

**IMPROVING STUDENTS' LISTENING COMPREHENSION THROUGH
PUPPET SHOW AT THE SECOND GRADE OF SENIOR HIGH SCHOOL
IN AL-AZHAR SYIFA BUDI II PEKANBARU**

A THESIS

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ABSTRACT

Septia Ranti Dewi, (2019) Improving students' listening comprehension through puppet show at the second grade of senior high school in Al-Azhar Syifa Budi II Pekanbaru.

Keywords: Puppets. Listening, Comprehension

listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication it means when someone listen, they get the information as the result of their listening process.

Puppets Based on Wright (1997), there are some media that can be used in teaching listening some ways in prompting the speaking skill are a sequence of picture which prompt their memory. Puppet show is one of the best way to improve students' listening comprehension, students can take the benefit from puppets through language skills development. When a puppet speaks, students can listen, identify, and understand words or phrases. This research was taken in SMA Al-Azhar Syifa Budi II Pekanbaru, that have sample 1 class in XI IPA ALEXANDRIA. This research use Classroom Action Research which is consist of cycles phases they are cycle I and cycle II . The researcher use puppet show to improved students' listening comprehension ,

The researcher got the data from some of test that has been done in SMA Al-Azhar syifa Budi II pekanbaru, from the Based score it can be seen that the students' listening comprehension in narrative text test are very needed to be improved. There are 14th students' in the classroom., there are 0 students' in poor category, 8th students' in avarage category, 6th students' in good category, 0 students' in very good category, and 0 students' in excellent category, it showed that AVARAGE category is most higher than other four category, It can be concluded that the students based score was clearly proved that most of students' at XI IPA ALEXANDRIA was in AVARAGE category. Cycle I it can be seen that the students' listening comprehension in comprehending narrative text was showed some improvement , there are 4th students' are in AVARAGE category, which is in the previous test the students' in AVARAGE category was reached 8th students. In cycle I, The students listening comprehension in narrative text now is in GOOD category, which means the used of puppet show is very usefull and helpfull to improved students' listening and speaking ability. And in GOOD category there are 6th students, 2nd students are in VERY GOOD category, 2nd students' are in EXCELLENT category, and 0 students' in POOR category. Cycle II it can be seen that the students' listening comprehension in narrative text for comprehension test was showed more significant improvement. The student's improvement in this cycle, had been increased., the students listening comprehension in narrative text is in EXCELLENT category. Meanwhile, the total of students' in POOR category is 0 students, AVARAGE category are 3 students', GOOD category are 2 students, VERY GOOD category are 3 students', Excellent category are 6 students' which means, almost half students in XI IPA ALEXANDRIA are completely capable enough in comprehending narrative text by mentioned four indicator of comprehension; (setting, characters, action, moral value). it can be concluded that the students listening comprehension result increased in every test, it showed the improvement and the students are received the treatment which the researcher gave, that is why the students' listening comprehension significantly improved so well.

ABSTRAK

Septia Ranti Dewi, (2019) Meningkatkan pemahaman mendengarkan siswa melalui pertunjukan boneka di kelas dua sekolah menengah atas di Al-Azhar Syifa Budi II Pekanbaru.

Kata kunci: Boneka. Pemahaman mendengarkan

Mendengarkan adalah kemampuan mental yang aktif. Ini membantu kita untuk memahami dunia di sekitar kita dan merupakan salah satu bagian penting dalam membuat komunikasi yang berhasil itu berarti ketika seseorang mendengarkan, mereka mendapatkan informasi sebagai hasil dari proses mendengarkan mereka.

Wayang Berdasarkan Wright (1997), ada beberapa media yang dapat digunakan dalam mengajar mendengarkan beberapa cara dalam mendorong keterampilan berbicara adalah urutan gambar yang mendorong ingatan mereka. Pertunjukan boneka adalah salah satu cara terbaik untuk meningkatkan pemahaman mendengarkan siswa, siswa dapat mengambil manfaat dari boneka melalui pengembangan keterampilan bahasa. Ketika boneka berbicara, siswa dapat mendengarkan, mengidentifikasi, dan memahami kata-kata atau frasa. Penelitian ini dilakukan di SMA Al-Azhar Syifa Budi II Pekanbaru, yang memiliki sampel 1 kelas di XI IPA ALEXANDRIA. Penelitian ini menggunakan Penelitian Tindakan Kelas yang terdiri dari fase siklus yaitu siklus I dan siklus II. Peneliti menggunakan pertunjukan boneka untuk meningkatkan pemahaman mendengarkan siswa,

Peneliti mendapatkan data dari beberapa tes yang telah dilakukan di SMA Al-Azhar syifa Budi II pekanbaru, dari skor Berbasis dapat dilihat bahwa pemahaman mendengarkan siswa dalam tes teks naratif sangat perlu ditingkatkan. Ada 14 siswa di kelas. Ada 0 siswa di kategori miskin, 8 siswa di kategori rata-rata, 6 siswa di kategori baik, 0 siswa di kategori sangat bagus, dan 0 siswa di kategori sangat baik. menunjukkan bahwa kategori AVARAGE paling tinggi daripada empat kategori lainnya, Dapat disimpulkan bahwa skor berbasis siswa jelas terbukti bahwa sebagian besar siswa di XI IPA ALEXANDRIA berada dalam kategori AVARAGE. Siklus I dapat dilihat bahwa pemahaman menyimak siswa dalam memahami teks naratif menunjukkan beberapa peningkatan, ada siswa ke-4 berada dalam kategori AVARAGE, yang pada tes sebelumnya siswa dalam kategori AVARAGE mencapai siswa ke-8. Pada siklus I, pemahaman mendengarkan siswa dalam teks naratif sekarang berada dalam kategori BAIK, yang berarti penggunaan pertunjukan boneka sangat berguna dan bermanfaat untuk meningkatkan kemampuan mendengar dan berbicara siswa. Dan dalam kategori BAIK ada siswa ke-6, siswa ke-2 berada di kategori SANGAT BAIK, siswa ke-2 'berada di kategori SANGAT BAIK, dan 0 siswa' di kategori BURUK. Siklus II dapat dilihat bahwa pemahaman menyimak siswa dalam teks naratif untuk tes pemahaman menunjukkan peningkatan yang lebih signifikan. Peningkatan siswa dalam siklus ini, telah meningkat., Pemahaman mendengarkan siswa dalam teks naratif berada dalam kategori SANGAT BAIK. Sementara itu, total siswa dalam kategori MISKIN adalah 0 siswa, kategori AVARAGE adalah 3 siswa, kategori BAIK adalah 2 siswa, kategori SANGAT BAIK adalah 3 siswa, kategori Excellent adalah 6 siswa yang berarti, hampir setengah siswa di XI IPA ALEXANDRIA cukup mampu dalam memahami teks naratif dengan menyebutkan empat indikator pemahaman; (pengaturan, karakter, tindakan, nilai moral). Dapat disimpulkan bahwa hasil pemahaman mendengarkan siswa meningkat pada setiap tes, ini menunjukkan peningkatan dan siswa menerima perlakuan yang diberikan peneliti, itu sebabnya pemahaman mendengarkan siswa meningkat secara signifikan dengan baik.

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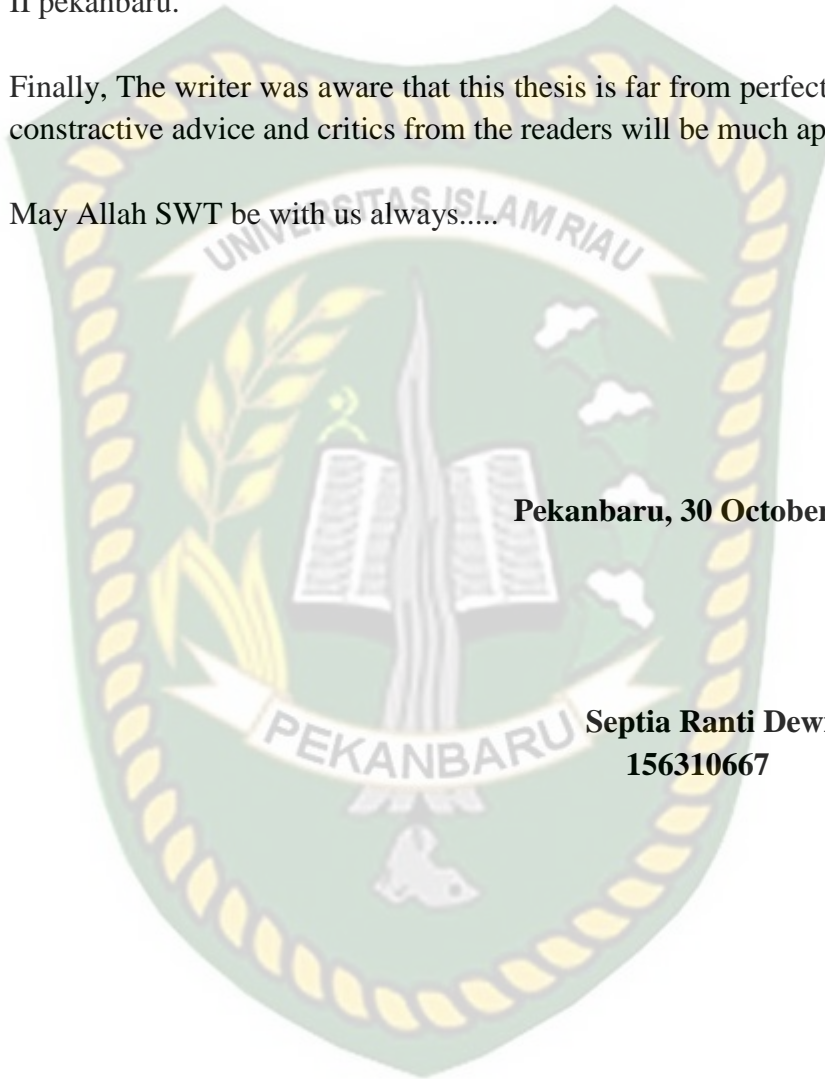


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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is a global language which necessary for us to know. English as a tool to communicate with everyone in this world. As we know that, English is an international language that is why English subject is very important to learn. In language teaching, there are four skills that need to master by students, there are listening, speaking, reading and writing. In Indonesia, teaching Listening must be improve because students and English teachers still have problems how to teach, to study, and to practice speaking efficiently.

Nobody can deny the important of listening skills in foreign language learning because the key to acquire a language is to receive language input, without understanding inputs at the right level, any kind of learning simply cannot occur. To input a meaning from what we have been listened is not easy as we think, because we need to be more focus on just one side (audio, visual, etc.) to find the main idea in the listening text. According to Devine (1982), listening is the primary means by which incoming ideas and information are taken in. Based on Devine's theory, listening is the most important skill in learning foreign language, from listening comprehension we can find so many ideas and information. therefore, listening is essential not only as a receptive skill but also to the development of spoken language proficiency.

