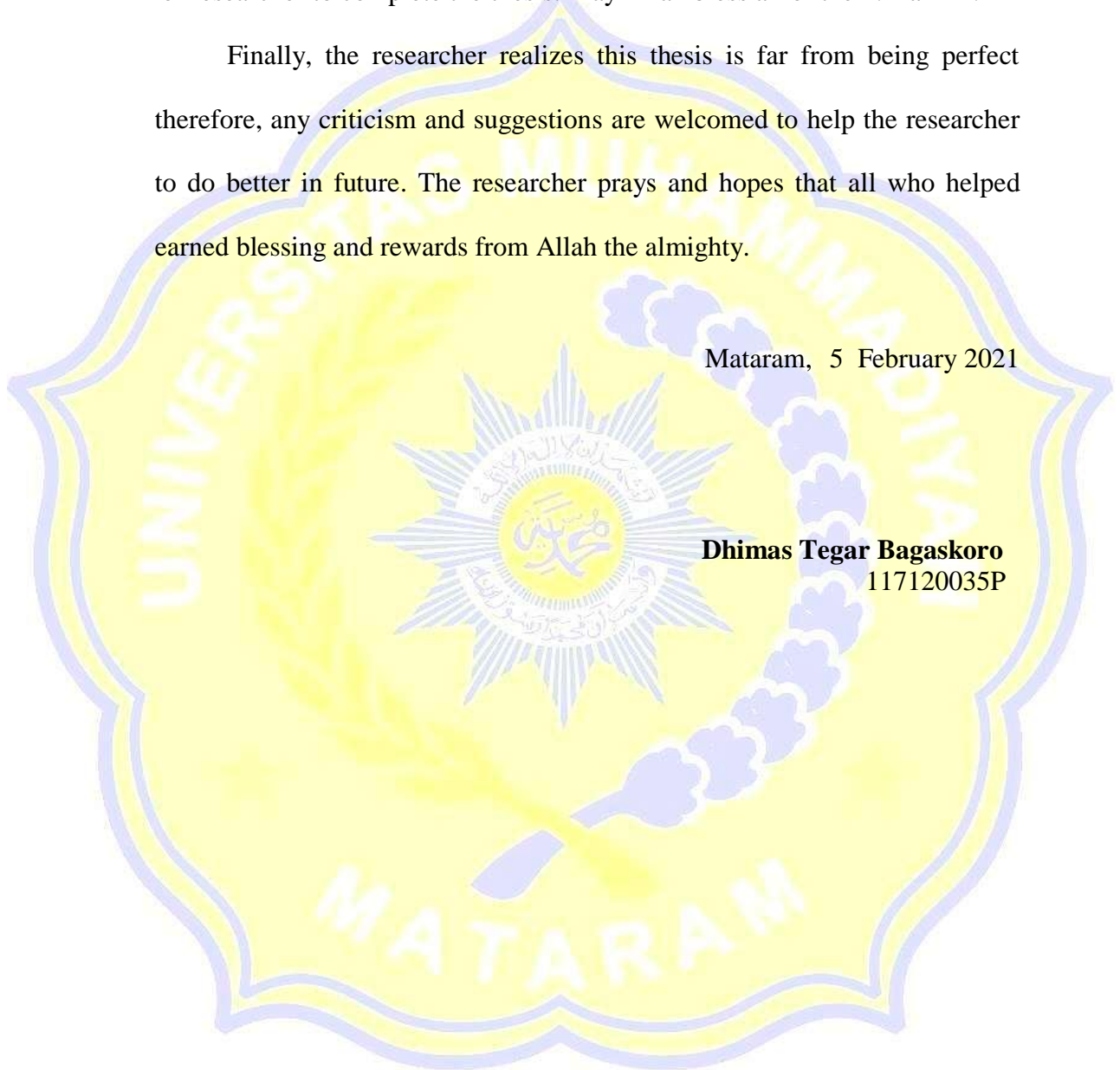
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Finally, the researcher realizes this thesis is far from being perfect therefore, any criticism and suggestions are welcomed to help the researcher to do better in future. The researcher prays and hopes that all who helped earned blessing and rewards from Allah the almighty.

Mataram, 5 February 2021

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ABSTRACT

Dhimas Tegar Bagaskoro, 2020. A Thesis “ **Use of The Dolls in Teaching Speaking At Seventh Grade Junior Highschool Students in SMPN 1 Kuripan Academic Year 2020/2021**”. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

The objectives of the research were to investigate the effect dolls and its significant to teaching speaking. In the research, dolls are used as part of technique in form demonstration and roleplay. The total population of this study involves 66 students and as the sample of this study is 33 students in control class then 33 students for experimental class. The data were collected through pre-test and post-test, then it followed by analyzing the data based on SPSS 17.0. The result shows that the average of the experimental class and the control class in the pre-test were 44.09 and 40.15, then the result of post-test from the experimental class is 61.97. which is higher than the result of the control class that is 60.75. Based on statistics Test (Mann Wilcoxon Test) if Asymp Sig. (2-tailed) < 0,05, it means that H_a was accepted and H_o was rejected. The result was Asymp Sig. (2-tailed) 0,000 < 0,05, it can be concluded that there are differences in the average student learning result for Pre-test experimental class with the Post-test experimental class. It means, the use of dolls as a technique for teaching speaking at seventh grade junior highschool students in SMPN 1 Kuripan academic year 2020/2021 is effective, so the alternative Hypothesis (H_a) is accepted.

