



## The Effectiveness of Using Hand-Puppet Video towards Students' Listening Comprehension in Learning Narrative Text

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### Abstract

The objective of this research was to find out the significant effect of using Hand-Puppet Video toward students' listening comprehension in learning narrative text. This research used quantitative method with quasi-experimental design. This research was conducted at eighth grade of SMPN 1 Pontang in academic year 2021/2022. The experimental class was taught by using hand-puppet media and the control class without using hand-puppet media. The samples of this research were VIII A as experimental design and VIII B as control class, each class consisted 30 students. The data was collected by using test which consisted of pre-test and post-test. The calculating from t-test showed that the value of t-test was higher than the value of t-table ( $7.177 \geq 2.00$ ) at the level of significant of a 0.05 and degree of freedom is 58. It means that the alternative hypothesis was accepted and null hypothesis was rejected and the result of the research showed that using hand-puppet media had significant effect towards students' listening comprehension. From those findings, it could be concluded that there was significant effect of using hand-puppet media towards students' listening comprehension in narrative text learning at eighth grade of SMPN 1 Pontang. It is suggested to use hand-puppet in different characters of interesting stories that close to students' life.

**Keywords:** hand-puppet, narrative text, students' listening comprehension,

### Introduction

Listening is the activity of perceiving, processing and interpreting a problem by involving one's five senses, or the process of listening with understanding. In the Listening skills, there is a listening comprehension, that is a listening process by listening comprehension to students know and understand the ideas or messages conveyed by the speaker. Students are sometimes weak towards listening comprehension, in fact, some junior high school students still have difficulty listening to lessons because they do not understand every word of English spoken by the teacher while teaching. During

teaching and learning activities, usually the teacher only explains teaching material using English to students without any media to support the material. Make students less interested in the material being taught.

Realizing that listening comprehension is very important for English learners, it is essential for English teachers to encourage their students to listen carefully. Using various media, methods, and techniques motivate students and make them more interactive (Juniardi, 2020). Students need interactive media when learning takes place. Media and learning must have synchronization between them. So, that an



attractive and not monotonous classroom is created.

Hand puppet is doll has soft body and head, and it can control easily by hand. Hand puppet is type of puppet that is controlled by hand, to play it someone has to put their hand inside and move it with fingers (Faurot, 2009). The use of hand puppet in teaching listening comprehension will be helpful for Junior High School students since it stimulates students to enjoy and comprehend narrative text. The students are also easy to identify and analyze each character in the story well (Hakim et.al, 2019). The content of the hand puppet video is cheerful; it can make students interested in learning. Through this hand puppet video media, it can be effective in the process of listening comprehension learning.

Various studies have revealed the impact of the use of hand puppet media in classroom learning activities. Darusman (2019) and Rachmawati & Rosnija (2013) conducted the research on the use of hand puppet media that students prefer and the media applied by researcher in the classroom. The result of their studies showed the used of hand puppet in learning English is effective.

Based on the result of the researchers' pre-observation in SMPN 1 Pontang showed that the media used for learning English is still limited, only a speaker to help listening comprehension learning. The

teacher did not provide interesting media for students. The students in eight grade have a weakness in listening comprehension to classroom learning. When students in eight grades got a text about narrative, many students can't answer the question from the teacher, they didn't know the whole meaning of the story, and had difficulties in understanding of narrative text lessons. Moreover, there is not any adequate media at that school. In the class of that school, there is shifting system, some students enter school and other students are taught in online learning system. In entering school, the teacher only explains without any media that supports learning. In short, online learning is the learning carried out in the WhatsApp Group, only explaining teaching material.

Based on the problems above, the researchers used hand puppet video media for teaching listening comprehension students at eight grades. Meanwhile, the learning material that was used on hand puppet video was narrative text. Therefore, this research is aimed to find out the effectiveness of using hand-puppet video toward student's listening comprehension in learning narrative text at eight grade of SMPN 1 Pontang, Serang.

## Literature Review

### Listening comprehension

Listening comprehension is a very complex process emphasizing the listener to



understand the meaning of the spoken texts. It has a complex process in linguistic aspect; there are speech sounds, words, parsing speech, discourse processing. These aspects relate to one another to create a good listening comprehension (Rost, 2010). In other words, listening comprehension can also be a part of listening that requires active skills and makes it easy for the listener to listen to what the speaker is saying.

In the classroom, teaching and learning process activities must have feedback between students and teachers, as well as components related to learning such as teaching materials and media that have been prepared by the teacher. There are five things to be considered to develop listening to students in the teaching listening comprehension (Brewster, et.al, 2003). The explanation can be seen in the description below:

## 1. Give the children confidence

Teachers should not expect students to understand every single word. Besides, teachers should to disclose it to the understudies. It is more imperative to comprehend the entire materials. Teachers' motions, outward appearances, manner of speaking and visual guides, pantomimes, body developments, and pictures will help students feel certain about what is essential to focus on while listening. Giving confidence of students is very important in teaching English.