Comprehending text or speech in a foreign language is a quite difficult task for students. When listening to a foreign language, many language learners face difficulties. In order to help them improved their listening ability, language teachers have to understand students' listening difficulties in comprehending listening texts, and instruct effective listening strategies to help students solve their listening difficulties. Listening, therefore, is essential not only as a receptive skill but also to the development of spoken language proficiency. Rost (2002) also indicates that developing proficiency in listening is the key to achieved proficiency in speaking. listening and speaking cannot be separate each other that is why in this research, the researcher will explained more about listening.

As well as we know that, it is hard for students to learn about listening in English. There are so many factors of it, such as unconfident in English. Therefore, it will created misunderstanding to students listening skills.

Many ways to Improved student's listening skills, but unfortunately, many teachers still taught English using classical teaching technique, which affected students' achievement. In this Problem, the researcher recommended using puppet play to improved students' Listening ability at senior high school students. The advantages of using puppet can help students to listening and enjoying when they are applied english in daily life for communicated. The researcher hopes teachers used puppet play for senior high school students, they can give good material for students teaching learning process was running well.

For hundreds of year's puppets have been used as an important tool for transmitting knowledge and are located in the fine distinction between

entertainment and learning. Puppets is a handicap that usually used for kindergarten level. Puppets is a thing that you play it on your finger on your hands and then you just speak with the different voice or intonations to make more interesting during your performance. According to Wright (1997), Puppet Show is a media that can be used in teaching Listening comprehension. Puppet is one of media to improved students listening and also students speaking skills. It can be used as a model especially performing in front of the class. The students can see the performance of the model first and then, they can imitated the performance.

Based on Wright's opinion above, it means that teaching by using puppet show could improved student's listening skills and also student's speaking skills at the same time. The student can be imitated the performance based on what they catch from the story that has been perform by the teacher. Listening is to give one's attention to sound or action. Listening involves complex, affective, cognitive, and behavioral processes. Effective processes include the motivation to attend to others cognitive processes include attending to understanding, receiving, and interpreting content and relational messages and behavioral processes include responding with verbal and nonverbal feedback.

In learning and teaching process of Puppet show, there are so many benefit. Puppet show helps the students to learning to communicated, understanding concept, thinking creatively, Participating craft work, and improved their listening. The researcher as a storyteller perform in front of the class and show the puppet to the student's. The researcher prepared puppet and also showing the puppet show in the form of video, and then the researcher prepared the dialogue

or narrative text and show it to the students. In conclusion, the puppet that used in the classroom can help to serve as a very effective aid for teaching English. Oral language skills that selected can be developed through the used of puppet are parts of listening comprehension, speech, vocabulary, public speaking, and expressions of thoughts and feelings.

Observing at SMA AL-AZHAR SYIFA BUDI II Pekanbaru was a good experiences for the researcher. The students are creative, active, and diligent but even though they are in senior high school, they were still act like kids. To teach English is not easy especially in senior high school, the student assumed that learning English is hard and so complicated to understand. There are four skills in English; listening, speaking, reading, writing but most of students assumed that listening is more hard to understand. So, in this research, the researcher explained more about perfect method that improved student's listening comprehension.

1.2 Setting of the Problem

Many people cannot speak English well in Indonesia because it is a foreign language for us and the researcher realized that English is not our mother tongue to comprehend. Comprehending is something that we should master and quietly enough to understand and focus about the content that have been listened. So, as an English teacher, we must pay attention to the student's competence in English, especially in Listening for students. There are still found misunderstanding during listening activity. Based on the observation that the researcher had done in SMA

AL-AZHAR SYIFA BUDI II Pekanbaru, the researcher found several problems there are:

First, most of students cannot understand the text that they listen in the audio. The students said it is hard to comprehend what the native speaker saying, we all know how native speaker's voice, it sounds so fast and unclear, that is why most students cannot understand the idea properly.

Second, the students are not familiar with the words that native speakers said because the students are not really often to listen English words at least the students are already know the words in English so they can easily understand and know the meaning of the words, the researcher concluded that the students is lack of practice this is why the students cannot be able to comprehend and catch the idea from the audio that have been played by the teacher.

Third, many students claim that listening activity is a boring thing, because the content that used is monotonous. It is very important to teacher to be more creative in teaching students. Listening is a boring thing in students opinion because they are think that listening is hard to understand and to comprehend, that is why the student felt boring and the other reason is about the choosen of the contents, the teacher should be creative and be careful while choosing listening contents for student, it is better for teacher to change listening contents every meeting. for example, first meeting narrative text about "Traditional story (Sangkuriang)" and next meeting about "Life style" make sure the contents are interesting for students to listen so that listening activity is not too monotonous

1.3 Limitation of the Problem

Based on the explanation above. It can be seen that there were three problems stated in this research. The researcher only focused on helping students to improve their listening comprehension by guiding them to solve their problem in understanding listening comprehension by using puppet show as a media. As a conclusion, this study is to enhance student's listening comprehension through puppets show at the second grade of senior high school at SMA AL-AZHAR SYIFA BUDI II Pekanbaru.

1.4 Research Question

Based on the limitation of the problem above, the researcher formulated this research as follows:

1. To what extend can puppet show improve student's listening comprehension at the second grade of senior high school in SMA AL-AZHAR SYIFA BUDI II Pekanbaru ?
2. What factors that can influence the improvement of student's listening comprehension when puppets show is applied at SMA AL-AZHAR SYIFA BUDI II Pekanbaru?

1.5 Objective of the Research

In this research, the objective of using Puppet Show are as follows:

1. To find out what extend Puppet show can improve student's listening comprehension at the 2nd grade student of senior high school in SMA AL-AZHAR SYIFA BUDI II Pekanbaru
2. To find out the factors that can improve student's listening at the 2nd grade students of senior high school in SMA AL-AZHAR SYIFA BUDI II Pekanbaru when puppet show is applied.

1.6 Need of the Research

The advantages that can be acquired from this research are:

1. For the students

This research can encourage them to learn English especially in learning listening comprehension so that they can enhance their listening speaking ability at the same time and find the interesting teaching and learning process. It can be new experience for them in learning English so that their comprehension achievement can be better.

2. For the teachers

It can be input and reference to the English teachers in teaching listening. They can get an appropriate technique so that they can enhance their students' listening and speaking ability.

3. For the researcher

It can input and add more information for the researcher so that the researcher can make it as a good research and can be used by all of the teacher and apply the method in the classroom.

1.7 Definition of Key Terms

To avoid misunderstanding and misinterpreting of any terms used in this class action research, the researcher defines the key words as follow:

1. Listening is one of the most crucial for language learning especially for beginner. Listening is used for more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write (River, 1981; Weaver, 1972).
2. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burn & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experience, the physical environment and the purposes for speaking. However, speaking is not always unpredictable.

3. Puppets Based on Wright (1997), there are some media that can be used in teaching listening some ways in prompting the speaking skill are a sequence of picture which prompt their memory. Then, a sequence of picture these can be card picture or paper. A sequence of key words, in addition, mime, where students try to speak based on the gesture. Finally, teacher can used figurines or puppet, teacher operated the figure of puppet. Puppet is one of media to improved listening and also speaking. It can be used as a model especially performing in front of the class. The students can see the performance of the model and apply it.

CHAPTER II

THE THEORETICAL FRAMEWORK

2.1 General concept of Listening

2.1.1 Definition of listening

Listening are consists of auditory discrimination, aural grammar, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016). So, listening is very important to learn because when we learn listening, we are not get only one ability but more of capability just like morley said that we will get aural grammar, get more information, remember the content in a long term, and also to comprehend the meaning from the context.

Based on Rost (2009) listening is an active mental ability. It helps us to understand the world around us and is one of the necessary parts in making successful communication it means when someone listen, they get the information as the result of their listening process.

Dealing of it, Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice.

2.1.2 The Principles of teaching listening

Based on H. Douglas Brown Teaching by Principles: An Interactive approach to Language Pedagogy. there are six principles of teaching listening, they are:

1. Include a focused on listening in an integrated-skills course.

Even if the curriculum is not dedicated to the integration of all four English skills, remember that it is important to create effective listening techniques which requires the attention of the student to focus on spoken language. Many times we believe the students are experiencing listening skills through observing the teacher and listening to instruction. This however doesn't always translate to intake and the students will not see the value of listening this way.

2. Use techniques that are intrinsically motivating.

While this principle can be applied to almost any technique, it is still an important concept to follow when teaching listening. Teachers should try appealing to the listeners' personal interests and goals. It is important to understand the background of your students and to take into account their experiences and interests. However, remember that the cultural background can be both facilitating and interfering in the process of listening. Also remember all students may not have the same background so finding a common ground may be necessary. Try to get the students caught up in the activity so they feel self-propelled toward the objective of the class.

3. Utilize authentic language and contexts.

Having authentic language and real-world tasks enables students to see the relevance of classroom activity to their long-term communicative goals. If you introduce natural texts rather than scripted and artificial material, students will be more readily dive into the activity.

4. Carefully consider the form of listeners' responses.

It is difficult to identify and evaluate comprehension from listening activities. We can only infer what has been comprehended through students' overt (verbal or nonverbal) responses to speech. It is therefore important for teachers to design techniques in such a way that students' responses indicate whether or not their comprehension has been correct. (Lund 1990) offered nine different ways that we can check listeners' comprehension:

- a. doing- the listener responds physically to a command
- b. choosing- the listener selects from alternatives such as pictures, objects, and texts
- c. transferring- the listener draws a picture of what is heard
- d. answering- the listener answers questions about the passage
- e. condensing- the listener outlines or takes notes on a lecture
- f. extending- the listener provides an ending to a story heard
- g. duplicating- the listener translates the message into the native language or repeats it verbatim

- h. modeling- the listener orders a meal, for example. after listening to a model order
 - i. conversing- the listener engages in a conversation that indicates appropriate processing of information.
5. Encourage the development of listening strategies.

Many students don't understand how to listen. They listen to words but don't know what it means to actively listen and are therefore in need of listening skills which extend beyond the classroom. Here is a list of some strategies:

- a. looking for key words
- b. looking for nonverbal cues to meaning
- c. predicting a speaker's purpose by the context of the spoken discourse
- d. associating information with one's existing cognitive structure (activating background information)
- e. guessing at meaning
- f. seeking clarification
- g. listening for the general gist
- h. various test-taking strategies for listening comprehension

The key for teachers is to help the students develop their own overall strategic competence/strategies for effective listening. The students could then significantly improve their chances for successful learning.

6. Include both bottom-up and top-down listening techniques.

There are two main types of processing in listening and reading comprehension. Bottom-up processing proceeds from sounds to words to grammatical relationships to lexical meanings, etc., to a final “message.” Top-down processing is evoked from “a bank of prior knowledge and global expectations” (Morley, 1991a, p.87 and other background information that the listener brings to the text. Bottom-up techniques typically focus on sounds, words, intonation, grammatical structures, and other components of the spoken language. Top-down techniques are more concerned with the activation of background information, with deriving meaning, with global understanding, and with the interpretation of a text. It is important for learners to operate from both directions since both can offer keys to determining the meaning of spoken discourse. But in a communicative, interactive context, you don’t want to dwell too heavily on the bottom-up, for to do so may hamper the development of a learner’s all-important automaticity in processing speech.