Key Words: *Dolls, Speaking*

ABSTRAK

Dhimas Tegar Bagaskoro, 2020. A Thesis “ **Use of The Dolls in Teaching Speaking At Seventh Grade Junior Highschool Students in SMPN 1 Kuripan Academic Year 2020/2021**”. English Education Program, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram.

Tujuan dari penelitian ini adalah untuk menginvestigasi efek boneka dan signifikannya dalam mengajar berbicara. Didalam penelitian, boneka dipakai sebagai bagian dari tehnik dalam bentuk demonstrasi dan bermain peran. Total Populasi dalam penelitian ini melibatkan 66 siswadan sebagai sampel dar penelitain ini adalah 33 siswa di dalam kelas control dan 33 siswa di dalam kelas eksperimental. Data dikumpulkan melalui pretes dan pos tes, kemudian diikuti oleh analisis data berdasarkan SPSS 17.00. Hasil menunjukkan bahwa rata rata hasil pretest kelas eksperimental dan kontrol adalah 44.09 dan 40.15, kemudian hasil post test dari eksperimental adalah 61.97 yang mana lebih tinggi daripada kelas control yaitu 60.75. Berdasarkan tes statistik (Mann Wilcoxon test), jika Asymp sig (2 tailed) <0.05 itu berarti bahwa H_a (hipotesis awal) diterima dan H_0 (hipotesis null) ditolak. Hasil Asymp sig 2 (tailed) adalah $0.000 < 0.05$, itu bias disimpulkan bahwa terdapat perbedaan dalam rata rata hasil pembelajaran pre tes dan pos tes ekperimental. Itu berarti bahwa penggunaan boneka sebagai tehnik untuk mengajar berbicara bahasa inggris di kelas VII SMPN 1 Kuripan tahun akademik 2020/2021 efektif, jadi hipotesis alternatif diterima.

Kata Kunci: Boneka, Berbicara

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CHAPTER I

INTRODUCTION

This chapter presents background of study. In addition, the researcher would like to discuss about background of study, purpose of the study, significance of the study, scope of the study and the definition of key terms.

1.1 Background of the Study

Speaking skill is one of important skill in language, particularly English. As we know, speaking is necessary to convey message for the speakers to other one. In order to convey the message better, it necessary to pay attention to punctuation, vocabulary, sentence pattern, strategy, and media. As educator, we must put speaking skill as spearhead of our lesson aim. It is stated in curriculum 2013. Furthermore, Widyastono (2014:117) stated that curriculum 2013 is curriculum which focus on development of knowledge, skill, attitude, and students holistically. Therefore, necessary skill is required to achieve those developments. One of that skill is speaking.

In learning system curriculum 2013, the teaching of speaking uses various media to deliver the material with purpose to help students to think more analytically. As stated by Khasanah (2015 :27), media offer both cognitive and affective experience. In turn, it stimulates students not only to think more analytically, but also to experience stronger emotional content toward learning material.

Media in teaching is necessary to reach the 2013 goal effectively. As we know, media is supportive tools in teaching. By presenting media in teaching, educators will make learning situations around class more entertaining and dynamic. Thus, it will encourage students to keep learn English without getting bored. One of the media for learning language is dolls.

The researcher was interested in conducting the research about media, especially dolls. Dolls were taken as objective research because of these reasons: a. first is the researcher hypothesizes that dolls bring change to students' skill and attitude toward English learning process b. The second reason is dolls considered new to students. Based interview from the teacher, use of dolls to teach English is never done in the school. Therefore, the researcher is interested to observe students' reaction of using dolls in English language teaching. c. Third reason is the doll stimulates students to speak. The researcher trust that dolls are good stimulant to speak. Then, the researcher is interested to see how far students' interest to speak English after dolls used in the classroom.

Dolls are one of media which often used in teaching English especially for speaking. As stated by Orroyan (1997;12), Dolls are representation of human figure. It represents human figure, deities, and social role within society. In education field, it also could be used as an effective language teaching media. Since dolls are media that can be used as demonstration. It could be played in front of class. Also, it can be

played in the form of live performances like drama, show, and any other roleplay games.

Dolls are excellent media in teaching English, particularly speaking. There are a lot of advantages of using dolls in teaching English, especially speaking. As example, it is beneficial in communication aspect. In the aspect, students are stimulated to interact to each other by playing the dolls in roleplay situation. In that interaction, students exchange their idea and express themselves. Later, it will help them to interact better in future.

The use of dolls is beneficially proven in many researches. It brings improvement to students' speaking ability. However, the rate improvement may vary. In one school, it improved drastically but it only slightly improved in another. In order to understand these inconsistencies, that further researches must be done to measure and analyze more the use of dolls in teaching speaking.

For the study, there are some researches that are relevant to the studies. a. First research was done by Melinda Try Utami (2011) The Teaching of Speaking Ability by Using Dolls (Puppet) at the Seventh Grade Students of SMPN 26 Semarang. b. The second research was done by Diah Nurhayati (2011). Her thesis title is "The Effectiveness of Using Hand Puppets 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)

As stated before, more research dedicated to study improvement of using dolls in English language learning must be conducted to learn its effect. Thus, the researcher inspired to research and learn the effect of using dolls in teaching speaking in English Language Learning (ELT). Therefore, the thesis is titled The Use of Dolls in Teaching Speaking at Seventh Grade Junior Highschool Students in SMPN 1 Kuripan.

