

CHAPTER IV

DATA ANALYSIS

4.1 Pre-test

In this paper, the researcher got the data of pre-test score from experimental class. The total of the class was 34 students, that consist of 12 male and 22 female students. The lower score was 40 and the high score was 80. Pre-test had aim to measure the students' speaking skill before the researcher did treatment.

CODE	NAME OF STUDENT	CODE	NAME OF STUDENT
XI-1	Ahmad Nafik Muzaki	XI-19	Liya Lutfisari
XI-2	Ahman Setyo Purwanto	XI-20	Lupita Maesa Nafik
XI-3	Alif Ridho Pangestu	XI-21	Marfuatun Ni'mah
XI-4	Fajar Miftakhul Kusumah	XI-22	Nabila Isti'anatutul Luthfiyyah
XI-5	Khasan Fuad Fadiga	XI-23	Niken Nur Laily Awaliyah
XI-6	Korniawan Roseka	XI-24	Nila Nailal Wafa
XI-7	Muhammad Atiqurrohman	XI-25	Nurul Aini
XI-8	Muhammad Zuhruf Maufiqi	XI-26	Raras Arum Putri
XI-9	Muhammad Zulfa	XI-27	Rinda Elisa
XI-10	Sadham Ilham Maziz	XI-28	Silvya Ayu Agustin
XI-11	Syaiful Atiq Al-Mahfuzh	XI-29	Sirliy Nailal Muwafaqoh
XI-12	Umar Sa'id	XI-30	Siti Magfiroh
XI-13	Alimatul Masdukiah Khidmaya	XI-31	Siti Zulaikah
XI-14	Efi Damayanti	XI-32	Wiwid Widiyawati
XI-15	Elsa Putri Utama	XI-33	Muhammad Zaenal Abidin
XI-16	Hadza Nur Fadzilah	XI-34	Harris Septiansah
XI-17	Hesti Adi Wahyuni		
XI-18	Ika Sari Nurfitriani		

Table 4.1 Students' List

Group 1	Code	P	G	V	C	F	Total	Score
	XI-24	3	2	2	2	2	11	55
	XI-11	2	2	3	3	2	12	60
	XI-10	2	2	3	2	2	11	55
	XI-29	2	3	3	3	3	14	70
	XI-3	2	3	3	3	2	13	65
	XI-7	2	3	2	3	3	13	65
	XI-15	2	2	2	2	2	8	40
	XI-16	3	2	2	3	2	12	60
	XI-2	4	3	3	3	3	16	80
	XI-19	3	2	3	2	3	13	65
XI-34	3	3	3	3	2	14	70	
Group 2	XI-18	3	2	3	3	3	14	70
	XI-17	2	3	3	2	2	12	60
	XI-6	2	3	2	3	2	12	60
	XI-31	1	2	2	2	1	8	40
	XI-12	1	3	2	2	2	10	50
	XI-21	2	3	2	3	2	12	60
	XI-1	2	2	3	2	2	11	55
	XI-14	1	2	2	2	2	9	45
	XI-27	2	1	2	2	3	10	50
	XI-8	3	2	2	2	2	11	55
	XI-23	2	2	3	1	2	10	50
XI-25	2	3	2	1	2	10	50	
Group 3	XI-13	3	2	2	2	3	12	60
	XI-32	2	2	2	1	2	9	45
	XI-28	2	2	1	2	2	9	45
	XI-5	2	2	2	1	2	9	45
	XI-4	2	2	2	2	2	10	50
	XI-22	3	3	2	3	3	14	70
	XI-26	2	2	2	2	2	10	50
	XI-33	2	2	2	1	3	10	50
	XI-9	2	2	2	2	2	10	50
	XI-20	2	2	2	2	1	9	45
	XI-30	2	2	2	2	1	9	45
Total							1240	

Table 4.1.1 Result of Pre-test

P: Pronunciation G : Grammar V : Vocabulary C: Content F: Fluently

Based on the data of pre-test, there were two students got score 40, six students got score 45, eight students got score 50 and other students got enough score. Mean of the data was **55,44**. So, some of students' speaking ability were still very bad. Most of them still did not know how to pronounce the word correctly. There were some students who pronounce English word like as they pronounce Indonesia word. Not only pronunciation's problem, but also their vocabulary were also limited.

