

Chapter I

Introduction

A. The Background of the problem

Listening is involves our other senses to help us understand the words being spoken and also perceiving and understanding the words, noticing tone of voice, inflexion, volume, noticing mood of the speaker, keeping mind clear of distractions, noticing nonverbal cues, including body language, facial expressions, distance between people. Being listened to means that we are taken seriously that our ideas and feelings are recognized and ultimately that what we have to say matters. Michael (2009: 10) “Listening is one of four English skills that have to be mastered. Because the understanding comes after good listening, if listening strengthens our relationship by cementing our connection with one another, it also fortifies our sense of self”.

Listening is the complicated aspect which is not easy to perform moreover for Indonesian students by which English is still the foreign language if the students having a bad listening skill, of course they will have poor in English comprehension. According to Ulinuha (2010: 3) “The problems occur among student’s listening skill are: (1) English is a foreign language for Indonesian students which is not easy to be understood and they are not a custom to listen English. (2) The students do not like to the listening lesson, because of the listening is the most uninteresting lesson, monotonous and boring. (3) Most students are afraid and unconfident to express their

opinion in their own language toward what teacher said. (4) The other problem is the students have low motivation in learning listening since listening activities are not interesting, it is because there are many teachers forgot of the importance of learning method and teachers still used the conventional learning method which could make the student bored”.

Furthermore, to solve the problem that occur during the learning listening we need to have a technique that can attract students to learn listening. Actually there are many techniques we can use in teaching listening one of them is by using hand puppet. According to Turnbull (2007: 3) “Hand puppet is Puppet an open source Ruby-based systems and configuration management tool relying upon a client-server deployment model”. And also according to Fiana (2010:1) “Hand puppet technique is able to improve the students listening skill”.

The ways used in applying hand puppet in teaching listening based on Panner (2010:6) “A hand puppet is controlled by the hand inside the puppet. These puppets are most often flexible, made from fabric, possibly with some stuffing and attached decorations for eyes, nose, and so on. The mouth could be a decoration that does not open and close, or the thumb can be inserted in a separate pocket to allow the puppet to ‘talk.’ Simple hand puppets are usually not much larger than the hand itself”. Hand puppet technique support by small group and small group work is a strategy in the language learning process to enable students’ participation. “Small group work used to helps emphasize learning to communicate through interaction with others” Nunan

in Gregory Strong (1993:134). While Baker says in Ria (2007:7), small group is three or more people interacting face to face, with or without an assigned leader in such a way that each person influences, and is influenced by another person in the group. In these methods all students are active, while teacher facilitates the students when they have any difficulties. Besides, this method can grow students' confidence, and evolve their language ability and make the students more active, because they can share opinion and enrich their knowledge if they are studying together. Also, this method is effective to minimize student listening mistakes, for they can discuss some mistakes with group, so the mistakes in listening disappeared. Due to the reasons the research entitled **“THE IMPLEMENTATION OF HAND PUPPET STORY TELLING TECHNIQUE IN IMPROVING STUDENTS LISTENING SKILL”**.

B. Statement of Research Question

In the relation to the background, the questions formulated in this research are as follows:

1. How good is the student's listening skill with hand puppet technique?
2. How good is the student's listening skill without hand puppet technique?
3. How is the effectiveness of hand puppet work in developing listening skill?

C. Purpose and Significance of Research

This research has several purposes as follows:

1. To know how good the student's listening skill with hand puppet technique?

2. To know how good the student's listening skill without hand puppet technique?
3. To know how the effectiveness of hand puppet work in developing listening skill?

D. Rationale

Listening skill is important for everyone especially for students in concerning the lesson and teachers explanation. When students do not listen carefully the teacher should feel frustrated and invalidated. Thus, the teachers conclude that students do not have the capacity to understand him. Either conclusion may be inaccurate and lead the teacher to take action that students do not intend and desire.

Then, when the students do not intend and desire to the teacher explanations they should get wrong message. When students get the message at all, students interpret wrong way and they should get wrong conclusion, misunderstand the teacher and they may miss important information. The teacher has an important role in determining the quality and quantity of teaching listening, teachers are required to have good method and technique to help students to develop their listening skill. In teaching listening skill, there is a technique in improving students listening skills by using hand puppet method.