1.2 Research Questions

As researcher stated in background of the study. The researcher wanted to know whether the dolls have effect to speaking skill. Hence, the questions that proposed in the research are

1. Does the use of Dolls has effect in students' speaking skill at the seventh-grade students of SMPN 1 Kuripan in the academic year 2020/2021?
2. Is there any significant difference between the students taught using the dolls for teaching speaking and those who are taught without dolls for teaching speaking at the seventh-grade students of SMPN 1 Kuripan in the academic year 2020/2021?

1.3 Purpose of Study

According to research questions, the purpose of study are listed below :

1. To investigate whether the effective the Use of dolls has effect or not in Teaching speaking at the Seventh Grade Students of SMPN 1 Kuripan in Academic Year 2020/2021.
2. To analyze the significant differences in students score between the students who are taught using dolls and students who are taught without using Dolls at the Seventh Grade Students of SMPN 1 Kuripan in Academic Year 2020/2021.

1.4 Scope of Study

The scope of study is limited by researcher. This research is focused on the use of dolls in teaching speaking at the seventh-grade students of SMP Negeri 1 Kuripan in academic year 2020/2021. The subject of the research is seventh-grade students of SMP Negeri 1 Kuripan in academic year 2020/2021 semester II. The book used for students is *When English Rings The Bell, Kelas VII*, Kemendikbud, Revised in 2017.

1.5 Significance of Study

The results of the study are hoped to expected to have new value theoretically:

1. Theoretically

The result of the study is beneficial to the researchers, students, and teachers. The significances of the study are explained briefly as follows: a. For the researcher, the study is significant to

other researchers to be used as references to conduct next research on the using dolls in teaching speaking as media to teach English speaking. b. As for teacher, it gives more theoretical understanding about the dolls in teaching speaking media.

2. Practically

In this part, practical significant of the study are explained as follow: a. The study is practically beneficial for students while learning speaking through the dolls. It gives instruction and varieties of activities for students while the teacher using dolls. In turn, students are able to adapt quickly while teacher applies dolls for teaching speaking. students b. As for teachers, it gives them guidance to apply dolls in English speaking class.

1.6 Hypothesis of the Study

In this part, the hypothesis is explained in two sub part :effect and significance. Thus, the following hypothesis will be tested in the study:

a. Hypothesis on dolls' effect

1. The Null Hypothesis (Ho): the dolls have no effect in the students' speaking skill in the seventh grade at SMPN 1 Kuripan at Academic Year 2020/2021.

2. The Alternate Hypothesis (Ha): the dolls have effect in student' speaking skill at the seventh grade at SMPN 1 Kuripan in Academic Year 2020/2021.

b. Hypothesis on significance of dolls for teaching speaking

1. The Null Hypothesis (Ho): the dolls have no significant effect in the students' speaking skill in the seventh grade at SMPN 1 Kuripan at Academic Year 2020/2021.

2. The Alternate Hypothesis (Ha): the dolls have significant effect in student' speaking skill at the seventh grade at SMPN 1 Kuripan in Academic Year 2020/2021.

1.7 Definition of Key Term

There are some key terms provided by researcher in order to make the concept of thesis easier to understand and to avoid miss-understanding for the readers. The key terms are explained as follows:

a. Dolls

Dolls are representation of human figure. It represents human figure, deities, and social role within society (Susanna Orroyan,1997;12)

b. Speaking

Speaking is oral language produced by human which directed to deliver message, send ideas, opinion, and feeling to achieve some purposes. (Rendi Feriyadi, 2015:10)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about literature and its related theory to the research. The contents included speaking, type of speaking, components of speaking, and classroom speaking activities. In addition, theory about teaching media, dolls, type of dolls, dolls to teaching speaking in ELT is discussed

2.1 Speaking

2.1.1 Definition of Speaking

In everyday, it is normal for us to communicate via speaking. Speaking is form of communication orally. As mentioned by Feriyadi (2015:10) speaking is oral language produced by human which directed to deliver message, send ideas, opinion, and feeling to achieve some purposes. It is most common form of communication. Speaking comes after listening. The words that used by learner acquired from listen someone else speaking, in this case, English language. Teenager acquires their speaking skill via listening to online media like youtube, attend courses, or listening westerners speaking.

There are a lot of ways to communicate with others, but people prefer communicate via speaking. There are reasons why people rather communicate through speaking. According to Harmer (2001:46) states the reasons as follows: (1) “They want to say something”, It refers to general

way to suggest that the speakers make certain decisions to address others. (2) “They have some communicative purpose”, speakers say things because they want things to happen as their intention of what they say. They want express their own emotion, or they want other to their bidding through speaking and (3) “They select from their language store.” In order to achieve to achieve proper communication, people choose their language from previous language they acquired.

As conclusion, speaking is communication activities which produced orally to deliver messages, express opinion, and discuss ideas. It is most common way to communicate. In addition, people prefer communicate through speaking because of these reasons: they want to say something, willingness to communicate, and desire to use language from their language store.