$$M = \frac{1240}{34} = 55,44$$

No	Pre-test	
	Score	Count
1	40	1
2	45	2
3	50	3
4	55	4
5	60	5
6	65	6
7	70	7
8	80	8
Total	1240	34
Mean	1240/34= 55.44	

Table 4.1.2 Result of pre-test

Some of them are still confused how to change V_1 to V_2 when they were performing Javanese Folktale. Some students also did not pay attention to the grammatical structure of the sentence. Some of them arranged the sentence based on their idea. In content aspect, most of students understood the plot of the story nicely. Because the story are familiar in their life. Then for the students' fluency, sometime a lot of students took long time to continue what they want to speak later in performing Javanese Folktale. In addition, they still felt ashamed when they had to express the character of the story. Therefore, the researcher would use *wayang golek* in the treatment session to make students have good motivation in learning speaking.

4.2 Post-test

The researcher had conducted the treatment for three times, that was teaching Javanese Folktale by using *wayang golek*. The result of this treatment was students are more interactive during speaking class. Most of students' are interested when the researcher was using *wayang golek*. In the end of treatment, students got higher score in post-test.

Group 1	Code	P	G	V	C	F	Total	Score
	XI-24	3	2	3	2	3	13	65
	XI-11	3	2	3	3	3	14	70
	XI-10	3	2	3	2	3	13	65
	XI-29	4	3	3	3	3	16	80
	XI-3	3	3	3	4	2	15	75
	XI-7	2	3	3	3	3	14	70
	XI-15	3	2	2	2	2	9	45
	XI-16	3	2	2	3	3	13	65
	XI-2	4	4	3	3	3	17	85
	XI-19	3	3	3	2	3	14	70
	XI-34	4	3	3	3	3	16	80

Group 2	XI-18	3	3	3	3	3	15	75
	XI-17	2	3	3	2	3	13	65
	XI-6	3	3	2	3	3	14	70
	XI-31	2	2	2	2	2	10	50
	XI-12	3	3	2	2	2	12	60
	XI-21	3	3	2	3	2	13	65
	XI-1	3	2	3	2	3	13	65
	XI-14	2	3	2	2	2	11	55
	XI-27	2	2	2	2	3	11	55
	XI-8	3	2	2	2	3	12	60
	XI-23	3	2	3	2	2	12	60
	XI-25	2	3	2	2	2	11	55
Group 3	XI-13	3	2	3	3	3	14	70
	XI-32	2	3	2	2	2	11	55
	XI-28	3	2	2	2	2	11	55
	XI-5	2	2	2	2	2	10	50
	XI-4	3	2	2	2	3	12	60
	XI-22	4	4	2	3	3	16	80
	XI-26	3	2	2	2	2	11	55
	XI-33	2	2	2	2	3	11	55
	XI-9	2	3	2	2	3	12	60
	XI-20	3	2	2	2	2	11	55
	XI-30	2	2	2	2	2	10	50
	Total							

Table 4.2 Result of post-test

In the post-test, students got higher score than their pre-test score. There were one student got score 85, three students got score 80, two students got score 75 and other students got nice score. To find the mean of the data above, the researcher counted as follow:

$$M = \frac{2100}{34} = 63,2353$$

No	Post-test	
	Score	Count
1	45	1
2	50	3
3	55	8
4	60	5
5	65	6
6	70	5
7	75	2
8	80	3
9	85	1
Total	2100	34
Mean	$2100/34 = 63,23$	

Table 4.2.1 Result of post-test

The total of students' score were 2100 and the total of students were 34. So, the mean of the data was **63,23**. Based on the case in the class, the students have new motivation to speak English after the teacher conducted the treatment. In another word, students got good improvement in speaking skill when they were performing Javanese Folktale in front the class.

The calculation between mean of the pre-test's experimental class was 55.44 and mean of the post-test's class was 63.23 as follow:

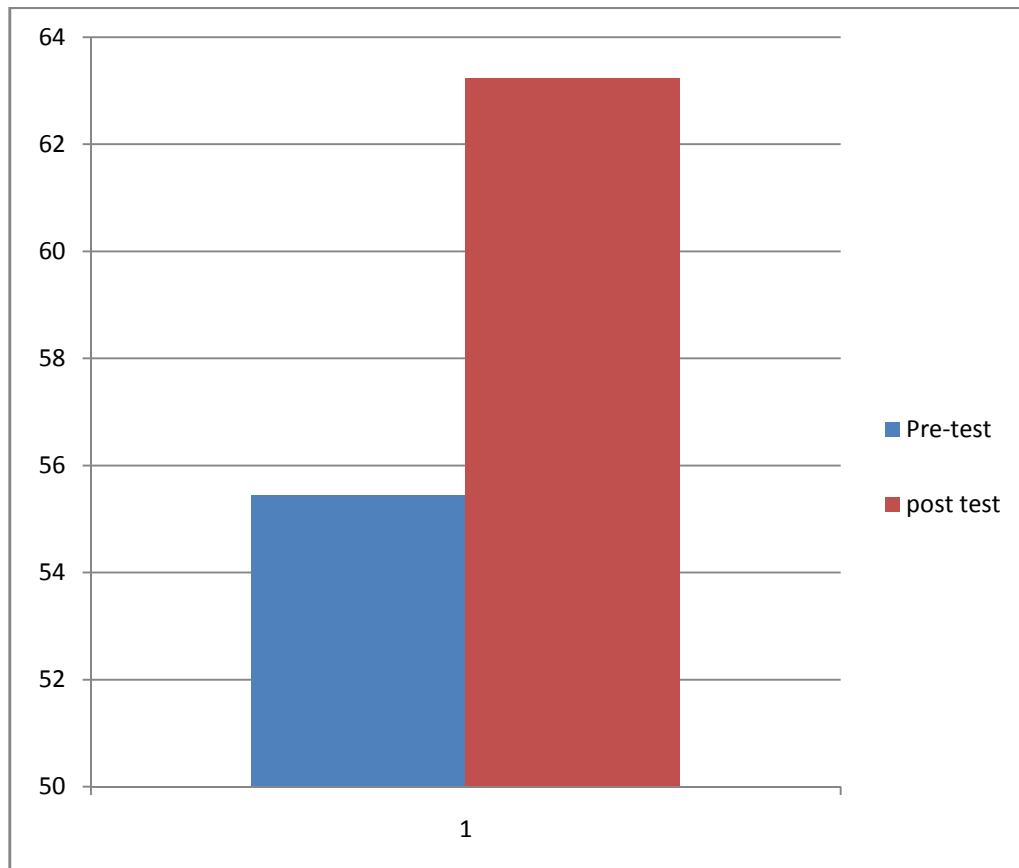


Table 4.2.2 Diagram of Pre-Test and Post-Test

Pre-test	Post-test
55,44	63,23

Based on the calculations of two means above, the result of mean of post-test **63,23** > mean of pre-test **55,44**. So that the treatment for the experimental class especially *wayang golek* is success. Most of students are interested in puppets. They have good motivation during the process of the research. In addition, they learn speaking in performing Javanese folktale happily. Therefore, *wayang golek* is better to improve students speaking ability.

4.3 Result of the Treatment (Using WAYANG GOLEK in Performing Javanese Folktale)

In this part, the researcher presented the result of the use of *wayang golek* in teaching speaking, especially to perform Javanese folktale. To know the significant result of the treatment, students who divided into three groups based on the class were given tests and treatment.

The treatment was conducted for three times, where the students got the explanation of how to perform Javanese folktale by using *wayang golek* correctly. In giving the treatment, the researcher used various *wayang golek* to give the explanation on how to perform Javanese folktale in front of the class (mimic, gesture, expression and etc.)

After conducting the research by using *wayang golek* as the media in teaching speaking, especially in performing Javanese folktale, the researcher got the result which addressed that the students' ability in speaking increased.

There are some factors that influenced the result of this research: (1) the students in the experimental class seem enjoying the lesson and the activity in the classroom, (2) the experimental class students excited with the puppet, they felt happy and free during the lesson, (3) the experimental class students seem more active in speak up, they followed the teaching and learning activity enthusiastically.

Wayang golek was colorful and funny which make the students interested, so it eliminated the students' boredom in the classroom. *wayang golek* is also a real object that they can see, touch, and imagine. It enriches their imagination and helps them to express their idea. In addition, the students always show good response every times the researcher came to the class.

4.4 Normality of Pre-test Score by Using SPSS 16.0

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.180	34	.007	.944	34	.079

4.4 Table of normality of pre-test score

In this step, the researcher used Shapiro Wilk to get the result of the normality of pre-test. The data showed the statistic value was 0,944, df value was 34 and significant value was 0,079. To prove the normality of pre-test can be drawn from significant value. According to the data above, significant value (p value) was **0,079**. It means that the distribution of the pre-test is normal (if sig. > 0,005 H_0 is accepted)

4.5 Normality of the Post-test Score

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-test	.148	34	.057	.955	34	.172

In this step, the researcher also used Shapiro Wilk to check the normality of post-test. The data showed the statistic value was 0.955, df value was 34 and significant value was 0.172. According to the data above, significant value (p value) was **0,172**. It means that the distribution of the post-test is normal (if sig. > 0,005 H_0 is accepted).