According to Gwin (1972: 60), “puppets are a wonderful toy that can be controlled by an operator and can teach both kids and adults”. By using puppets, it is expected that the teacher will be able to motivate them to learn and pay attention to the material, so that they will not get bored. This technique is supportive to develop students’ language in transfer and mixed ability among their peers. It is will encourage the students’ ability to be more sensitive and creative to improve such ideas that become a outstanding student, furthermore if some will continue learning English to the advance mode they will have such a great basic.

The right way to use hand puppet according to hammer (ehow.com) “The puppet can express different emotions and body movements. Make puppet happy, sad, angry, bored, anxious or shy. Make your puppet run, walk, sit, stand, and jump. Practice the movements on yourself, a friend, or in front of a mirror. If the puppet is going to narrate the story or speak to other characters practice making the puppet speaks in sync with your voice. If you have two or more puppets practice transitioning between using each one and if you are going to be having a friend help you on story day, make sure to practice with her too. Practice anything else that is particular to your story and don't forget to practice talking to your puppet and have him talk back to you”.

According to martin (2008) the example of conversation using hand puppet:

P: Hey, where are you from?

S: I'm from Koblenz, and where are you from?

P: I don't tell. It's a secret.

S: Come on, tell me. I want to know it!

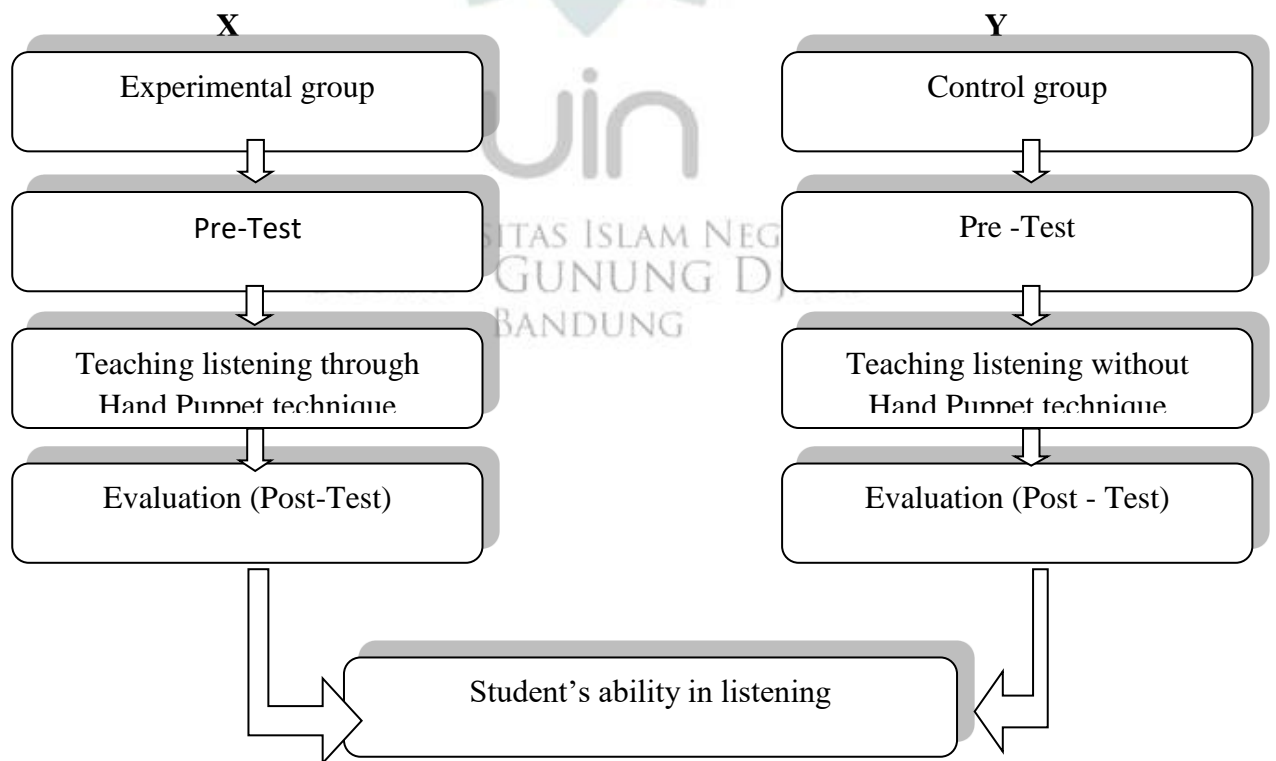
P: Ok. I'll whisper it in your ear.