2.1.2 Type of Speaking

Speaking is one of way to communicate a person thought, ideas, and emotion. However, not many of us understand that all speaking same. In real life, different type of speaking encountered both inside and outside classroom.

There are five types of speaking as stated by Douglas H Brown (2004:274) :

- a. Imitative is performs the ability to imitate a word, phrase, and sentence

In short, Imitative is ability to imitate a word, phrase, and sentence.

It means the students ability to imitate words, phrase, and sentence.

Best method to assess this ability is via repetition

- b. Intensive is performs the ability to produce short stretches of oral language.

Intensive is ability to perform short stretches of oral language. It is referred as ability to the use of series of pictures or comics to produce speech. Series of pictures and comics are best way to train this skill. The series of picture will be provided by teachers. Thus, the clues will be provided in pictures in form of numbers in row where the students arrange the pictures according its right arrangement. Later, they will tell about events in pictures.

- c. Responsive is included the ability to perform short conversation, small talk and simple request comment.

Responsive is ability to perform short conversation, small talk, and simple requests comment. It comes in form of interview, Interpersonal conversation and giving instruction. However, it is limited to only response and short replies. In this situation, a problem is presented while the students' respond will be observed.

The score is taken in form of comprehensibility and mastery of grammar as second indicator.

- d. Interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple participant.

Interactive is very popular technique in speaking of English language teaching (ELT). It comes in form of transactional and interpersonal conversation. Transactional is aimed to conveying or exchanging specific information while interpersonal conversation deals with maintaining social relationship with each other.

- e. Extensive is oral production task including speeches, oral presentation and storytelling

Extensive is oral production task including speeches, oral presentation and storytelling. It is done by one person in front of audience. It comes in form of monologue speech like speeches, oral presentation in the class, teacher will ask students to present certain theme and speak in front of their friend. Thus, the teacher will assess their fluency, grammar, and idea coherent.

2.1.3 Component of Speaking

Speaking consists components in its use. These components are inseparable. Speaking considered meaningless if the speakers neglect its components. Therefore, the component of speaking is like body of speaking itself. In field of language teaching, components of speaking are used as measurement to students' speaking skills. As result, it is vital to educator to understand them.

As stated before, component of speaking must be known by teachers. Better performance will be improved by understand language

component. According to Harris (1974:81), there are five components of speaking

c. Pronunciation

It is the act or manner which word pronounced. In short, pronunciation is method to produce sound and speaking. It deals with phonological aspect of language which sound becomes important factor to understand communication.

d. Grammar

Grammar is study of rules of how to combine words into sentences. Grammar is necessary to arrange words into proper and meaningful sentences in oral and written form. The words became nothing but gibberish without grammatical structure.

e. Vocabulary

It is defined as the “word” in foreign language word is perceived as the building blocks upon which knowledge of a second language can be built. Vocabulary is variety types and choice of words that be used in oral and written communication. Lack of vocabulary mastery causes students to not able to choose the proper word choice to communicate.

f. Fluency

Fluency is ability to make expression in form of spoken language. Furthermore, Harris (1974:81),said that fluency is the case and

speed flow of speech. This ability can be trained by practicing speaking as often as possible.

g. Comprehension

It is defined as the knowledge of what a situation is really like. Thus, comprehension is knowing the meaning where language used. High comprehension of the language defines better knowledge about the language itself

To sum it up, knowing the components of speaking is necessary to develop students' speaking skill. The strength and weakness of students' speaking skill can be analyzed by assessing these components in their speaking activity.

2.1.4 Classroom Speaking Activities

There are various activities that can be done by teachers to improve students' speaking skill. However, the speaking activity in classroom should be fun and interactive. Interactive and fun speaking activities makes students more interested to speak and able to express their emotion freely.

As author stated before, there are various classroom activities. Thus, according to jeremy harmer (2001;271),there are four classroom speaking activities

- a. 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. In such condition, the teacher can stimulate students to act out of their simulation and play certain role form their characters. Thus, they will be able to express their thought and emotion like situation they face in real life.

- b. Communication games, that games are to provoke communication among students. The main idea of the activity is information gap in the games. In order to fill and answer information gap, so that the student must work together with a partner in order to solve a puzzle, finding similarity or differences and draw a picture. Media from communication games are found in television, radio, books, and internet sources.
- c. Prepared talk, a popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice. The talk in prepared talk activity is designed in formal situation Since, the talk is not spontaneous, and has written like talk.
- d. Discussion, discussion happens when one person face the another person to talk each about his feeling, opinion or idea. It is commonly used to train logical and oral skill. There are a lot of range in discussion. According to Jeremy Harmer (2001:272), discussion range divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

There are three range of discussion:

- a. First is buzz group. Buzz group is used for whole range discussion. As example, students are ordered to talk about video presented in the class. Later, they give their opinion and impression about the content of video.
- b. Second range is instant comment. Instant comment is intended to train students' response and fluency. The key is students must insert their instant comment in mini activities in the lessons. The range is started by presenting photos and pictures. Later, the teacher asks students to say first thing about the topic in their mind.
- c. Third range is formal debate. The students must prepare argument and counter argument regarding the topic. A student will be appointed as panel speaker which produce rehearsed arguments. In other part, audiences pitch in with their won though of subject as the debate progresses.