## 2. Explain why the children have to listen

The teachers should to guarantee that the students are perceived the motivation behind listening movement. It implies that the instructors ought to clarify the entire exercises which will be finished. It encourages students to acquire their certainty and diminish tension.

## 3. Help children develop specific strategies for listening

There are some important listening strategies. The first is predicting; it is a listening system which gives the understudies to visitor the primary point before they listen to the recording. Teachers can give a few pictures that can empower understudies' point, language or some of subtleties. This procedure can keep understudies' inspiration and certainty when their assumption matches with the account that they hear. The second is working out the meaning from context; a few teachers will decipher the new words prior to listening exercises began. They attempt to help their understudies by giving the importance of the new vocabularies. Nonetheless, it will be more essential to the understudies are speculating the importance of some new words utilizing picture- card. The last is recognizing discourse patterns and markers; Teachers should to clarify some sign words which mark the following occasion like first, then, finally, but and so.



#### 4. Set a specific listening task

The teachers should pay attention in the pre, while, and post-listening activities. In pre-listening exercises, understudies do some arrangement prior to listening the chronicle. In while-listening exercises and understudies will effectively tune in to the chronicle and take a few notes. Furthermore, post-listening exercises is the last exercises after the understudies tune in to the account. Educators ought to get ready explicit listening task for the three phases of listening exercises.

#### 5. Organize Listening

Most of listening exercises done dependent on talk will be more common when the understudies listen to the real daily-live conversation or listen to story dependent on their surroundings. Be that as it may, if the educators have a benefit capacity of a tape or prerecord materials, it very well may be utilized to present various characters of the speakers. Instructor can set a few gatherings of understudies to tune in to the account while the remainder of the understudies does different exercises.

#### **Narrative text**

Narrative text is a text about telling a story that informs participants about conflicts and there is a problem-solving plot in it (Nurdwiansyah, 2015). In addition, Narrative is a text with the climax of the problem which is resolved at the end of the story. The purposes of the narratives are;

first, to entertain the audience because this story consists of the unusual and unexpected events. The second is to create and stimulate the emotions of the feel audience. The last, the narratives are used to motivate the audience and guide or teach them through the story because the narratives consist of behaviors that are precious in the real life. Generic structures of narrative text are orientation as the introduction of the characters in each character, usually answering 5W+1H (what, when, where, who, why, how) in each storyline; the complication tells the issues that occur in the story and the principles character resolves the problems that are being told; the resolution, the crisis is resolved, either in happy ending or sad ending (tragic). Resolution is problem resolution rotates, good or bad. It usually ends with a happy ending; and the last is re-orientation (optional), this is closing remark to the story and it is optional. It consists of moral lessons, suggestions advisor teaching from the writer.

There is several language features of narrative text. Indaryanti (2010) explained that the language features of narrative text are:

- a. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
- b. Mainly use action verb (material processes), that describe what



- happens.
- c. Many narratives also use thinking verbs (mental processes) that gives us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
  - d. Normally use past tense.
  - e. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked, and replied. The tense may change to the present or future in the dialogue. Sometimes these saying verbs also indicate how something is said.
  - f. Descriptive language is used to enhance and develop the story by creating image in the reader's mind. It can be written in the first person (I and we) or third person (he, she, it, and they).

### **Hand-puppet**

Hand puppet is something innately intriguing about an animated inanimate object, and even beginning puppeteers will likely experience the power of puppets (Riswanto, 2016). Based on several definitions above, it can be said that hand puppets are media that is easy to move and control according to the wishes of the storyteller, thus helping the learning process and fostering interest in learning of students. Compared to the other types of puppets, the hand puppets are easier to move according to the storyline.

Hand Puppet video is a promising media in teaching English as EFL because it shows colorful puppets, using English songs that amuse the listeners. It also tells interesting story narratively by using amazing stress and intonation that attract the student's attention (Ramasary et.al, 2019). From the information above, it can be concluded that the use of hand puppet media allows students to master the concepts being taught because students participate in real situations. Hand puppet media can attract students' attention with the help of movements, expressions and voice intonation. In short, hand puppet video is not only an entertaining media but also it is educating one to teach listening comprehension.

There are three kinds of hand puppets: simple hand puppets, stick hand puppets, and human arm hand puppets. Simple hand puppets: Simple hand puppet is puppets with little or no moving parts. They can be stiff, for example from paper that is pasted through a stick to hold the puppet, this type is easy because it is made from a material that is easy to find and is made simply. Stick hand puppets: Stick hand puppet is puppet rods are made of wire and wooden ropes, and manipulated with sticks or wire. Human hand puppets: This also can be called as a two-person doll or living hand puppet, this human arm hand puppet is similar to a hand puppet but bigger and requires two puppeteers to play





the puppets.