2.1.3 The Nature of Listening Comprehension

The definition of listening comprehension based on Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is their ability to repeat the text despite the fact that the listener may repeated the sounds without real comprehension. It means that, listening comprehension is how the listeners heard the audio and from that activity, the listeners will be able to see their ability in listening and also to comprehend the audio that have been played.

Furthermore, O'Malley, Chamot, and Kupper (1989 as cited in Pourhossein Gilakjani & Ahmadi, 2011) Stated that listening comprehension is an active process in which the listener constructs meaning through using cues from contextual information and from existing knowledge, while relying upon numerous strategic resources to perform the task requirement. if the listener what they are listening, they are not really listening.

In addition, Kruidenier (2002) elaborated that comprehension is an active process and the listener must interact and be engaged with the text for it to work well. According to Chastain (1988), listening comprehension is divided into four components. The first is the ability to differentiate all sounds, intonation patterns, and voice qualities in the second language and to distinguish between them and the same sounds in the native language. The second is the understanding of the whole message uttered by a speaker. Rivers (1981) said that the understanding of spoken messages depend on comprehension of semantic meaning, moving from

what one comprehends in the sound sequence with respect to the knowledge of syntax only when the meaning is not understandable.

The third is the ability to hold that message in one's auditory memory until it can be processed. To develop the learners' auditory memory, teachers should know that they hear as much language as possible. This means that most of the class time should be carried out in the language being taught. The speed of presentation and difficulty level of the content must be adjusted to the learners. Language activities that are comprehensible increase auditory memory. The significant point here is the idea of improvement. The improvement from the simpler to the more intricate sentences should be slow and continuous. The speed of delivery should be increased based on the learners' ability to understand (Chastain, 1988).

The fourth step is to sample the important meaning carrying components of the material. Listeners should expend more energy to understand material about unfamiliar topics and they rely more on linguistic clues to make up for their lack of background knowledge. The last step is to use the samples to confirm or reject the formerly made anticipations. When the samples are in line with listeners' anticipations, they accept them as being correct. When the samples do not comply with their anticipations, they should reconsider either their anticipation or the material as they look for making the message meaningful (Kaspar, 1984).

2.1.4 Strategies of Listening Comprehension

According to Freeman (2004) and Lin (2006), listening comprehension strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. There are three listening comprehension strategies:

1. Top-down strategies

The listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

2. Bottom-up strategies

The listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

3. Metacognitive strategies

To plan, monitor, and evaluate their listening. Listening strategies refer to decision making operations which a learner employs in processing a listening task.

2.2 Puppet show

2.2.1 The Nature of Puppet Show

Puppet is a kind of play thing for children. It is usually like a doll such as small figure of human, animals like monkey, dog, cat, and etc. According to Hornby (1997), puppet is a doll, a small figure of an animal moved by wires or strings, used in plays or shows called puppet show. He, furthermore, states that puppet show is a perfect media to build children's ability in learning English. Torribio (2002) states that puppetry is recognized as a grand teaching tool. Puppets are inherently interesting, often humorous, and first-rate story tellers. They bring focus and interest to subject matter, they teach without the students recognizing they are being taught. In short, puppet is a doll, small figure of an animal moved by wires or strings, used in plays or show. The puppet can be used in English teaching which is interesting and humorous for the students.

2.2.2 The Advantages of Puppet Show

Puppet show is one of the best way to improve student's speaking and listening ability. students can take the benefit from puppets through language skills development. When a puppet speaks, students can listen, identify, understand words and phrases.

When students are required to make short presentations or simply answer questions in class, puppets can assist to reduce anxiety. There are some advantages of using puppet show in English class: firstly, puppet can help to serve as a very effective aid for teaching language arts, it means that to use puppet show

as a media in the classroom to improve student's ability in speaking and listening is very effective in language and also in arts. Secondly, puppet can bring about the development of many aspects of language, those arguments mean that there will be so many aspects that students can get in the classroom. Especially for their listening and speaking ability.

Third, puppet encourages students to talk and express their own creative ideas verbally. So, by using puppet show in the classroom it could encourage students' confidence to talk in public and also good listeners, so students can be creative students and able to show their ability to others that they can and capable enough to communicate by using English. Fourth, puppet can help the students not only think of what to say, but also feel comfortable when they are speaking.

Next, puppet is a way for students to speak in front of the other students without feeling intimidated so they can enjoy during listening their friends and speaking with their friends and puppet gives the students a means to express themselves and their ideas without the stress of having something to completely understand that language. Seventh, puppet can help the students to relate and play better with other students who speak English fluently. The last is puppet can increase the students' communication, and so reduce the teacher's domination of the classroom. Then, the teacher can control all of the students in the classroom.

2.2.3 Procedure of teaching listening Through Puppet Show

a. Preparation

Before the teacher begins to teach listening, the teacher must prepared everything that is important in teaching learning process. Teacher should consider the students' characteristic in choosing teaching material, time arrangement and media. Beside that the teacher can choose kinds of media. One of them is puppet that will be used in teaching activities. The teacher can also ask the learner prepare themselves in the former meeting. The teacher can ask the student directly as the way to measure their capability in speaking English. The teacher should decide the story that will be showed to the students.

b. Presentation

Pre-teaching activity is the activity done at the beginning of teaching and learning process it is used to give the student background knowledge and build their confidence. Pre-teaching activities have several functions. They can give new information, increase the student's concentrations, and stimulate curiosity. Besides, they could make the students understand about what they are going to study. This is teaching process listening Activity by using puppet show in the classroom:

- a. The teacher shows puppet to keep attention of students. In this condition, the teacher use a hand puppet as media.
- b. The teacher introduces the topic of the lesson using hand puppet
- c. The teacher use hand puppet to guide them to talk further about the topic.

- d. The teacher asks the students to repeat what the teacher say.
- e. The teacher invites one or two of the students to have a dialogue about personal information using hand puppet.
- f. The teacher asks the students to discuss about asking personal information in pairs.
- g. The teacher leads students to conclude the lesson.
- h. The teacher tells what they will learn next week and close the lesson.

c. Evaluation

Evaluation is something important to do because by evaluated the students' work, the teacher knows how far the students understand about the topic given. Before evaluating the students' work, the teacher may give exercise. For example, the teacher asks the students to speak in front of the class. While the activity is going on, the teacher evaluates how the students listen, speak and pronounce the word and if the student gets false when he/she is speaking, the teacher gives the correct answer how to speak it, and the teacher should give reward to the students as their effort. It is very important because it can motivate the students to study more.

2.2.4 Function of Puppet Show

A puppet is a movable object or figure that can be controlled by strings, rods or by placing one's hand inside its body. They are perfect for grabbing the attention of children. When puppets are paired with learning-based on play activities, knowledge are retained more effectively. (taken from University of Limpopo,

South Africa journal). Puppet show is one of the best media for teaching and learning in the classroom. Puppet show can reduce student's anxiety in learning English.

So, the teacher should be more creative while design a media for students. Creativity can successfully be integrated into various classroom practices. The three elements of creative pedagogy: teaching for creativity, creative learning and creative teaching. These elements are interconnected and compliment teaching and learning.

Puppets are also excellent visual aids, they retain attention and encourage participation. Puppets also encourage conversation. The dialogue that develops can be valuable in discussions of new inventions and technology. A single puppet character can there for be used for different purposes.

2.2.5 Kinds of Puppet

According to Torribio (2002) Puppet Show is devided into some kinds as the following:

a. Bunraku Puppet

Bunraku is the traditional puppet theater of Japan. Bunraku puppets are about one-half life size and each is operated by three performers: a principal operator and two assistants. Strings are not used, but rather the puppeteers co-operate to maneuver the limbs, eyelids, eyeballs, eyebrows and mouths of the puppets, thereby producing life-like actions and facial expressions. The puppeteers are in

full view of the audience, but are dressed in black to symbolize that they are to be taken as "invisible".

b. Hand Puppet

Hand puppet is a type of puppet that used in our hands. Hand puppet are about one big size of doll or some characters for example bear, bird, panda, and many more characters. It operated by 1 person or more.

c. Finger Puppet

Finger puppets usually used for kindergarten. Finger puppets are very simple to have, the students can make it by using planels or sort of it and decide what characters that they wanted to make. to use the finger puppet is not hard, just put it on each our finger so, in each finger have different characters.

d. Shadow Puppet

Shadow puppets were likely made out of animal hides. Since they were strong and flexible they allowed the puppeteer to move the puppet easily to create the desired effects on the screen. Leather is still a popular material used to make shadow puppets today.

e. **Sock Puppet**

The sock puppet stems from its literal meaning, which refers to a sock puppet created by placing a sock over one's hand. Sock puppet are usually found in a Christ mast celebration. As an example, they collect old sock and paint it into some cartoon characters and then they put it on their wall or door as a Christ mast accessories.

f. **Marrionette Puppet**

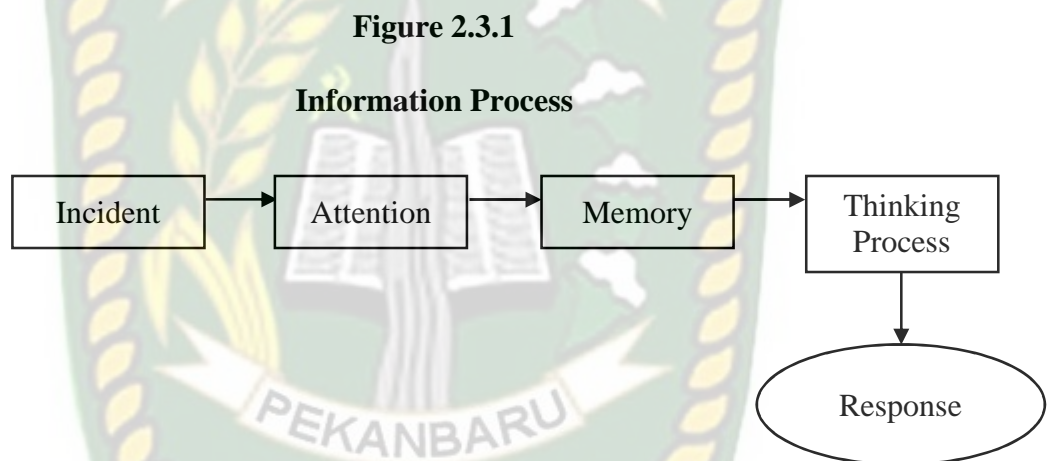
Marionettes are operated with the puppeteer hidden or revealed to an audience by using a vertical or horizontal control bar in different forms of theatres or entertainment venues. They have also been used in films and on television. Pinokio is one of famous marionette puppets.

So, based on the kinds of puppets above, the researcher will be use hands and finger puppets as a media for teaching the student's in AL-AZHAR Pekanbaru, because hands puppets and finger puppets are easy to have and to create. And also the researcher won't waste so many times to find it out.

2.3 Teaching Listening

Vygotsky (1896-1934) believe that children actively created their knowledge self. He believes that remain of thinking on development, attention that learn used development on society like language, knowledge did not result from individual but on interaction with human in society and culture like looking at books.

Student's commonly have process in their comprehending it has seen information development analyzed about how the children manipulated the information, view and created strategy (munkata, 2006; Siegler, 2001, 2006; and Alibali, 2005). Information process that effective as caring, memorize, and thinking process. For clearly how the process worked we can see scheme as follows:



Source: Santrock. 2007. Child Development. Eleventh edition, page 277.