4.6 The Interpretation of T - Paired Between Pre-Test and Post Test by Using SPSS 16.0

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	55.4412	34	9.87556	1.69365
Post-test	63.2353	34	9.99108	1.71346

Table 4.6 Paired Samples Statistic

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	34	.968	.000

Table 4.6.1 Paired Samples Correlations

The deviation value from pre-test was **9.87556** and post-test was **9.99108**. so that the deviation value of post-test was higher than the deviation value of pre-test.

The result of correlation between pre-test and post-test was **0,968**. In another hand, there was strong and positive relation. The result of significance correlation was **0,000**. It means that significant level was **0,001**.

Paired Samples Test

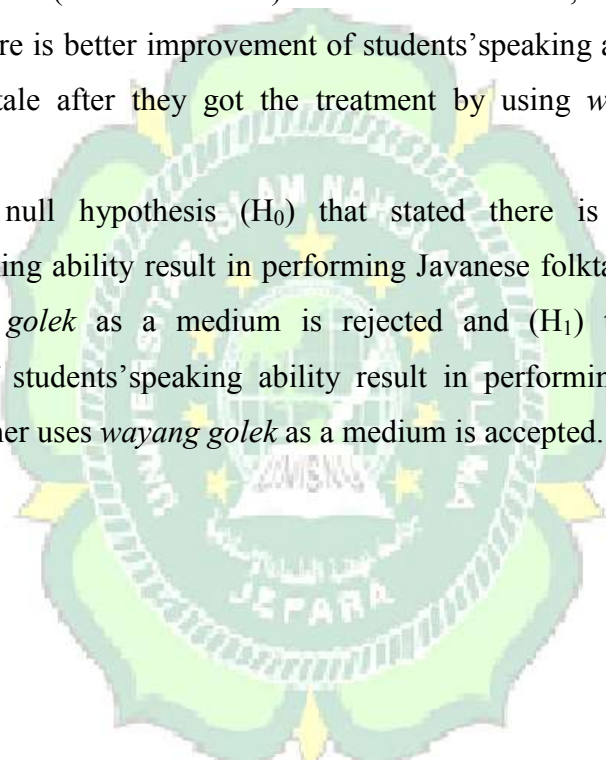
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test & Post-test	-7.79412	2.51997	.43217	-8.67338	-6.91486	-18.035	33	.000

The result of value probability of Sig. (2-tailed) from t - paired is 0,000. It has meaning that there are differences between before and after the treatment is conducted.

Mean showed -7,79412 (negative). It described that there was improvement of pre-test and post-test score after the treatment was done. The improvement of score was 7,79412.

Since t value was -18.035, and t table at df 33. It means that t value was lower than t table (t value $<$ t table). From the data above, the conclusion can be drawn that there is better improvement of students' speaking ability in performing Javanese folktale after they got the treatment by using *wayang golek* as the medium.

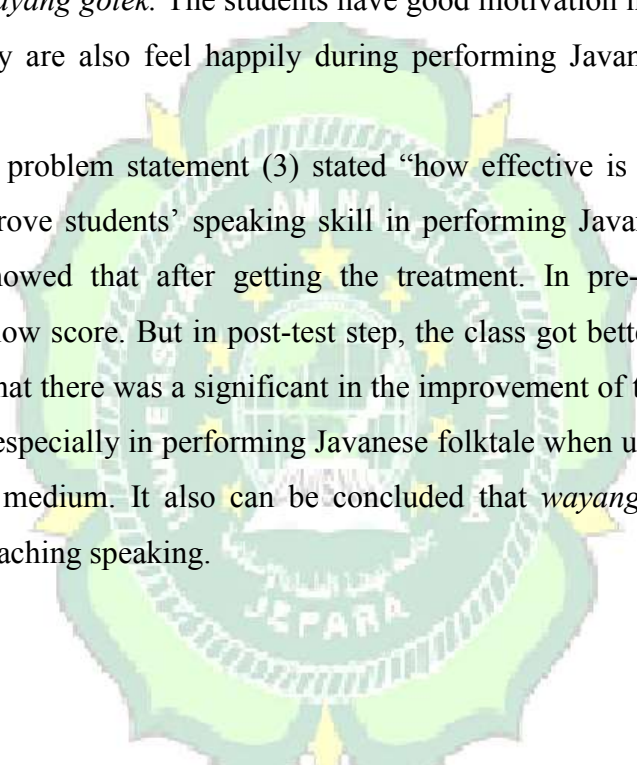
The null hypothesis (H_0) that stated there is no differences of students' speaking ability result in performing Javanese folktale when the teacher uses *wayang golek* as a medium is rejected and (H_1) that stated there is differences of students' speaking ability result in performing Javanese folktale when the teacher uses *wayang golek* as a medium is accepted.