S: Oh you're from Australia! Great!

P: Have you ever been to Australia before?

S: No I haven't been there before.

P: Then come and visit me next summer.



E. Hypothesis

Hypothesis is tentative assumption of the research result, according to Burns (1994:83) “Hypothesis is a hunch an educated guess which is advanced for the purposes of being tested.” Based on the statement hypothesis is not always right, for it just guessing toward a problem. This research involves two variables, the first is the implementation of hand puppet storytelling and the second is students’ listening skill.

The hypothesis can be formulated:

Ha: there is a significant difference between teaching story telling through hand puppet technique and without hand puppet technique.

Ho: there is no significant difference between teaching story telling through hand puppet technique and without hand puppet technique.

F. Research Methodology

1. Research Method

The method of this research is quantitative method, there will be two groups taken as the investigated groups in this research. One group is for Experimental group that will be treated by using hand puppet technique while another is for the control group that will be treated without hand puppet technique.

2. Setting location

This research takes place at MTs KMI Sukahaji located at Tanjungsari Sukahaji kab. Majalengka. The reasons of choosing this school because the school is the only one and no others school in this village, the students have a poor in listening skill, there is no an appropriate technique in teaching English listening skill. based on the data in 2010-2011 the result of English lesson especially in listening skill was still unsatisfactory.

3. Population and Sample

According to Arikunto (2006:130) population is the whole subject of research. Accordingly the population can be determined as the subject of the research in general that can be persons or something. The students of MTs KMI Sukahaji grade two within 48 students are the population of the research.

To take all of students of MTs KMI Sukahaji grade two is too complicated, the sample is needed in the research. Arikunto (2006:131) stated “sample is a representative of researched population”. In this case, there are two classes used as the sample of research. The experiment class is VII-A consists of 24 students and VII-B consists of 24 students as the control. The sample was chosen through a random sampling technique.

4. Techniques of Collecting Data

- a. Observation

The writer also uses the observation technique. Observation is the way of investigating through direct and systematic investigation. In this investigation the school that will be the resource of the research must be visited, and the ability of students at class VII of MTs SUKAHAJI in listening ability must be observed. The observation was held for eight meetings and the object of observation were school's background, teacher teaching learning technique, and students listening skills.

b. Test

The test is necessary to easier in collecting data of the research. The test will be done twice, pre-test and post-test.

b.1 Pre-test will be given to both experimental and control class before applying the hand puppet technique with multiple choice 20 questions related to the subject and its will give to 24 students .

b.2 Post-test will be given to both experimental and control class after applying the method with 20 multiple choice questions related to the subject and its will give to 24 students.

c. Treatment

Treatment is the act or method of handling with someone or something. The experimental student will be treated with the hand puppet technique in teaching listening of storytelling after applying the pre-test.

5. Data Analysis

A. Testing the normality for pre-test in experimental class and control class by conducting the procedure as follows:

1. Determining the range (R) of data

Formula

$$R = \text{the higher score} - \text{the lower score} + 1$$

(Sudjana, 1992:47)

Range of data is used to determine the score of student from the higher score – the lower score

2. Determining the class interval (K)

Formula

$$K = 1 - 3.3 \log n$$

(Sudjana, 1992:47)

Class interval is amount of scores is collected in group a – b. Class interval is often taken at least 5 classes and the more 15 classes.

n= amount of data, and its result is made as an exact number

3. Determining the length of class interval (P)

Formula

$$P = R/K$$

(Sudjana, 1992:47)

1	2	3	4	5	6	7	8	9
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(Sudjana, 1992:293)

8. Determining chi square count (χ^2_{count})

Formula

$$\chi^2_{count} = \frac{\sum(O_i - E_i)^2}{E_i}$$

(Sudjana, 1992:273)

Chi square count is used to counting whether normal or the distribution of population data and to prove the hypothesis which is made.

9. Determining the degree of freedom

Formula

$$df = K - 3$$

Degree of freedom is used to determine criteria of examination data of distribution population.