Teacher can use simulation and roleplay as activity to teach English speaking. Activities in simulation and roleplay must related to the objective and topic lesson. In addition, material, situation, and students' condition must be considered before perform these activities. For example, expression can be taught from simulation and role play activities. Since it can sharpen their mental to face real life conversation. In communication games, social interaction is taught via games, puzzle, and draw a picture. It is proper activity to socialization because it encourages students to speak

while training their teamwork mentality. Prepared talk is more proper activities for students who want to train their ability to convey idea. It comes in form of speech and presentation. Discussion is preferable activity to train not only speaking skill, but also logical reasoning. It comes in form of debate or general discussion that involve whole class.

2.1.5 Teaching speaking in Junior High School

As stated before, the subject of the research is seventh grade junior high school in SMPN 1 Kuripan. Before research is conducted, it is important to learn their characteristics. Knowing characteristics of the students are really helpful for teacher to determine which proper method and media to teach English to them.

Since our subject is seventh grade junior high school, they are on adolescent phase. According to Berk (2003;244-249) cognitive characteristic of adolescent phase are

- a. Ability to think abstractly in situation which provides chance to think deductive hypothetic and proportional thought.
- b. Understanding logical necessity of proportional thought rationalization about contradiction of premise and reality.
- c. Showing cognitive distortion, imaginary listener and personal fable will decreased step by step eventually and disappear during adult period.

From characteristics above, the author assumes that cognitive and reasoning begin develop more advance than children phase. Thus, it is

fine for teacher to begin to give tasks that encourage abstract thinking. Moreover, the tasks help to sharpen their reasoning ability through reasoning practice in form of conversation, debate, and speeches.

As stated before, reasoning based task can be given to junior high school students. Thus, it is necessary to involve students through communicative speaking activities. It encourages them to speak, analyze, and make decision based on their life experience.

2.2 Teaching Media

2.2.1 Definition of Teaching Media

Communication is vital aspect in learning and teaching process. Therefore, good communication is needed to ensure teaching process runs smoothly. In order to ensure that, teachers need teaching media. The term media is referred as any devices which can be source of information and also the devices that help to deliver information. There is a lot media around us like TV, radio, internet, and telephone. In addition, as written by Roblyer (2010:40) media are any devices which aid teachers to transfer fact, knowledge, attitude, and skill to the students. Media can be applied in English teaching. As result, the material can be conveyed in more attractive and interactive way. Then, it will bring strong impression to them which help them to memorize the material better. In short, it helps the teachers and student to understand the material concepts more effectively.

As stated before, media can be used for English teaching. Therefore, these media turn into teaching media. As stated by Harmer (2007 :177), teaching media are range of objects, pictures and other things that can be used as instructional media to present and manipulate language and to involve students in the activities. The teaching media helps student to engage in a learning activity actively. Also, the teaching media itself consist of any form whether it is visual, audio, and audio visual.

In conclusion, teaching media are any form of media that can be used for teaching. The media help students to participate in learning process more actively and interactive. They also left strong impression to students after learning process. As addition, it helps teacher to deliver the basic concepts of learning material better for students to remember.

2.2.2 Types of Teaching Media

Suitability between media, technique, and material are vital to effectiveness of teaching process. These three things must be applied suitably to make them work. One of the examples is dolls. In order to make dolls work, the teachers use dolls to teach interpersonal conversation with roleplay as its technique. Improper use of media only causes confusion among students. In this case is video, video is good media to teach vocabulary, speaking, and writing. However, it will be less effective to teach reading, since reading activity needs books as its teaching media.

Understanding different type of media is great help for teachers. It helps them to choose proper media to their teaching. In teaching English,

there are various teaching media. Generally, teaching media are categorized into three groups:

a. Visual media

Generally, they are media which can be seen and brought in the classroom to aid teaching process. Furthermore, as stated by Ahmad Surjana & Rifai (2009:57), visual media is every pictures, model, object, and other tools which give visual experiences to students' learning process. Additionally, according to them, the visual media is aimed to three aims; a. introduce, form, enrich, and clarify comprehension or abstract concept to the students. b. developing desired behavior c. support students' more continuous activity.

There are four types of visual media. The types are printed media, realia, overhead transparency and LCD projector.

a. Printed media

These media are made through printing process. They are divided into two groups: a. Literature media b. Graphic media.

Literature media is media which dominated by written words dominate most of these media content. These media contents are known to lack of picture and more of written words. They are used as learning media for more advanced

like learner like senior highschool and university students.

Example of these media are newspapers, books, and novel.

Graphic media is media which dominated by graphics instead written words. These media contents are known to lack of written words and more of pictures. They are used as learning media for beginner learners like elementary school students. Example of these media are comic, brochure and posters

b. Realia

The real objects can be brought as teaching media. As defined by Spratt (2008:120), Realia is a real or imitative object brought into classroom as visual teaching media. There are a lot of examples of realia. The examples are hand puppet, dolls, and maps.

c. Overhead transparency (OHT) and LCD projector

These media are used to aid the teacher to explain, write, and describe something to the teachers Video and pictures are presented by these media

b. Audio Media

Audio media is which help students to learn through voice and sound. According to Suyanto (2007:100), audio media are the media of which the contents are recorded and can be heard. The students learn intonation, punctuation, and pronunciation from

these media without presence of live speakers. Example of these media are radio, music, and tape recorder.

c. Audio Visual Media

Suyanto (2007:102) stated that audio-visual are the media which can be seen and heard such as television and film. Communicative situation is presented through audio visual media. In audio visual media, students can learn gestures, and physical expression. Therefore, the learning situation is closer to real life situation compared to other media. These media included movie, television, and recorded live performance.