Then, based on the problem statements (1) stated “how is the achievement of students’ speaking skill in performing Javanese folktale before using *wayang golek*?”. The data showed that mean of students’ score from pre-test were 55,44. In addition, almost of students found some difficulties in pronouncing the words and changing verb 1 to verb 2.

Second problem statement (2) stated “how is the achievement of students’ speaking skill in performing Javanese folktale after using *wayang golek*?”. The data showed that mean of students’ score from post-test was 63,23. This occurred because of *wayang golek*. The students have good motivation in learning speaking English. They are also feel happily during performing Javanese folktale in the class.

Third problem statement (3) stated “how effective is the use of *wayang golek* to improve students’ speaking skill in performing Javanese folktale?”. The difference showed that after getting the treatment. In pre-test step, most of students got low score. But in post-test step, the class got better speaking skill. It can be seen that there was a significant in the improvement of the students’ ability in speaking, especially in performing Javanese folktale when use *wayang golek* as the teaching medium. It also can be concluded that *wayang golek* is effective medium in teaching speaking.



4.7 Analysis of Journal Observation

Observation journal was used to get some information from students' participation in the classroom. In this study, the researcher used the form of observation journal to know how the students' response in the speaking classroom also. Not only that, but also the different condition of teaching learning activity between the use of *wayang golek* as a medium and not. From the observation journal, it can be seen how the teacher's way of teaching and the students' response was during the lesson, here the result of observation journal.

No	Time	Interaction in the class	Students'/ researcher's response
1	Students'/teacher's response	The researcher brainstroms the students in the class	Students respond the greeting and something funny happened
2	After 5 minutes	The researcher asks the students about narrative text and the generic structure of it	Only a few students who still remember about narrative text.
3	After 10 minutes	The researcher asks the students to mention example of Javanese folktale	Only a few students who responds actively.
4	After 15 minutes	The researcher asks students to make a group. Then the researcher gives one example of Javanese folktale and perform in front of the class	The students do the activities (they are not interested in it, because the researcher teaches conventionally)
5	After 20 minutes until 60 minutes	The researcher discuss with students about the story together. Each group present the story. The researcher conducts pre-test.	A lot of students find some difficulties in speaking.
6	After 65 minutes until 90 menit	The researcher reviews the material. The researcher explains the students about <i>wayang golek</i> as a medium for next meeting. Closing.	Some students respond actively (because they are curious about <i>wayang golek</i>)

Table 4.7 Result of First Journal Observation

From the first observation journal above, the researcher tried to build the good condition in the class. There were some activities researcher did to take attention from the students about English material. The result showed some of students did not response to the researcher. This occurred because most of students found some difficulties in learning English, especially in speaking. But, when the researcher showed *wayang golek* as the medium, most of them were interested in it.

No	Time	Interaction in the class	Students'/ researcher's response
1	Students'/teacher's response	The researcher brainstoms the students in the class (by using <i>wayang golek</i>)	Students respond the greeting and something funny happened
2	After 15 minutes	The researcher asks the students to prepare their test (speaking in front of the class)	Students do the activities actively
3	After 20 minutes until 80 minutes	The students present their Javanese folktale in front of the class	When a group present a story, another group participate nicely. The researcher records and score students' performance.
4	After 90 minutes	The researcher says "thank you very much" for the students' participation.	The students' feel happy for the researcher activities in the class

Table 4.7.1 Result Of Second Journal Observation

From observation journal, the researcher could compare the two kinds of observation journal. That was when the teacher taught conventionally (no use media) most of students did not pay attention to the teacher's explanation. Then, when experimental was formed, some of the students started focusing to the teacher's activity.

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