From picture above, explained the basic summary process that used for finished the matter. In the real, information goes on variant stages for example, the process could be completed and information did not happen on left to right way than identification. This is why listening is one of hardest skill to comprehend by students.

Based on student's opinion, listening is a hard skill for them. Because the student claim that listening is a boring thing. So, this is why the researcher will try

puppet show as a media for student's especially for senior high school to build students interesting during teaching and learning in the classroom.

2.3.2 Listening Assesing

Listening comprehension had four indicator; comprehension, Lexical resources, grammatical range accuracy, and pronunciation, but the researcher only focused on assesing students' listening comprehension.

The indicator of listening are:

Firstly is Comprehension, this thing focused on how students' comprehend the story and to give response to the story. Secondly is Lexical Resource, this thing focused on how much the students' collect the words that had been used by the students' and also to know the variety of student's words. Third, Grammatical Range and accuracy, this thing focused on all of the structure which had been used by the students and also to know how accuracy of the grammatical of the story. Fourth, Pronunciation, this thing focused on student's ability to listen an understanding the words.

Table 2.3.1

The listening assessing rubric

CATEGORIES	EXPLANATIONS
EXCELLENT – 5	The student is attentive, courteous and sensitive to the ideas, tone and purpose of the presentation; intellectual curiosity, attention to the task, and sensitivity to others help to create a productive climate in and for the group.
VERY GOOD – 4	The student is attentive and courteous; purposefully and confidently listens to the presentation.
GOOD – 3	The student is courteous and willing to listen to others; accepts ideas of others.
AVARAGE – 2	The student is easily distracted; lacks confidence to receive ideas easily and clearly; may use language, tone, or nonverbal behavior inappropriate for the occasion; is an insecure member of the group.

POOR– 1	The student is uninvolved in the activity and lacks courtesy.
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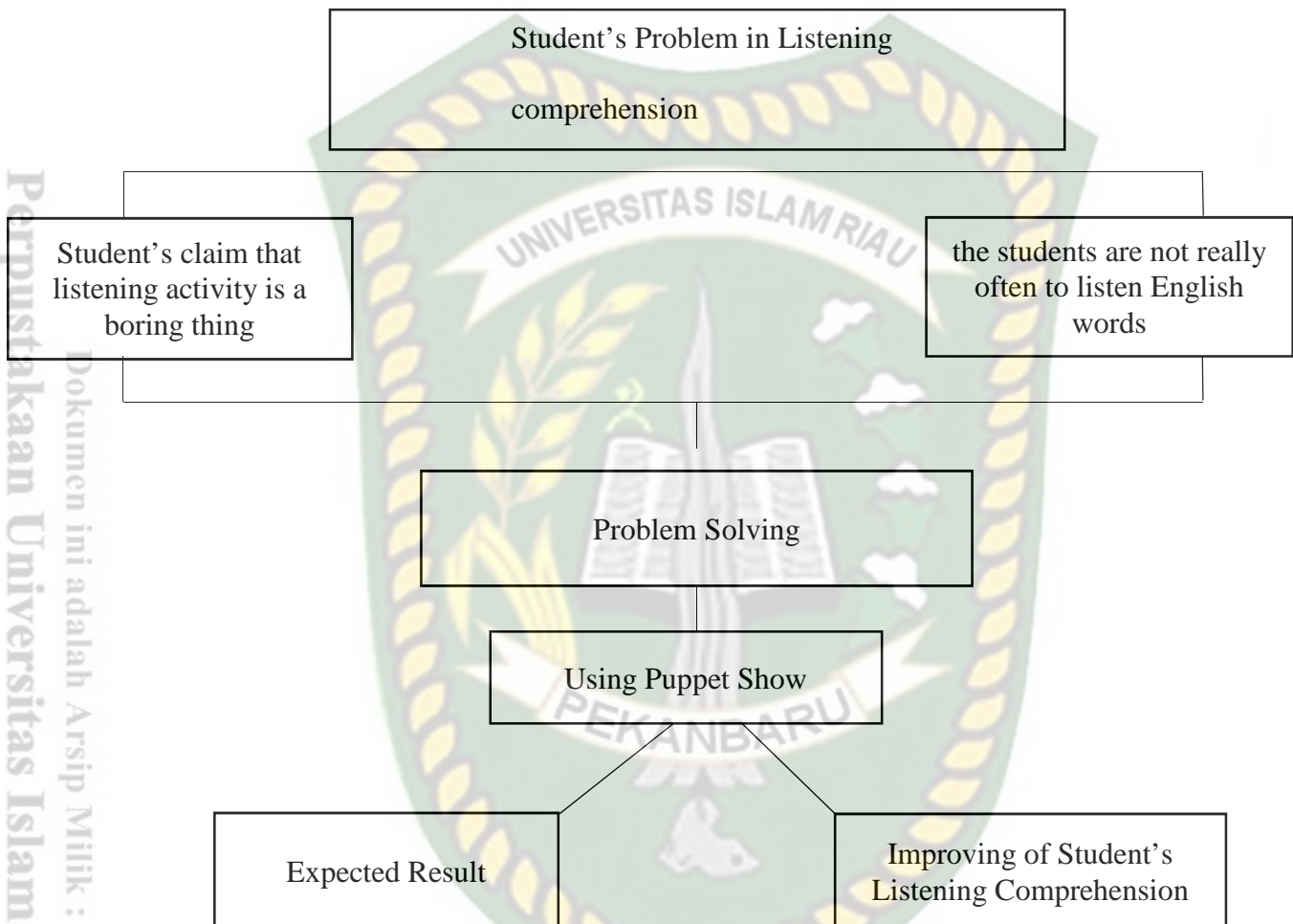
Harris 2013: 1 35

2.4 The Conceptual Framework

In this research, the researcher refers to the listening and the used of puppet show. In this case, Puppet show is exactly way to improved student's listening comprehension. There, the researcher tried to describe and apply Classroom Action Research deals with the used of Puppet Show in improved student's listening comprehension. Based on the problems, researcher assumed that using Puppet show appropriate way to improved student's listening comprehension for the second year students at SMA AL-AZHAR SYIFA BUDI II Pekanbaru. The researcher plan to do the research based on the frame work below:

Figure 2.4.1

Conceptual Framework



Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Miik :

2.5 Relevant Research Findings

Puppet show has been discussed to be a research issue by numerous researcher around the world. The following is a survey related studies which deal with using Puppet show in teaching learning listening.

According to Yulianti & Latief (2014), puppet is a traditional art used to provide entertainment as well as to educate about character building. The

movement of a puppet is controlled by rods, strings and even by placing hands into it. Some of the common puppets are the sock puppets, stick puppets and box puppets. Puppetry is a variation and creative way of presenting stories. During the ancient time, the goal of using puppetry is to bring the element of fun and excitement to the viewers. In puppetry, the whole story is presented using inanimate figure to represent the characters in the story. The person who controls the puppets may or may not be visible to the audience.

Based on Ronit Remer, David Tzuriel's (2015) journal, under the title "I teach better with the Puppet". This research explained about the important for the teacher to be creative and more focused on student's need. Is not only learning and sitting in the classroom but also student should understand what material that has been given by the teacher. This research also explained about puppet show is the right media especially for the children and Ronit and David (2015) stated that Puppets is for Communication and Therapy Needs for student that Numerous reports exist of wide used of puppets for evaluation, diagnosis, counseling and treatment. Used of puppets for these needs is done in the framework of psychotherapy, family, behavior and clinical therapy.

Treatment using puppets combines principles and techniques from various fields: art therapy, play, drama therapy and psychodrama. The approach is known as psycho puppetry. Related to puppet show, based on Nur Raudha Siregar's journal under the tittled "Teaching speaking by using puppet play for junior high school students" She assumed that the students will be motivated to use their own words to describe their ideas by using puppet. the puppet that used in the

classroom can help to served as a very effective aid for teaching language arts. Oral language skills that selected can be developed through the used of puppet are parts of speech, vocabulary, public speaking, and expressions of thoughts and feelings.

Based on the explanation of related studies above, the researcher notice that puppet show has good effect in improving student's language skill. Even though focuses of this research is listening skills. The researcher notice that puppet show can be applied in other English skills. So, the researcher gets interest in raise listening comprehension becomes the focused skill of this research.

2.6 Comprehending of student's Age

A Children loves to heard the story of their birth. With their family's support and permission, the teacher shares the story: "Right before you were born, your parents went to hospital. Your grandma and grandpa all came to the hospital to wait for you to be born. They had to wait in a room outside, and your daddy kept going out to give them news. When you were born, your daddy ran down the hall to tell everyone you were finally here! Everyone was so happy." They ask for this story again and again occasionally, they feel interested by the story that has been tell by the teacher, from that story above, the researcher think that to use puppet show as a media to tell the narrative text is good enough to make the student understand about the content and it can make the listening activities more fun and the student can comprehend the content easier.

CHAPTER III

RESEARCH METHODOLOGY

In this Chapter The researcher discussed about research design, population, and sample research instrument, technique of data collection, and technique of data analysis.

3.1 Research Design

The Research is a Classroom Action Research design, the purposes of this research were to develop the classroom action research (CAR) process to enhance teachers' disciplines and school learning. This research involved two main phases. In the first phase, new Classroom Action Research design process to enhance teachers' five disciplines and school learning were developed. The development relied on documents and a survey.the second phase is to encourage students to practice and listen carefully, so, the students' could be easily to understand the story.

According to the survey, teachers still had inadequate fundamental abilities; desire to continue learning and reflection skill. Regarding school learning, the survey showed that schools had very low average scores about listening comprehension.

3.2 Subject of Research

3.2.1 The Participant of the Research

The Participant of this research is XI IPA ALEXANDRIA's students' of SMA AL-AZHAR SYIFA BUDI II Pekanbaru. The total of participants in this class are 14 students, which consist of 9th Males and 5th females.

3.2.2 The Location and Time of the Research

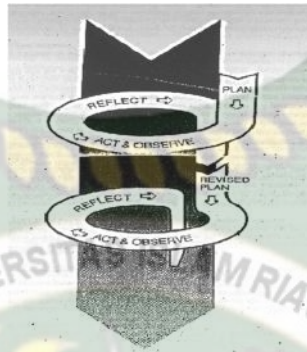
This research located in SMA AL-AZHAR SYIFA BUDI II Pekanbaru. Time of the research is on July 2019.

3.3 Procedure of the Research

The procedure of this classroom action research is conducted in cycle covering four steps of activities, namely the plan, action, Observation, and reflection.

Figure 3.3.1

The Kemmis and McTaggart (1988) Action Research Spiral/Cycle



The process of the research could be drawn as follows:

3.3.1 Cycle 1

a. Planning

Before conducting the action, observation is done to find out the condition of the researcher performance in English teaching learning process. The researcher consulted the thesis to advisor to find information are the situation of the eight year students, which the researcher found while she did the preliminary study, could improved students' listening comprehension in English teaching learning through puppet show. In planning, the researcher prepared:

1. Prepared the topic or material for teaching
2. Prepared the puppets
3. Prepared instrument to observed students and teacher activity
4. Meet the collabolators, to discussed all necessary things.

b. Action

In this study, the researcher act as the practitioner who implemented the proposed strategy by referring to the activities done in class. The study was conducted in eight meetings in which each meeting had a different focus. The next meeting was focused on the teaching and learning process using puppet show.