Related to our research, dolls are categorized as visual media in subgroup of realia. It means that, dolls are media that can be seen by eyes. In term of form, they are part of realia since they are modelled after imitation of real life objects.

2.3 Dolls

2.3.1 Definition of Dolls

According to Orroyan (1997:12), Dolls are representation of human figure. Dolls are made because people interested in others, what they do, what they wear and how they feel. In short, it is form of appreciation and representation within society. The reasons why humans want to make their own representation in form of dolls lead us to interesting theories (Susanna Orroyan, 1997:12). They might made as training media for maternal duty in girls. The training through dolls for

maternal duty helps the girl since they give direct demonstration for girls to learn. Making dolls is not done only by girls but also, by men. Men made dolls as religious and honoring instrument. Men in past might made dolls to represents figures who bring them luck and bravery during hunting. Also, some dolls are made as figure of local deities and belief in afterlife.

Dolls and puppet are similar to each other. It stated by Nurhayati (2011: 8) Dolls are belong to puppet, so puppets are kind of media for teaching. Doll is related to things that enrich our imagination which immediately can attract someone especially children.

2.3.2 Types of Dolls

In making process of figurine and Dolls, there are 4 basic types of form. Orroyan (1999;30) stated the basic type of dolls form are the realistic human, the toy, the exaggerated or caricature, and the abstract. There are general rules of acceptance for these types of dolls. One of the rules is proportion. Dolls proportion comes from traditional toy design while realistic proportion is taken from anatomical human features. Exaggerated or caricature form is taken from emphasizing selected parts of human figures. Abstract forms are original, but orderly structured in a way which allow communicable impression of realistic form. This type of dolls usually appeared as original concept to you. It has bit disfigured and dislocated part, but it is systematically structured, like faces figures in belly for example.

2.3.3 Dolls in English Language Teaching (ELT)

Dolls belong to visual category. It is included in subgroup of visual media; realia. Thus, applying the dolls in English teaching is not different than apply other form of realia like puppet. They are applied in form of demonstration in front of class by teachers.

In the research, the researcher uses dolls as part of teaching technique. As stated by Sanjaya (2008:127), technique is means done by teacher to implement a method. In the research, researcher will use roleplay as technique. The dolls are integrated as aid to apply technique in teaching process. Later, the students use them in their role play activity, where they talk to each other by using dolls as play for their role.

In short, dolls are positive learning media for students, they are interactive, fun, colorful, also dolls are easily known by students and have the opportunity to speak well, and introduce them to communication in real life situation.

2.3.4 Dolls in Teaching Speaking

Applying the right technique is vital to ensure success in teaching speaking. Technique helps how the teaching process conducted with classroom. Moreover, application of the technique can be supported by media. In this case ,the media are dolls.

As discussed before, dolls and puppets are part of realia. Thus, procedures and technique to apply dolls are not different technique for puppets. According to the Reyhner (1997: 98-101), there are some

procedures in creating an effective class and original storylines and dialogues of using puppets. They are (a) inviting the students to create characters for puppets from the classroom collection or from home, (b) Asking each student to present a brief description about a puppet, focusing on puppets likes and dislikes, (c) brainstorming and displaying a list of setting where these puppets might meet individually or in a group activity, (d) selecting two or three puppets from the group and setting from the list, (e) Creating collaboratively a story map of the events that these puppets could part play using the setting chosen, (f) Determining appropriate dialogue and actors for each character, (g) expecting that students may volunteer and perform this play for the class, (h) providing adequate preparation and practice time, (i) Sharing plays with the class or with other students to create original storylines and dialogues during their play time.

2.3.5 Benefits of Dolls in Teaching Speaking

Most of student especially junior high school students that is still in young age. Thus, they prefer more fun media. They like a media that is fun and colorful that can motivate them to study actively in class. Furthermore as stated by Feriyadi (2015 :19) Then, puppet (dolls) 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. Another advantage use of puppets (dolls) is to provide an opportunity for student expression through the social aspects of communication (Feriyadi :

2015:19). 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.

2.4 Previous Study

There are two studies collected as previous study. These are two of them. First study is written by Melina Try Utami (2011), her thesis title is “The Teaching of Speaking Ability by Using Dolls (Puppet) at The Seventh Grade Students of SMP N 26 Semarang”. From the formula $df = 100$, and get table or 5% = 0.232, and 1% = 0.302. It is concluded that $f (0.97) > \text{table } r (0.232 \text{ and } 0.302)$, and it can be concluded that a H_0 is received. As a result: it has any correlation between teaching speaking ability using dolls (puppet) to improve student’s speaking ability. As conclusion, dolls (puppet) are effective to improve students speaking ability This research interest the researcher since both of us take same topic. The focus is dolls as teaching media. Also, There is additional benefits of the research to my own thesis. The benefits are the research highlight problem students possessed like nervousness, and lack vocabulary mastery. Thus, these problems could be feedback for future research. b. The Second study is written by Diah Nurhayati (2011). The title is “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)”. In her research, there were improvement in students’ score.

