

PICTURE DICTATION FOR TEACHING LISTENING DESCRIPTIVE TEXT TO THE SEVENTH GRADERS

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Abstrack

Listening English is not easy for the most students in our nation. There are many reasons which make our students get the difficulties when they have to listen in English. For that reason, the English teachers have to find the ways to teach this skill easily. Using picture dictation is the one way to teach listening English. Picture dictation means the technique which is made to show the picture. In this matter, the use of puppet will make the students show the character through speaking in narrative text. This study attempts to answer two research questions dealing with the implementation of puppetry in teaching speaking. The questions are; first, How puppet is implemented in the teaching of speaking narrative text, second, How are the students' responses after the implementation of puppetry in teaching speaking narrative text.

Since this study was descriptive qualitative, the writer would describe and analyze the existing phenomena during the study. In this case, the study was done in three meetings which took the eighth graders of junior high school as the subject of the study. The place of the study was at SMPN 31 Surabaya. Furthermore, there were three kinds of instruments used in this study; they were observation checklist, interview, and questionnaire.

Based on the findings, the writer noticed that the activities during the implementation of puppet greatly varied. At the first meeting, the class was held in the classroom. The teacher explained about narrative text. While at the second meeting, the class was held in the library. The teacher explained about puppet and demonstration it. The last meeting was held in the class and the students had to perform puppet show and the teacher acted as the supervision and also gave the evaluation. The notes were about the analysis of teaching learning activities, and the media used.

In addition, the implementation of puppet helped the students in teaching learning process, especially in speaking narrative class. The evidence could be shown in the students' responses. The result of questionnaire showed that the students mostly interested in puppet, agreed that it was helpful in making the students speak in English.

Key words: *speaking, puppet, narrative text, speaking narrative text*

INTRODUCTION

English is an international language. It is used by the people in the world to communicate and make relationship with other people from different places and languages. English is also an important language used as a means to develop science, art, culture, and relationship among other countries. For that reason, mastering English is our need.

The Indonesian government through the national education fulfill the English' need does decided to put English as a compulsory subject in teaching and learning process for kindergarten, primarily, secondary, senior and university students. As it is stated in PP No 10 & 19 2005, language learning is expected to develop four language skills namely writing, listening, reading and speaking. Those skills must be integrated (Depdikbud RI,

1994:1).

Speaking is one of the important skills to be mastered. This skill is one of tool's communications. Speaking is an interactive process of constructing meaning that involves producing and receiving and also processing information (Brown, 1994:28). Its form and meaning are based on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It means when someone conduct the communication with other people they have to give the attention for those conditions.

Giving information or conduct the communication through speaking is not easy for most people. There are many processes in speaking. The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking,

the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

Many students in junior high school are not good in English speaking. It is because they have to speak the language which different with their mother language. Addition, the environment and their family is not support for the students to practice English over the class. Moreover, English is still considered difficult, even though they have got it in elementary school. The reasons are English grammar and vocabulary that is used to arrange the sentences are different with their daily language. For that reason they find the difficult to speak English. In other case we can see that many students are not interested in speaking because of some reasons. First, most of them are difficult to speak different language which is it is not the same with their language in their daily life. Second, they feel afraid of making mistakes. Actually it is natural because whenever a person through the learning process, making errors will become part of it.

In reality, the ways of teaching speaking are usually monotonous and still in traditional ways. Teacher just explains the materials from the textbook. The teacher is not able to use the technique that makes students interested in speaking. To overcome this problem, the teacher should have some interesting techniques to motivate the students in learning speaking in English. One of them is using the media.

A teacher may use teaching aids such as globs, maps, picture, real things, dialogues, puppet and tables present the material. By using puppet can be used as one way to teach students in speaking subject. Puppet means the media which is made to show the character. Puppet is a highly effective and dynamically creative means of exploring the richness of interpersonal communication (Sinclair: 1995:67) We can make it by ourselves. We can say that puppet is an inanimate object or representational figure animated or manipulated by a puppeteer. Using this media will make the students become creative. Dressing and decorating puppets require imagination. Each puppet must become a character through its costume and through the way it is decorated or painted. Puppet is inexpensive; excellent results may be obtained within the most limited budget. The other benefit using puppet is it requires students to engage in speaking activity; the use of the puppet has the advantage of shielding the speaker who is shy. Puppet offers an avenue

of expression, allowing the puppeteer to express the thoughts and feelings of the characters being portrayed. In this process the students must be show their brave to practice speak English.