3.3.2 Cycle 2

a. Planning Review

Based on reflection 1, the researcher then conduct re-planning includes:

1. Identify the problem

Problem of cycle 1 further to improved student's listening comprehension.

2. Plan of action

a. Action

First of all the researcher opening with greeting, shared about the students problem on the previous cycle 1. Explaining procedure and the topics for the second cycle, finally, the researcher gave a oral test and ask the students to tell what can they got from the text that the researcher had been said through puppet show media.

b. Observation

Observing is the process of recording and collecting data about any aspect which happened during the implementation of the action. This active is done by the observer. In conducting the observation, the observer is equipped with

observation sheet and field notes to record the required data. Thus, the data of this research were obtained from the result of the observation and interview.

c. Reflection

During the process using puppet show, the researcher got data. The researcher tried to criticize the strengths and weaknesses of her procedure in implementing the research plan. After analyzed data, the researcher made the reflection from the action in cycle 1, based on observation sheets, to decide and plan the next cycle's step. The result of the analysis from next cycle had matched the criteria of success, the action was finished.

Figure 3.3.2



3.4 Research Instrument

In any scientific research, instrument for collecting data was absolutely important. Before the research carried out, the instrument for the data collection should be prepared well. In this step, the Researcher used four instruments; test (assessment rubric), observation sheet, field notes, and interview.

According Ary (1979) states that the test is a set of stimulus present to an individual in order to elicit responses on the basic of which a numerical score can be designed. This study aimed at knowing student's achievement in listening and also speaking. In order to avoid misunderstanding, the researcher informed the kinds of test that used in this research was listening test as an instrument. The researcher used this method to measure the skill, knowledge, ability, etc. Test is one of way to collect the data research. The researcher give test to the student and collect the data based on listening's rubric. The researcher give a score to the students based on indicators of listening. This test was oral test (the teacher called them one by one and asked the student to re tell the story that has been telling by the teacher by using puppet show) and from that oral test, the teacher can be able to see how much the students comprehend the story of narrative text.

Table 3.4.1

Blue Print of Test

No	Aspect	Indicator
1	Setting	Background of the events and the setting physical or material Identified places such a buildings or Areas Information of the situation and projected state of mind the characters
2	Characters	Figures of individuals who experienced the events Symbolizing character Descriptions of the other characters Identified the characters (people or animal)
3	Action	Understanding of verbal story happened Response can be verbal Uses gestures or sign language
4	Moral value	Deliever directly a messanger conversation when puppets time Mention the values of the characters in the messages portayed by each characters.

(Coconi,1999).

The examples of Narrative Text

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger. Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man. The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Table 3.4.1

Blue Print of Oral Test questions

NO	QUESTIONS	THE INDICATOR OF COMPREHENSION
1	Where was the story located?	ST
2	How was the situation of the story ?	ST
3	Who are the people in the story above?	CT
4	How is the character of the "first friend" ?	CT
5	How is the character of the "second friend"?	CT
6	What was they saw in the forest?	CT

7	What was happened in the forest ?	ACT
8	Why the bear just smelt him?	ACT
9	What did the first friend said to the one who climbed the tree?	ACT
10	What can we learn from the story above?	MV

*ST-Setting
 *CT-Characters
 *ACT-Action
 *MV-Moral Value

1. Observation sheet

Some information which acquired on observation result must have completed in place, participant, activities, events, and feel of participant. Observations sheet divide into two they are teacher's observation sheet and student's observation sheet. Teacher observation sheet is for making sure wether the teacher had been explain all of the material properly or not.

Students Observation sheet is making sure that the student pay attention during teaching and learning in the classroom. So classroom action research is evaluating the students and also the researcher was evaluated by the collaborator. based on the observation sheet. The observation of teaching listening english through puppet show can be seen in the following.

Table 3.4.2

Teacher's observation sheet

NO	Observation Point	Yes	No
1	Teacher greeted the students, and check the attendance list and then the Teacher introduces the topic		
2	Teacher asks the students about some questions relate to the topic.		
3	Teacher encourage student to listen.		
4	Teacher intergrates technology and stages for puppet show before teaching and learning process.		
5	Teacher provided the example of narrative test in a power point presentation.		
6	Teacher ask the students to listen about the topic given through text and video.		
7	Teacher record student's voice during the students give oral test infront of the class.		
8	Teacher explained about what exactly the story about.		
9	Teacher gives a feedback to the students.		
10.	Teacher discussed about the topic with students.		

Table 3.4.3

Student's observation sheet

NO	Observation Point	Yes	No
1	Students pay attention to the teacher explanation.		
2	Students answer the question given by the teacher.		
3	Student listen actively during the class.		
4	Students focus on the example of narrative text provided by the teacher by using video.		
5	Student give their idea about the topic they have listen through video.		
6	Students watch the example of puppet show, video provided by the teacher.		
7	Students give their idea about the topic they have watched through video		
8	Students give oral idea infront of the class to show wether they are comprehend the story or not		
9	Teacher gives a positive feedback to the students.		
10	Teacher discussed about the topic with students.		

2. Fields Notes

Fields note describe about everything happen in the classroom during teaching and learning process. Fields note is written in purpose to give a clear imagination of how exactly the situation in a classroom during teaching and learning process. It describe both of teacher and students activity.

Table 3.4.4

Field Note

RESEARCH FIELD NOTE		
Date :		
Meeting/Cycle :		
Teacher Activities	Students Activities	Additional Notes
.....
.....

3. Interview

Interview is given to the students to know about students feeling in learning process through puppet show. The succesfull of future of the students in improving their speaking ability will be explained in detail through interview.

Table 3.4.5

Interview Guidance

<p>Date Cycle :</p> <p>Class :</p> <p>What do you think about the strategy that applied by the researcher ?</p> <p>Do you think that this strategy can improve your listening comprehension ?</p> <p>Do you find some difficulties while the researcher applying this strategy ?</p>
--

3.5 Technique of Data Collection

In data collection technique, the researcher used observation sheet, fields note, interview, that have to get the data more complete and clear how the students activity on listening comprehension.

1. Test

Test is one of the instruments which used to collect data. The test is fulfilled students listening test. The researcher give topic to the students and teach them through strategy. So that, they can elaborate the topic into oral idea.

2. Observation

Observation used to collect the data about teaching and learning process of listening comprehension through puppet show. The collaborator are put checklist to listening teaching puppet show when the teacher applies puppet show in teaching listening to the students.

3. Fields Notes

Fields note is about all of the activities during teaching listening English through puppet show. This instrument's used by the collaborator while the researcher is applying puppet show in teaching listening to the students.

4. Interview

Interview is conducted in purpose to gain the data about student's activity and impression after implementing puppet show in teaching listening. Interview will be able to know about students and teacher's problem during teaching and learning process. The researcher also used documentation that have to get the data more complete and clear how the students activity on puppet show. Then, the researcher has the procedure which collected in Documentation as follows:

5. Documentation

in documentation of this research the researcher recorded the student's voice during the activity in the class including when the student answer the

questions that has been given by the researcher. The documentation take as evidenced the data be valid and completed.

3.6 Technique of Data Analysis

In classroom action research, there are two kinds of data taken from the study; quantitative and qualitative data. After all of data are collected, the data will be analyzed by researcher, collaborator and students.

3.6.1 Quantitative Analysis

Analyzing quantitative data is used to find out student's achievement in improving their listening comprehension towards puppet show. To know about student's achievement, researcher find it out and give a score to the students listening comprehension performance.

3.6.2 Qualitative Analysis

Qualitative data used from observation sheet, fields note, and interview. Qualitative data contain of the procedures and processes which are used to analyze the data by providing explanations and describing the data. In analyzing qualitative there are four steps; Reading the data, categorizing the data, describe the data, identify the patterns, and interpreting data.

In technique of Data analysis, the researcher used descriptive statistics and It used to determine the data into high, average, and low category in students listening comprehension.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed about the result of the research. This chapter described some findings and discussion about the use of Puppet show in listening comprehension of narrative text. There were done to answer the research question; To what extend could puppet show improve student's listening comprehension at the second grade of senior high school in SMA AL-AZHAR SYIFA BUDI II Pekanbaru ? and what factors influence the improvement of student's listening comprehension when puppets show is applied at SMA AL-AZHAR SYIFA BUDI II Pekanbaru? These two questions were answered based on the data collected from test in listening comprehension of narrative text, observation, field notes, and interview.

4.1 Findings

Based on the purpose of the research, the classroom action research was conducted to find out whether the students' listening comprehension of narrative text could be better improved by using puppet show. This research was applied of the second year students' SMA AL-AZHAR SYIFA BUDI II Pekanbaru. It was conducted in two cycles: had four meetings and one meeting for the test; each meeting was 2x40 minutes.

Each cycle in this research consisted of four phases; planning the research, action the plan, doing the observation and reflection of what was found in the previous phases. The reflection phase was as the base go to the next. However, after two of phases had been applied, the result of study was disclosed.

4.1.1 To what extend could puppet show improve student's listening comprehension at the second grade of senior high school in SMA AL-AZHAR SYIFA BUDI II Pekanbaru ?

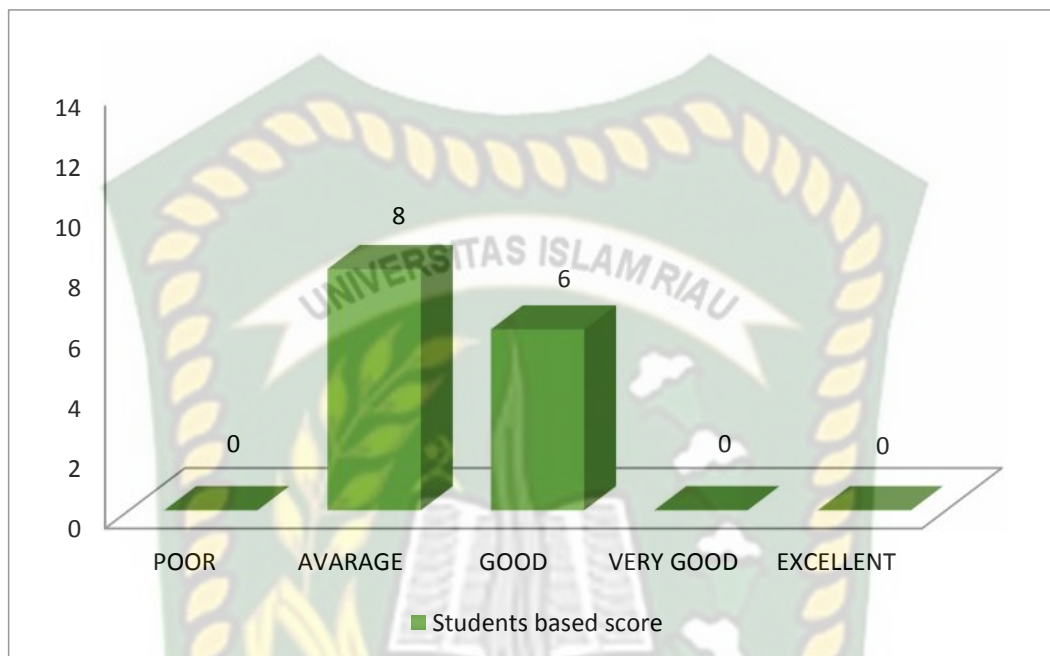
As mentioned previously, this research was carried out two cycles. Each cycles had four meetings. The insufficient listening comprehension experienced by students was required to be solves. In order to improve students' listening comprehension, the researcher as the teacher conducted all activities in the classroom.