The pre-test's 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-test's mean of the control group was 61.6 and the mean of the post-test was 69.4, the difference was 7.8. I am interested in the here research because not only we researched same media, but also she highlighted effect of adjacency pair to students' skill. Her research brings advantage to my own research. The advantage is positive effect of adjacency pair and puppets to students. After the technique applied, students' enthusiasm and score increased. Thus, her research can be used as reference if the researcher seeks similar aims.

In conclusion, both of the previous research has similarity to the research that will be conducted by researcher. Both of them discuss about the applying doll (puppet) to teach speaking for junior high school students. In addition, they also analyze other factors which affect students' speaking skill like enthusiasm and students' psychological condition. However, this research is less complete than the two previous studies. This research only focusses on students' score only without research other factors like psychological condition and enthusiasm.

CHAPTER III

RESEARCH METHOD

The research method of the study is covered in chapter III. This chapter discusses about population, sample, research design, research instruments, technique of data collection, and technique of data analysis.

3.1 Research Design

The data are collected by conducting the research. Research is process of steps used to collect and analyze information to increase our understanding about a topic or issue (Creswell, 2012:3). In other word. research is systematical steps and objective inquiry to answer the research questions.

Proper research method is necessary to determine direction of research process. Research method is defined by Leedy & Omford (2001:65) as the general approach the researcher takes in carrying out the research project. Since the researcher wants to know the effect of dolls in teaching speaking, this research conducted by experimental research.

As for research design, quasi experimental design is used in the research. Nunnan (1992:41) stated quasi experimental design is experimental design that subject of the research is not randomly chosen and there are two groups included. The two groups are experimental and control group. Experimental group is group which receive experimental treatment, while control group is group which receive regular treatment.

3.2 Research Instrument

Research instruments are mean to know the nature and social phenomena that wants to observe. (Sugiyono,2016:148). Instruments used are different depend on research design. The descriptive qualitative uses observation while experimental research uses test as it instruments.

In the study, instrument used by researcher is test. The experimental and control class are given test by researcher. The tests are consisted of two stages: pretest and posttest. Pretest is test given to students before treatment. Pretest is intended to measure students' initial speaking ability. While posttest is given after treatment. Posttest is aimed to measure differences in students' speaking skill after treatment.

3.3 Population and Sample

3.3.1 Population

The researcher needs participation from the population to conduct research. Population is generalization composed from subject or object which posseses certain quality and characteristics determined by researcher to be learnt and to draw conclusion (Sugiyono, 2016: 90).. Thus, population is group which they become object of the research. Later, they are taken as researchers' data source. In this study, the population is seventh grade at SMPN 1 Kuripan in Academic Year 2020/2021. Total numbers of population is 66 students, which consist of two classes : VII A and VII B

Table 3.1 Population of Students

Class VII A	Numbers of students
VII A	33
VII B	33
Total	66

3.3.2 Sample

The researcher needs to take sample. Sugiyono (2016: 80) stated, "A sample is a part of total number and characteristics of the population". Thus, sample is part of relevant population which they will be studied and their data taken. The sampling method used in the research is purposive sampling. As stated by Sugiyono (2016:85) Purposive sampling is sampling technique with certain considerations. In this case, the class VII used as samples because of research purpose. The research purpose is to investigate the effects of dolls in teaching speaking for seventh grade students of SMPN 1 Kuripan, thus it makes them eligible as sample of the research.

As for numbers, the samples are taken if the population is too large. However, in this study, all populations taken as samples because their numbers are not too large.

In the study, samples of the research are the students of seventh grade at SMPN 1 Kuripan. The samples are all of seventh grade students of SMPN 1 Kuripan, which consist of two classes. The total

numbers of the students of seventh grade in SMPN 1 Kuripan is 62 students which assigned to VIIA as experimental class and VIIB as control class.

3.4 Technique of Data Collection

Before the data collected in pretest and post test, the researcher determines speaking rubric to assess speaking skill. Speaking rubric used in the research was made by Ur. Ur (1996 : 135) stated that ,speaking test measured by pronunciation, grammar, vocabulary, and fluency. Explanation of scoring rubric can be explained in the table below

Table 3.3 The scoring Rubric of speaking Test (Ur,1996 :135)

Criteria	5 Points	4 Points	3 Points	2 Points	1 Points
Pronunciation	Virtually no grammatical mistake	Produces words with mostly correct pronunciation	Produces words with some errors in pronunciation	May have strong foreign accents or produces words with too many errors in pronunciation and unintelligible	Little or no language produces
Grammar	Uses grammatical sentences or expressions or virtually no grammatical mistake	Uses slightly incorrect grammatical sentences or expressions or occasional grammatical slips	Makes obvious grammatical mistakes or makes some grammatical mistakes	Makes mistakes in basic grammar or no correct grammatical sentences or expression.	Little or no language produces
Vocabulary	Uses wide	Uses good	Uses adequate	Uses adequate but not rich	Little or no

	vocabulary appropriately	range of vocabulary	but not rich vocabulary	vocabulary	language produces
Fluency	Speaks fluently with rare repetition and uses long turns easily and effectively	Speaks with occasional repetition and uses short turn in speaking	Gets the idea across but hesitantly and briefly with	Speaks slowly and very hesitant with frequent	Little or no communication
Maximum score = 20					
$\text{Score} = \frac{\text{The result of score}}{\text{Maximum Score}} \times 100$					

Based on the table above, the score is calculated by score from students, divided by maximum score of speaking aspects like pronunciation, grammar, vocabulary, and fluency. The maximum score is highest score when students perform perfectly based on four speaking aspect which previously mentioned.