Kayi (2006:5) mentions thirteen activities which are used to promote speaking skill. They are brainstorming, discussion, finding the difference, information gap, interviews, picture narrating, playing cards, role-play, reporting, simulations, storytelling, and story completion. In this research, the teacher used storytelling. In this activity, students can briefly summarize a tale or story they heard from somebody or they may create their own stories to tell their classmates. It helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

The techniques used in teaching speaking using puppets as teaching media are demonstration-performance and small group working. Demonstration-Performance is a technique that makes the students do or perform skill. Using this technique, the students must show their understanding through their action. Principally, this kind of technique is derived from the idea that students learn by doing. Nelson (1998:27) points out that demonstration-performance include 4 types of phases. Those are: explanation, demonstration, student performance and instructor supervision, evaluation.

Wood (1996:104) states that small group working technique is also sometimes referred to collaborative or cooperative learning. Students work together to get insight and ideas, solve problems, complete assignments, or do laboratory tasks and other types of projects exercises. By making groups, the teacher can manage the class easier. Besides that the students have to try how they work with other people who have the different abilities.

In this study, the writer describes how is the implementation of puppet to teach the eighth graders of SMPN 31 Surabaya. This study is expected to make the teacher know that the implementation of puppet can help the students in speaking class. Using this media can make the students practice their speaking lesson.

METHOD

The aim of this study was to describe how is the implementation of puppet to teach speaking narrative text. The teacher, a subject of this study was considered as a qualified teacher since she has understood about the technique for teaching speaking to the eighth graders. In line with the aim of the study above, a descriptive

qualitative research, after stating the research question, the writer observed and took note of the teacher and the students' activities in class and also the techniques used by the teacher during the observation. She conducted research in three meetings. Then, the end of the meeting, the writer interviewed the teacher dealing with techniques used in teaching speaking narrative to support the data.

Furthermore, this study needed three instruments. They were observation checklist, questioner and interview. Observation checklist was used to describe the phenomena dealing with the implementation of puppet to teach speaking narrative text. The phenomena observed were including the points about the material, the technique, teaching and learning process, and media. There were two columns in observation checklist. The first column was the indicator and the second column was the place to give the sign check (✓). The content of the first column is indicators about the material, technique and the teaching- learning process. The researcher put this sign (✓) "yes" in column when the activities written in the first column was done. But if the activities are in the contrary, the researcher put this sign (✓) "no" column.

Questionnaire was used to investigate the students' responses towards the implementation of puppet to teach speaking narrative text. There were sixteen questions that should be answered by the students. Questions number one until no 6 gave to know English teaching learning process. Number seven and eight was used to know speaking lesson given by the teacher. Question number nine until twelve was applied to know the students' difficulties in speaking English. Number thirteen until sixteen to be administered to know about the students' responses towards the implementation of puppetry in teaching speaking narrative text.

The researcher used the interview in order to gain more information in searching the answer of research question. The interview consisted of several questions during the implementation of puppet in speaking class. All the questions were given to the teacher.

After getting all the data, the writer described, analyzed, and reported the data in a form of word. Yes and no answers were presented descriptively by explaining and interpreting the answers referring to the theory. In addition, the writer also described the result of questioner to make the data clearer. Then she described the result of interview to add some information dealing with the implementation of puppet to teach speaking narrative. From the observation sheet and interview, it was found how is the teacher implemented puppet as the media in speaking narrative text and students' responses answer of the research question of this study.

RESULT AND DISCUSSION

Result

The writer has conducted the observations in three meetings and interviewed the teacher in the last meeting of the observations. The results of the observations and interviewed showed that there were 2 techniques used for the implementation of puppet to teach speaking narrative text. The descriptions of each technique are described as follows. The first meeting was conducted on April 18, 2011. The English subject held at 07.50 am. The teacher gave brainstorming about narrative. She explained the component and language features of narrative text. The teacher gave the example of narrative text, after that she discussed with her students.