4.1.2 The result of the base score

Before carrying out this action research, the researcher has given the students test. was done on 27th Mei 2019, Its only aimed to get the base score of students' listening comprehension in narrative text and the way of students in studying english. From the base score of listening comprehension in narrative text result, it was concluded that most of the students had problem in listening comprehension in narrative text.

Diagram 4.1

The students' base score in narrative text



Based on the diagram 4.1 above, it can be seen that the students' listening comprehension in narrative text test are very needed to be improved. There are 14th students' in the classroom. Based on the diagram, there are 0 students' in poor category, 8th students' in avarage category, 6th students' in good category, 0 students' in very good category, and 0 students' in excellent category. From the diagram above, it showed that AVARAGE category is most higher than other four category, It can be concluded that the students based score was clearly proved that most of students' at XI IPA ALEXANDRIA was in AVARAGE category which means the students' listening in comprehending narrative text are still lame and needed to be improved.

This result was gotten from the listening comprehension in narrative text based score. In the based score, the students orally tell the story after watching

the video which played by the teacher. In addition, the students' only had 15 minutes to talk. In short , it can be concluded that the students had low listening comprehension of narrative text. The result of listening comprehension of the second grade students' in based score test can be seen on the table below:

Table 4.1

The classification of students' Base score

Level of ability	The indicator of comprehension	Frequency
EXCELLENT	ST,CT,ACT,MV	-
VERY GOOD	ST,CT,ACT	-
GOOD	ST,CT	6
AVARAGE	ST	8
POOR	-	-

**ST-Setting*
**CT-Characters*
**ACT-Action*
**MV-Moral Value*

Referring to diagram 4.1 and table 4.1 on based score above, it can be seen that classification of students' listening ability in comprehension narrative text is in AVARAGE category. The students' who are in the AVARAGE category are only could mention the setting of the story, meanwhile the students' who are in the GOOD category are capable enough to mention the setting of the story and also the characters who are exist in the story, it can be concluded that students in based score was in AVARAGE category.

4.1.3 The Result of Cycle 1

a. Plan

In this step, the researcher planned some actions with the aim was students' listening ability in comprehending text could be improve well. All of those were elaborated completely as in the followings:

- a. In this first action, the researcher and collaborator decide the topic for the first cycle. The topics were synchrons to the content of syllabus and Puppet strategy. All those were as in the table bellow:

Table 4.2
The topics of Narrative text in Cycle I

Meetings	Topics	Dates
1	The very hungry Caterpillar	July, 8th 2019
2	The Story of blind love	July, 15th 2019
3	True Friends	July, 22nd 2019
4	A little boy and the magic fruit	July, 29th 2019

- b. The next, the researcher and collaborator designed the lesson plans which extracted at Appendix.
- c. The last, the researcher and collaborator prepared the observation sheet and field note form (on Appendix) it was about activities of the researcher, Puppets media, and students.

b. Action

1. The first meeting

The first meeting was conducted on July 8th 2019 . in the first meeting , the tittle of the narrative text was The very hungry Caterpillar. In Pre-teaching, the researcher opened the class with greeted the students and introduced herself and pray before the learning process began also the researcher checked the attendance list. The researcher asked to the students the knowladge about listening comprehension and narrative text.

During teaching, the researcher asked the students such as “Do you still remember about Narrative text?, What is the generic structure of Narrative text?”. After that the researcher explained and remain the students about the questions above and then the researcher gave the students a video to watch and then the researcher gave them 5 questions relate the video to see what the student’s get from the video that has been given. The second steps , the researcher asked the student to explained all the contents in the video orally in front of the class. After the researcher have done those activity, the researcher discussed about the answer together further, in post-teaching, the researcher concluded about narrative text and asked the student’s difficulties.

2. The second meeting

The second meeting was conducted on July, 15th 2019. The Researcher came to the class. In pre-teaching the researcher started the class by greeted, prayed, and checked student’s attendance list and asked some questions about the

previous material to make them remember about the material that has been given in the previous meeting. The situations of the class was good. The students were focus during teaching learning process. In the second meeting the researcher explained about new topics.

In whilst teaching, the researcher asked about their favorite story. All of the students were interested when the researcher asked about it and they are mention all of their favorite story and it made the class feel so fun. The first step, researcher explained about the generic sructure of n arrative text. After the explanation has finished she take one of story from the students and asked the students to stay focus on her. The second step the researcher start to prepared the puppets as a media to make the students feel interested while understanding the meaning and the main idea of the narrative text. The third step is after that activity, the researcher give students 5 minutes to prepared their answered and then the researcher call them one by one to check their answer orally in front of the class. The fourth step the researcher discussed the story to the students and give the right answer of the questions that has been given before. The last step the researcher asked students what is their difficulties during this activity and how was it feel learning narrative text by using puppet show.

3. The Third meeting

In the third meeting was conducted on July, 22nd 2019. The researcher came to the class, greeted the students, prayed, and checked students attendance list. And asked students about the previous material. The situations of the

classroom at that time was good and all of the students looks so interested because of the previous meeting was interesting because some of they say that learning narrative text by using puppet show was totally fun and they are easily to understand the contents of the story and then the researcher discussed the story to the students and give the right answer of the questions that has been given before then the researcher asked what are their difficulties.

4. The fourth meeting

The fourth meeting was conducted on July, 29th 2019. In pre-teaching the researcher greeted the students and checked the students' attendance list and asked about the previous material wheter they are still remember or not. The step are the same with the previous meeting, but the differents are about the topics and the more they listen the more they got the informations. In this meeting the researcher gave **"A little boy and the magic fruit"** as the topics. The researcher do not let the students recognized the tittle of the text, the researcher only read the story infront of the class by using puppet show and as usually the student should be focused and listen carefully during this activity. The next step, the student came forward and answer the question that has been prepared by the researcher and also the student should be delivered their opini about what they have gotten from the text in orally. The last step the researcher discussed the answer and informations from the text together with the students also asked about the difficulties during this activity.

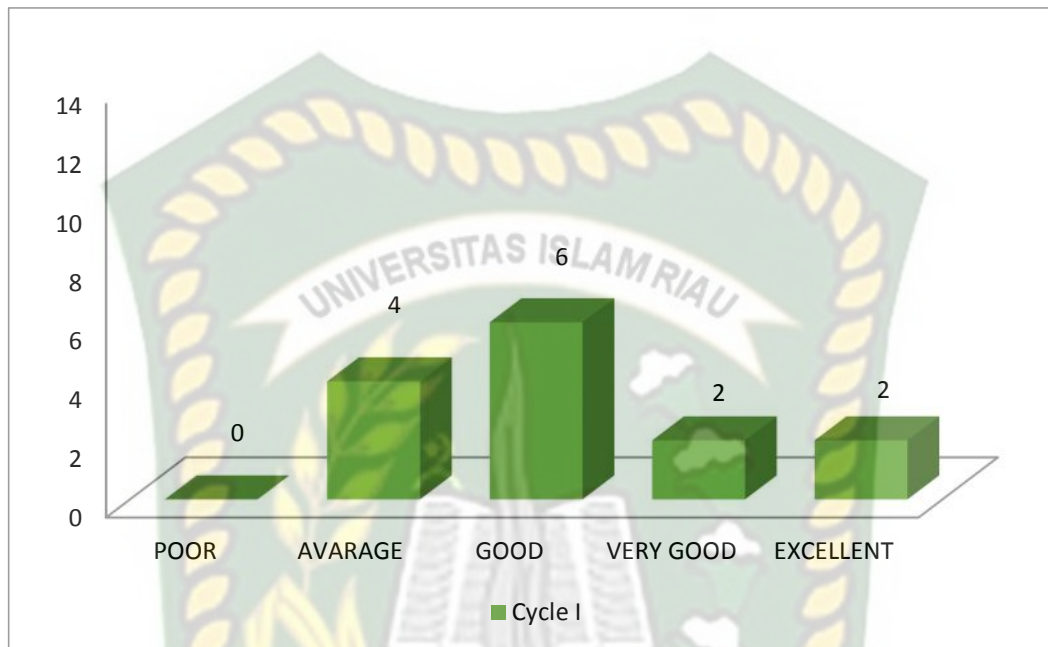
c. Observation

This phase was referred to the above action during the classroom activity. The researcher and collaborators observed the students and the teacher's activities during the teaching and learning process the classroom. It was applied in every used some techniques, such as text, observations, and interview. The researcher conducted listening comprehension in narrative text at the end of the cycle 1, in order to measure how far the improvement the students were made.

The researcher also interviewed students', the interview was given with the aim to identify how far the action influenced the students' comprehension and behavior. The next technique was observation. It was done during the teaching and learning process and the data was in the field note. From observing of the teaching learning process in the cycle 1, the researcher has found that the use of puppet show could motivate and stimulated students' in learning english , especially in learning comprehending narrative text more interested and burned the boredom in the classroom, then learning process in the classroom become more interested and excited for all of the students'.

Diagram 4.2

The students' score in comprehending Narrative text in Cycle I



Based on the diagram 4.2 above, it can be seen that the students' listening comprehension in comprehending narrative text was showed some improvement , there are 4th students' are in AVARAGE category, which is in the previous test the students' in AVARAGE category was reached 8th students. In cycle I, The students listening comprehension in narrative text now is in GOOD category, which means the used of puppet show is very usefull and helpfull to improved students' listening and speaking ability. And in GOOD category there are 6th students, 2nd students are in VERY GOOD category, 2nd students' are in EXCELLENT category, and 0 students' in POOR category. In this cycle, some of students are showed their ability in mentioned the setting of the story and all of the characters in the story. This result was gotten from the listening comprehension in narrative text of cycle I.

Table 4.3

The classification of students' score on Cycle 1

Level of ability	The indicator of comprehension	Frequency
EXCELLENT	ST,CT,ACT,MV	2
VERY GOOD	ST,CT,ACT	2
GOOD	ST,CT	6
AVARAGE	ST	4
POOR	-	-

**ST-Setting
*CT-Characters
*ACT-Action
MV-Moral Value

Referring to diagram 4.2 and table 4.3 above, it was showed the significant improvement of students' listening comprehension in narrative text. In cycle I , the students' listening comprehension is in GOOD category, it could be concluded that the students classification score in cycle 1 was increased from students' base score.

d. Reflections

According to the result of the cycle 1 test above, the researcher got a conclusion that the students' listening comprehension in narrative text was improved. Furthermore, the researcher and collaborator determine to revise some plans to be implemented in the next cycle for better teaching improvement. Shortly, the researcher bring more explanation and model of using Puppet show to be applied cycle II in order to improved the students' listening comprehension in narrative text. in that case, the researcher need to discussed with her collaborator

the influenced factors of insufficients result in identifying the components of narrative text. The following factors were as follows:

1. Based on teacher observation sheets and field notes, the students have some problems in listening.
2. The students are not familiar enough to listen the native speaker say(audio) they say “*yang bicara di audio itu terlalu cepat sehingga kami tidak dapat memahami maksudnya*”
3. The narrative text are monotonous and boring
4. The result of the students’ test still low in listening narrative text. In additions the researcher also carried out an open-ended interview to ask the students’ components. In order to know students ability in listening comprehension and narrative text. The interview was focused on the material, media, strategy, and classroom activities, also focused on classroom management. The following interviewed are responded by the students’ :

Teacher : what do you think about the materi and the media that has ben given by the teacher ?