## Method

The research used was quasi-experimental design and the sample technique was cluster random sampling. There were control and experiment group. The population was the eighth grade students of SMPN 1 Pontang in the academic year 2021/2022.

The research design can be presented as follow.

**Table 1.** The Research Design

Sample	Pre-Test	Treatment	Post-Test
Experimental Group	T1	X	T2
Control Group	T1	-	T2

T1 : Pre-Test was given to the experimental and control groups before being given treatment.

T2 :Post-Test was given to the experimental and control group after treatment.

X : The treatment of the experimental class using hand-puppet video media.

The pre-test gave to the control class and experimental class. The pre-test is done before being given treatment. The purpose of this pre-test is to find out the students' previous knowledge of listening comprehension.

The post-test carried out after do treatment. Post-test also gave to the control class and experimental class. The

post-test was given to find out the students' listening comprehension after implementing the hand puppet video. The purpose of this post-test is to find the results of the treatment that has been carried out whether it has effectiveness or not on students' listening comprehension using hand puppet video by comparing pre-test and post-test.

After collecting the data, to find out the results of the parametric values (normality, homogeneity, and test), it was used Microsoft excel to calculate data from the results of students' scores. Before conducting independent t-test, normality, and homogeneity test should have been done. Before and after the treatment by preparing lesson plan which consists of steps using hand puppets in teaching listening comprehension of narrative text, the test was given to students to know the effectiveness of hand puppet toward students' listening comprehension in narrative text. The students' works scored are based on Brown (2012) category in listening comprehension skill in the term of filling the blank and multiple choices. The score was five for each item and the maximum score was 100.

## Result

The result of students' pre-test and post-test scores can be presented as the table below.



**Table 2.** Description of English Learning Outcomes

	Experimental Class			Control Class			
	Pre-Test	Post-Test	Gain Score	Pre-Test	Post-Test	Gain Score	
Average	50.5	81.83	31.33	average	51.33	74	22.3
Max	85	100	15	max	90	95	5
Min	25	60	35	min	20	60	40

The results of that the average value in the experimental class before being given treatment was 50.5 and after being given treatment was 81.83. It can be seen that there was an increase of 31.33 points. the average value in the control class before being given treatment was 51.33 and after being given treatment was 74. There was an increase 22.33 points. The increase in students' listening comprehension can also

be seen the increase in the listening test from hand-puppet video consists 15 items. Before being given treatment, of the 15 items from filling-in-the-blank and multiple choices, only seven item for the answered the tests. Meanwhile, after being given treatment, the students can answer the tests. It can be seen that there was a significant difference used hand-puppet as media to effectiveness students' listening comprehension.

**Table 3.** The Post-test Results

The Group Statistics				
POST-TEST	Class	Sample (N)	Mean	Std. deviation
	Post-test (EX)	30	81.83	313.69
	Post-test (CO)	30	74	62.33

**Table 4.** The Hypothesis Result

<i>Tcount</i>	<i>Df</i>	<i>ttable</i>				
7.177	58	Df	0.10	0.05	0.025	0.01
		57	1.6720	2.0025	2.3022	2.6649
		58	1.6716	2.0017	2.3011	2.6633
		59	1.6711	2.0010	2.300	2.6618
		60	1.6706	2.0003	2.2990	2.6603

After collecting and analyzing the data by used t-test formula, the researcher found that the value of t-test was 7.177 exceeded the value of t-table 2.0017, so the hypothesis was true in this research. It indicated that the students' listening comprehension taught hand-puppet video

as a teaching media in eighth grade students was higher. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Based on the explanation about the result, it can be concluded that there was effect of using hand-puppet towards students' listening



comprehension on narrative text at eight grades of SMPN 1 Pontang.

## Conclusion

Based on the data above, the researchers conclude that hand-puppet has an effect in students' listening comprehension on narrative text. Through the calculation of hypothesis testing the researchers get the result;  $t_{count}$  was 7.177 and  $t_{table}$  was 2.00.  $t_{count} \geq t_{table}$ , or  $7.177 \geq 2.00$ . It can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. There is significance effect of using hand-puppet towards students' listening comprehension on narrative text at eighth grade of SMPN 1 Pontang. It means that hand puppet is effective to teach listening comprehension in narrative text. It also proves that hand puppet is successfully made the students understand the narrative text easily as well entertain them in learning English especially listening class in the class. Reflecting the result, finally, the further study is recommended to elaborate the effectiveness of hand puppet in teaching other language skills and text types, as well.

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