In the research, the data are taken from several stages. The stages are pretest, treatment, and posttest. Pretest is given to the students before the researcher uses dolls in the classroom. Next, posttest is given after the subjects receive treatments to see any improvement in their speaking skill. After that, the data will be analyzed through normality and t test. These are three stages of collecting data;

a. Pretest

Pretest is given to the both groups; experimental and control group. Pretest is aimed to measure initial students' speaking skill before the treatment. The students are asked to make short conversation text. The material in conversation text is giving and asking about information/action/function of people, animal, and things conversation. This material is focused on give and ask about information/action/function of people, animal, and things. It is taken as conversation text material because, the material is presented in 2013 curriculum. Later, they are asked to come in front of class, make and practice the conversation. At same time, the researcher recorded their conversation through audio recorder. Next, their score is taken and measured based on these criteria: Grammar, vocabulary, comprehension, fluency, and comprehension.

b. Treatment

During the research, both groups received different treatments. Experimental group received treatment by use of the dolls in teaching speaking while control group received regular treatment without involvement of dolls in teaching speaking. In experimental group, the researcher used dolls in teaching process. First, the researcher presented the video about interpersonal conversation

and its practice in pre activity stage. Second, the researcher distributed dolls and ask students to practice their own conversation based on text given by researcher. At same time, the researcher took the video of treatment by handphone as part of documentation. Third, students are asked to practice their own conversation in front of class while using given dolls.

c. Post Test

This part was done after the treatment stage. Posttest was done to measure improvement after the treatment. The post test was given to students by researchers. Experimental and control group were given test in form of conversation. The researcher asked students to make some conversation text. However, in this case, the topic of conversation was different from pretest. The pretest topic focused on job as its topic, but posttest focuses to introduce habits as its topic. Later they were asked to perform the conversation in front of class while the researcher recorded them through audio recorders. Next, the researchers took the score based on their performance. Score of their performance were determined by same criteria as pretest criteria

3.5 Technique of Data Analysis

This part explains how data from research analyze after the data collected. Analyzing data is done after collecting data. The data are analyzed quantitatively through descriptive statistic. According to Rusdi

Anada and Muhammad Fadhil (2018:29), descriptive statistic is statistic which learn about collecting, arranging, present, and analyzing research data in form of numbers, so it can give orderly description, short, and clear about phenomena, event, which the meaning and conclusion could be taken from. This type of statistic is aimed to description and data inclination toward without taking generalization. Furthermore, descriptive statistic uses research which uses samples, but the researchers do not draw general conclusion from population which data taken.

In the research, the data are taken from two groups, experimental and control group. These data need to be analyzed in various tests through SPSS 17.0. The tests are normality test, homogeneity test, and t test.

a. Normality test

Normality test is test to determine whether the research data is normally distributed or not. Normal data is an absolute requirement before we do parametric statistical analysis. In parametric statistics there are two types of normality tests that are often used, namely kolmogorov-smirnov and liliefors test.

b. Homogeneity test

Homogeneity test aim is to determine whether a data variant of two or more groups is homogeneous or heterogeneous. Homogeneous data is one of the requirements in the independent sample t-test. In this research, homogeneity test is used to determine whether the variant of the post-test

data of the experimental class and the post-test data of the control class are homogeneous or not.

c. T Test

T-test is statistical technique analysis which can be used to determine whether significant differences between two mean samples. There are several forms of t test formula :

a. Paired t-test

Test paired sample t-test is test which the purpose for determine whether there are differences in the average of two samples in pairs. Data in the paired sample t-test are normal distribution data.

For homogeneous variant data it is not a required in the paired sample t-test. The paired sample t-test in this research was used to answer the problem statement. In order to answer the formulation of the problem, a paired sample t test is conducted on the pre-test data experimental class data with post-test experimental class, then the pre-test control class data with the control class post test data.

b. Wilcoxon t-test

Test Wilcoxon is test to determine whether there is a differences in average of two samples paired in pairs. The research data used in the wilcoxon test is ideally ordinal or interval data. Wilcoxon test is part of non-parametric statistics, so in the wilcoxon test there is not needed for research data that are normally distributed. Wilcoxon

test is used as an alternative to the sample t-test diagnostic test, if there is a study that is not normally distributed.

c. Independent t- test

The independent sample t-test is test used to determine whether there are differences in the average of two unpaired samples. The basic requirements data in the independent sample t test are data that is normally distributed and homogeneous. The independent sample t-test in this research is used to answer the problem formulation. In order to answer the formulation of the problem, the independent sample t- test is conducted on the post-test data of the experimental class with control class post-test data.

d. Mann Whitney t-test

Mann Whitney test is aimed to determine whether there are difference in the average of two unpaired samples. The number of samples used does not have to be the same. Mann Whitney test is part of non-parametric statistics, so in Mann Whitney test there is not needed for research data that is normally distributed and homogenous. Mann Whitney test is used as an alternative to independent sample t-test. The data in Mann Whitney test is not normally distributed and not homogeneous.