Student 1: menurut saya ya miss materi nya menyenangkan dan sangat menghibur

Student 2: Menarik miss, kami mudah sekali paham

Teacher : How do you think about the classroom activity? Do you enjoyed it?

Student 3: enjoy sih miss, Cuma masih ada beberapa kata yang belum

kami pahami.

Student 4: enjoy banget miss, soalnya saat miss memainkan puppet nya kami terhibur banget suara miss juga enak didengar!

Teacher : what do you think about the classroom management ?

Student 5: bagus miss

Student 6: semua nya pada terfokus dengan miss main puppet jadi kami semua gak ribut miss

Teacher : how about the relations between teacher and students?

Student 7: miss friendly banget sehingga belajar nya tambah asik dan mudah dipahami.

This factor would be paid attention by the researcher in the next cycle. The teacher needed to define and explain clearly the terms of narrative text. To researcher also needed to make a good situation to make them enjoyed in the classroom during teaching and learning process, perhaps it could solved their problem.

4.1.4 The Result of Cycle II

a. Plan

From the result of observation in cycle 1, the researcher wanted to solved the student's problem. Every meeting, students' got a new unboredness topic from the researcher so the students' feel excited and be able to improved their listening than before. In this cycle, the researcher tried to enhance students' listening comprehension in narrative text, in this activity the researcher hopes that students' will be more active than before. Furthermore, the researcher and collabolators

revised the plan and prepared four meetings in the cycle II. In this cycle, the researcher also implemented Puppet show and still taught about narrative text. In the cycle II, the researcher planned to have four meetings including four implementations and test. The schedule of the meeting in this cycle can be seen as follows.

Table 4.6 The Schedule of Cycle II

Meetings	Topics	Dates
1	Little Brother, Little Sister	August, 5th 2019
2	Magic Mirror	August, 12th 2019
3	Two of Everything	August, 19th 2019
4	Forbidden chamber	August, 26th 2019

b. Action

1. The first meeting

The first meeting was conducted on August, 5th 2019 . in the first meeting, in Pre-teaching, the researcher opened the class with greeted the students and introduced herself and pray before the learning process began also the researcher checked the attendance list. The researcher asked to the students the knowledge about listening comprehension and narrative text.

During teaching, the researcher asked the students such as “Do you still remember about our narrative text in the previous meeting?“. After that the researcher explained and remain the students about the previous material and then the researcher tried to explained again about the material that has been given by

the teacher. The researcher tried to remain the students to keep remember what is the topic about and also the researcher try to teach about the generic structure of narrative. The researcher explained so clearly so that the students' understand narrative next and focused on the informations in the story. After the researcher have done those activity, the researcher discussed about the answer together further, in post-teaching, the researcher concluded about narrative text and asked the student's difficulties.

2. The second meeting

The second meeting was conducted on August, 12th 2019. The Researcher came to the class. In pre-teaching the researcher started the class by greeted, prayed, and checked student's attendance list and asked some questions about the previous material to make them remember about the material that has been given in the previous meeting. The situations of the class was good. The students were focus during teaching learning process. In whilst teaching, the researcher asked about their favorite story. All of the students were interested when the talk about a new interested topic. The first step, researcher explained about the generic sructure of narrative text. After the explanation has finished she was take a story, the story was about "**Magic Mirror**". The second step the researcher start to prepared the puppets to make the students feel interested while understanding the meaning and the main idea of story in the narrative text. The third step is after that activity, the researcher give students 5 minutes to prepared their answered and then the researcher call them one by one to check their answer

orally in front of the classroom. The fourth step the researcher discussed the story to the students and give the right answer of the questions that has been given before. The last step the researcher asked students what is their difficulties during this activity and how was it feel learning narrative text by using puppet show

3. The Third meeting

In the third meeting was conducted on August, 19th 2019. The researcher came to the class, greeted the students, prayed, and checked students attendance list. And asked students about the previous material. The situations of the classroom at that time was much better than before and all of the students looks so interested because of the previous meeting was interesting and some of they say that learning narrative text by using puppet show was totally fun and they are easily to understand the contents of the story and then the researcher discussed the story to the students and give the right answer of the questions that has been given before then the researcher asked what are their difficulties. In the third meetings, the researcher still give same treatment and every students' should come forward to tell their idea and are they comprehension the text or not. The topic in this third meeting was about **“Two of Everything”** as usual the students feel enjoy during the researcher played puppet show. And the after that activities, like usual, the student tell their idea in orally.

The last step the researcher asked students what is their difficulties during this activity and how was it feel learning narrative text by using puppet show.

4. The fourth meeting

The fourth meeting was conducted on August, 26th 2019. In pre-teaching the researcher greeted the students and checked the students' attendance list and asked about the previous material whether they are still remember or not. The steps are the same with the previous meeting, but the differences are about the topics and the more they listen the more they got the informations. In this meeting the researcher gave the new topics. The researcher do not let the students recognized the title of the text, the researcher only read the story in front of the class by using puppet show and as usually the student should be focused and listen carefully during this activity. The next step, the student came forward and answer the question that has been prepared by the researcher and also the student should be delivered their opini about what they have gotten from the text in orally. The last step the researcher discussed the answer and informations from the text together with the students also asked about the difficulties during this activity.

c. Observation

This phase was referred to the actions above during classroom activity. The researcher and collaborator observed the students and the teacher activities during the teaching and learning process. To observe the result of the actions done in cycle II in order to know the students' improvement. The improvement of students' achievement could be seen in the last result. The text technique was interview. Also the observation was done during the teaching and learning process. The data was written in the field notes.

From of observing the teaching and learning process in the second cycle, the researcher found that the use of puppet show can motivated students in learning english espesially in learning comprehending narrative text , it could be seen from their activities during the classroom activities. The classroom situation was good and all of the students' look so excited and interested for the new topics of narrative text. The class can be controlled although sometimes they were noisy during the lesson. Furthermore, the improvement of those aspect could be seen from the result test.

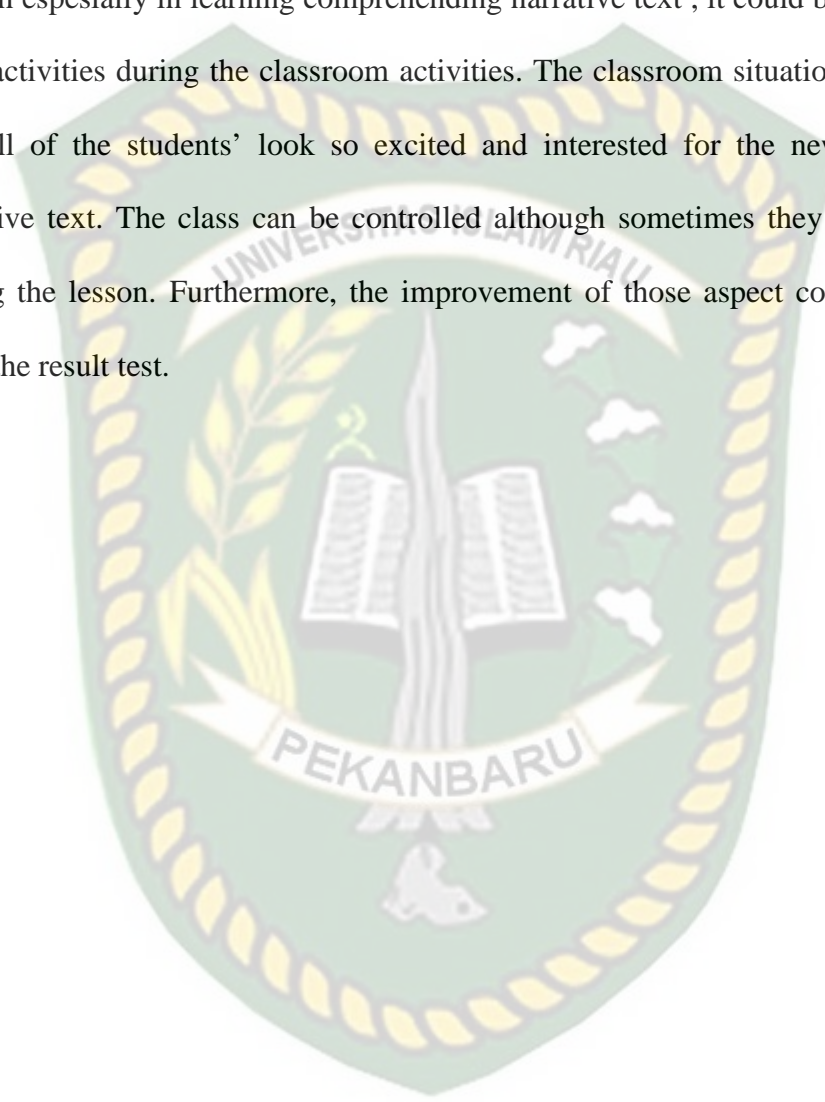
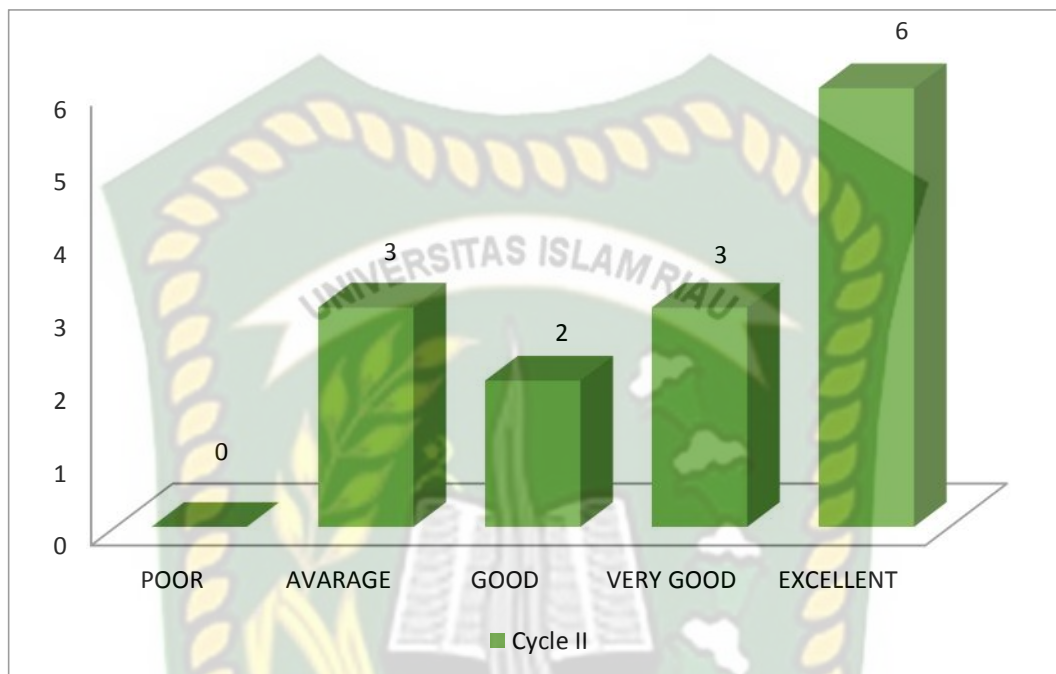