10. Determining the value of chi square table (χ^2_{table}) by signification 5%

11. Interpreting data normality by comparing chi square count (χ^2_{count}) and

chi square table (χ^2_{table}) with the formula

- If (χ^2_{count}) < (χ^2_{table}), the data is normal.
- If (χ^2_{count}) > (χ^2_{table}), the data is not normal

However, in testing normality in this study is using the help of SPSS

17.0 for windows media. If the significance value of the Lilliefors test is greater

than or equal to the significance level ($\alpha = 0.05$) then the data comes from a normally distributed population. Conversely if a significance value less than the significance level ($\alpha = 0.05$) then the data are not derived from a normally distributed population.

The test steps with the help of SPSS (Sulistyo, 2010:50-51) are as follows:

- 1) Define the variables (e.g. y) and input data into SPSS.
- 2) Select the analyze menu → Descriptive Statistics → Explore.
- 3) Enter a variable (e.g. y) to the Dependent List and other variables into the Factor List (if more than a bunch of data).
- 4) Click the plots.
- 5) Select Normality Test With Plot.
- 6) Click Continue and then Ok.

Then it will come out some output display. However, for testing the normality of the output is only used Tests of normality. If the data come from normally distributed population then the next step is to test the homogeneity of variance.

B. Determining the homogeneity test of two variants by conducting the steps as follows:

1. Determining score F

Formula
$$F = \frac{S_1^2}{S_2^2}$$

(Sudjana, 1992:249)

This formula is used to examine the hypothesis of population that has two variants alike.

2. Determining the degree of freedom of data

$$df_1 = n_1 - 1 \quad df_2 = n_2 - 1$$

Degree of freedom is used to determine criteria of examination distribution population.

3. Determining homogeneity of data with criterion

- It is called homogeneous if $F_{table} > F_{count}$
- It is not homogeneous if $F_{table} < F_{count}$

However, homogeneity test which is used in this study is the F test (Levene's test) with the help of SPSS 17.0 for windows media. If a significant value on the F test (Levene's test) greater than or equal to the significance level ($\alpha = 0.05$), then the sample variance is same. Conversely, if the F test (Levene's test) significantly value smaller than the significance level ($\alpha = 0.05$), then the two sample variances are not equal.

The test steps with the help of SPSS (Sulistyo, 2010: 52-53) are as follows:

- 1) Define the variable (e.g. x and y) and input data into SPSS.
- 2) Select Analyze → Descriptive Statistics → Explore.
- 3) Enter the variable x to the Dependent List and y to the Factor List.
- 4) Click the plots.
- 5) On the Spread vs. Level with Lavene Test, select Untransformed.

6) Click Continue and then Ok.

Then it will come out some output display. But for testing homogeneity, only use the Output Tests of Homogeneity of Variance. Furthermore, if the data is in a homogeneous, then the data will be continued by using the principle of the mean difference test, namely t-test.

C. Testing the differences between the two interrelated averages as can be looked for the t-test by using the formula Where by

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

(Sudjana, 1992:239)

T-test is called by pooled-variants. It is used to test differences from two means of population.

However, in testing the difference of two averages in this study is using the help of SPSS 17.0 for windows media. The steps of the test (Sulistyo, 2010: 86-88) is as follows:

- 1) Define the variables and input into SPSS.
- 2) Click Analyze → Compare Means → Independent Samples T-Test.
- 3) Input variables (e.g. value) to the Test Variable and other variables (e.g. class) to the Grouping Variable.

- 4) Click on Define Group and the contents of the Edit Group 1 with number 1 and the Edit Group 2 with number 2.
- 5) Click Continue and OK.

If the p value (Sig. (2tailed)) <0.05 then H0 is rejected so that it can be concluded there is a difference from the experimental group and control group.

D. Gain

To determine the changes or differences in students' listening skill, test results is analyzed by using the formula of normalized gain (Gain Index), which compares the pre-test and Post-test scores. The formula used is:

$$\text{Normalized Gain} = \frac{\text{Post-test score} - \text{Pre-test score}}{\text{Maximum score} - \text{Pre-test score}}$$

The Categorization or classification of the average can be seen in Table 1.1 below:

Table 1.1
Classification Interpretation of Average Gain

Interval	Interpretation
$x \leq 0.3$	Low
$0.3 < x \leq 0.7$	Moderate
$x > 0.7$	High

(Taopik, 2010:46)



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