Diagram 4.3

The students' score in comprehension Narrative text of cycle II



According to diagram 4.3 above, it can be seen that the students' listening comprehension in narrative text for comprehension test was showed more significant improvement. The student's improvement can be seen from the diagram above. in this cycle, the improvement had been increased. Based on diagram 4.3 in cycle II, the students listening comprehension in narrative text is in EXCELLENT category. Meanwhile, the total of students' in POOR category is 0 students, AVERAGE category are 3 students', GOOD category are 2 students, VERY GOOD category are 3 students', Excellent category are 6 students' which means, almost half students in XI IPA ALEXANDRIA are completely capable enough in comprehending narrative text by mentioned four indicator of comprehension; (setting, characters, action, moral value). it can be concluded that all of the students' listening comprehension in narrative text always increased

every cycles and showed improved students' listening comprehension especially in comprehending narrative text.

Table 4.7

The classification of students' score on cycle II

Level of ability	The indicator of comprehension	Frequency
EXCELLENT	ST,CT,ACT,MV	6
VERY GOOD	ST,CT,ACT	3
GOOD	ST,CT	2
AVARAGE	ST	3
POOR	-	-

According to diagram 4.3 and table 4.7 above, it can be seen that classification of students' listening ability in comprehension narrative text were increase in every cycles it always showed significant improvement. it can be concluded that the students classification score in cycle II was increased from based score and Cycle I which means Puppet show is usefull to solved students' problem in listening comprehension in comprehending narrative text.

d.Reflection

Referring to the result of the cycle II above the researcher concluded that the students' listening comprehension in narrative text was showed amazingly improvement. Furthermore, the score of students' ability in comprehending narrative text profiency always changed from one to other. It can be seen from from compared data score of each test and student ability in the previous cycle. The base score was in AVARAGE category, it consist of 8 students. cycle I was in GOOD category it was consist of 6 students , and cycle II was in EXCELLENT

category , which is consist of 6 students . it proved that the used of puppet show in encourage students' listening comprehension is very usefull. In the cycle II the researcher carried out an open ended interview to ask students opinion about the influences of comprehending narrative text by using puppet show. The researcher mentioned the students' name randomly by using numbered in attendance list. The following are interview reponded by the students' of XI IPA ALEXANDRIA.

Teacher : “What do you think about the material?”

Student 1 : “materinya asyik miss, menggunakan puppet juga jadi lebih asyik”

Student 2 : “Very good miss, yang tadinya susah belajar narrative malah makin seru”

Teacher : “What about the media?”

Student 3: “wahh seru banget miss, lebih terhibur aja saat belajar”

Student 4: “it was great , karena puppet show ini sangat cocok di aplikasikan untuk belajar”

Teacher : “what do you t hink about the activity inn the classroom?”

Sudent 5: “seru miss, suasana lebih menyenangkan”

Student 6: “terkontrol banget miss, belajar jadi sangat menyenangkan dan gak setress”

Student 7: “kami excited untuk topik topik selanjutnya miss”

4.2 Discussion

As explained previously, this action research was conducted in two cycles, each cycle had four meetings include the test at the end of the cycles. This research has been done in second grade students' at AL-AZHAR SYIFA BUDI II Pekanbaru. Before carrying out this research the researcher analyzed the data base score, about students' listening comprehension in narrative text. After analyzing the researcher found that the students' had low listening comprehension in understanding text especially narrative text.

In order to solve the students' problem in listening comprehension in narrative text, the researcher as a teacher implemented the puppet show as a media to make comprehending narrative text more easier. As it found that students' had low listening comprehension in comprehending narrative text. The researcher tried to improved students' listening comprehension in narrative text It was supported by the result of the students in each cycle, observation sheets, field notes, and interview.

4.2.1 The extent of Puppet show media could better improving the students' listening comprehension in narrative text.

The extent to which the puppet show could be better improved the students' listening comprehension in comprehending narrative text from the test given in cyle I and cycle II, the used of puppet show was able to improved students' listening comprehension in narrative text. The comparison of the result in the result in the entire test could be presented as a following table :

Table 4.8

The comparison of students' listening comprehension in comprehending narrative text from base score to cycle II.

Based Score	Cycle I	Cycle II
POOR : 0 Students	POOR : 0 Students	POOR : 0 Students
AVARAGE : 8 Students	AVARAGE : 6 Students	AVARAGE : 3 Students
GOOD : 4 Students	GOOD : 4 Students	GOOD : 2 Students
VERY GOOD : 2 Students	VERY GOOD : 2 Students	VERY GOOD : 3 Students
EXCELLENT : 0 Students	EXCELLENT : 2 Students	EXCELLENT : 6 Students

From the Table 4.8 above, it can be seen clearly the students listening comprehension result increased in every test, it showed the improvement and the students are received the treatment which the researcher gave, that is why the students' listening comprehension significantly improved so well.

4.2.2 The factors influenced students' listening comprehension in narrative text through puppet show.

There some factors influenced the improvement of the stduents listening comprehension in narrative text could be indentified as follow:

1. The materials

There were some factors that made the students' interested during conducted teaching and learning process by applying puppet show. The puppet show helped them to learn and comprehending narrative text and also helped them to be easy to comprehend the text very well. Most of students' said that the puppet show is really fun and enjoyable to applied in teaching and learning process especially to encourage students' listening comprehension in comprehending narrative text. Most of students' were also active in the classroom, they were active involving the class, responding teacher, and also the class were controlled during the teacher applied puppet show in the classroom.

2. Classroom Activity

During conducting the research, the students were motivated towards the use of puppet show in learning. Listening comprehension in narrative text. The classroom activity made the students felt happy and felt excited towards the puppet show was performed. The puppet show could be enough to make students' memorize the idea and improtand information from the text , the students' were enjoyed during teaching and learning in the classroom. To make the students' easy to comprehending the text, they listened the puppet's voices carefully, so that the students' could be more easier to get the information that they needed. Puppet show as a media to make the students felt happy and fun in learning, it burned boredom and it could be build students' focused during learning and espesially encourage their listening comprehension. Firstly, the researcher greeted students,

and check students attendance list. In every meetings, no one absent and they were always come to the class and they said “*kami senang belajar sambil bermain seperti ini miss*” . Secondly, the researcher prepared the topics and also prepared the puppet show. During the preparations, the students’ felt excited and can not be patience to start the lesson for today. Third, after the preparations done, the researcher started to performed the puppet show and the students’ were focused and controlled. Fourth, after those activites was done, the researcher call them one by one and the students’ orrally re tell the story and answered the researcher’s questions (in order to know their comprehension).

3. The Classroom Management

The classroom management has done well during conducting the students felt that the puppet show is helping them to improve their listening comprehension and also the students’ speaking ability. The students could understand the text easily. Good situation in the classroom helped them to comprehend the text.

4. Teaching Aproach

Using puppet show as a media has helped at the end of every meeting. The approach was important to know the characteristic of students to learn more about english especially in the listening comprehension.

5. Teacher strategy

In teaching listening of narrative text in the classroom. There is an interaction between teacher and students. So the teacher tried to help students in comprehending the text through the effort to improve their listening comprehension. Beside that, students are also tried to improve their listening skill in narrative text through their own effort. The use of puppet show in learning narrative text made them want to learn more about english and educated them to relized that english, especially listening is not difficult as they thought.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result research of analysis data in chapter IV, it can be concluded that using Puppet show media was effective way in comprehending listening text (Narrative text). It can be seen from students' score in based score test, first cycle test, and second cycle test. The data showed that used puppet show can improved students' listening comprehension in narrative text of XI IPA ALEXANDRIA in AL-AZHAR SYIFA BUDI II. It means puppet show can be used as one of the media in teaching narrative text in increasing listening comprehension. It can be seen from the test and observation sheet of the students' listening activity when applying puppet show, by using puppet show, it possible to helped students understanding the information easily.

Based on the conclusion above, the researcher implicated that puppet show possibly used to improved listening comprehension of the second grade students in AL-AZHAR SYIFA BUDI II Pekanbaru by paying more attention to weakness of the media and overcome the media worked effectively.

5.2 Implication

The implication of puppet showed in teaching and learning activities could implied the improvement of the students' listening comprehension in Narrative text in terms identification and description. It was also implied toward the factors influenced the improvement of the students' listening comprehension in narrative text including students' interested in listening. Students' motivation in listening puppets show contribution and the students' understanding in listening in text, especially, the implication of the used of puppet show in teaching and learning listening narrative text process could be seen:

1. The used of puppet show in the classroom action research could implied toward the improvement of the students' listening comprehension in Narrative text.
2. Puppet show is an effective media to teach students listening comprehension.
3. Students become more active and motivated in teaching and learning process. They can improve their achievement through puppet show.
4. The students' listening ability of narrative text at the second year students' of senior high school AL-AZHAR SYIFA BUDI II Pekanbaru improved after using puppet show strategy. In other words, Puppet show can be used as one of the media in teaching listening text in improving listening comprehension.

5.3 Suggestion for the researcher

After conducted the result of the research, the researcher would give some suggestion as the followings :

1. The researcher should be able to implemented of puppet show to know the improvement of students listening comprehension in Narrative text.
2. The researcher should applied the puppet show to get data perfectly.
3. The researcher should find the real data from the simple of the research.
4. The researcher should aware that this research is one of the activities that gave the researcher and experience how to teach the students in real after finishing the study.

5.4 Suggestion for the students'

1. The students can used puppet show to improved listening comprehension.
2. The students' should be more active in learning teaching process
3. The students' should realized that listening is very important in their life , especially in education level.
4. The students' should more in their activities in listening to improved their listening comprehension.

5.5 Suggestion for the teacher

1. The teacher should applied puppet show in learning listening comprehension to improve listening comprehension in Narrative text is one of the media to make students more active, fun and motivated in teaching learning process.
2. This puppet show in an appropriate media to be applied by the teacher in teaching listening and also effective in building students' speaking skill because by using this media, the comprehending meaning of the students' will be helped.
3. Teacher need to give a variety of teaching methodology which appropriate with material so that the students' active and interested in following the lesson. One of them by using puppet show to improved students' listening comprehension in Nrrative text.
4. The teacher should find an appropriate media for teaching learning in order to make lesson interesting.
5. The teacher should create good statement and situation in the classroom so it can bringing back students's actively during learning the lesson especially in listening comprehension.

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