Explanation

In this activity the teacher gives instructions to students clearly, pertinent to the objectives of the particular lesson to be presented, and based on the known experience and knowledge of the students. In teaching a skill, the teacher must convey to the students the precise actions they are to perform. In addition, the teacher should encourage students to ask questions about any step of the procedure that they do not understand. The writer did the second observation on April 19, 2011. Class held in the library. At that time, the class began at 07.50 a.m. The teacher also reviewed about the preview study, which was narrative text. Next, the teacher explained about puppet. Teacher gave the explanation about puppetry and she brought hand puppet.

Demonstration

The teacher must show to students the actions necessary to perform a skill. The teacher showed the puppet and retold the story entitle "Big elephant, small elephant and snake". She used hand puppet. Teacher showed the performance. She played the puppet based on her script. Her performance was well. When the turn of big elephant showed, her sound was big. But, when the small elephant was turn, she appropriates the sound. The students were very interesting in showing their teacher performance. After the teacher conducted the puppet show, she gave the duty for the students to make a group and conduct the puppet show like she did.

The writer did the third observation on May 2, 2011. The English subject held at 07.50 am. At that day, this was the student's puppet show. There were 10 groups showed the puppet.

Student performance and instructor supervision

Student performance requires students to act and do. To learn skills, students must practice. The teacher must, therefore, allot enough time for meaningful student activity. Through doing, students learn to follow correct

procedures and to reach established standards. While a group showed the puppet, the other students listened to their friend story. The teacher sat down in the last row and gave the score. The teacher focused her attention on the students' pronunciation, the content and the media. The teacher gave the good mark for the group who creative in media and improvisation but still in line with the story. After the first group ended the show, the audiences gave the applause. After all the groups showed the puppet the teacher gave the evaluation.

Evaluation

In this phase, the teacher judges student's performance. The teacher acts as instructor is assumed to be proficient performance in the field.

She showed the students' mistakes about their pronunciation and gave the comment about the media which is used by the students. Before ended the lesson, the teacher gave the conclusion about the puppet and narrative text to remember the students about the lesson which is studied by them.

Discussion

This discussion began by answering the first research question about the implementation of puppetry for teaching speaking narrative text to eighth graders of junior high school. According to descriptions of the result of the observation checklist, it was found out that the implementation of puppetry for teaching speaking narrative was observed into three meeting.

In the first meeting, the teacher gave brainstorming to the students about narrative text. After that, she introduced the topic to the students. She gave the material to the students to be discussed together. The material given was the example of narrative entitled "Malin Kundang".

Considering that the students had understood the example given, the teacher then explained the nature of the narrative text, its generic structures, and its language features. She explained them in a simple way. Therefore, the students could understand her explanation. After explaining more about them, the teacher always asked the students some questions related to the material given. Since the teacher's explanation was regarded clear enough for them, the students were able to answer most of the teacher's questions. The teacher always observed and motivated them to ask any kind of question related to the material given. The students, nevertheless, were mostly active; the teacher considered that they should not have difficulties in the process of their learning. Thus, teacher asked the students' difficulties and helped to overcome them.

In the second meeting, the class was held in the library. On that day, the teacher explained about the puppet and demonstration it. Because of this was the first

time for the students used the puppet so the teacher gave the example of it. The teacher conducted the puppet show entitled "*big elephant, small elephant and snake.*" She used hand puppet. The students were very interested in listening to the teacher's story using puppet. After that, the teacher asked to the students to do the same activity. The students were asked find out the story which is the example of narrative text. They found it from the story books or search in the internet. The students must work in a group. The students have to retell a story use their language but still in line with the story. The students must write down their dialogue in a paper first and collected it to their teacher.

In the third meeting, the students conducted the puppet show. They had to retell the story of narrative text use puppet. The students used mariones, hand and shadow puppet. The students were very enjoyed it. After all the groups showed the puppet, the teacher gave the evaluation about the puppet show that did by the students.

Finally, puppet as a means to teach speaking narrative text was the effective one to get student attention to the lesson. They were interested and motivated in conduct in speaking. Furthermore, Logan (2007:24) said that puppets can be incorporated into a variety of oral language strategies including storytelling, oral reporting, and choral speaking.

The second discussion in this chapter aims to answer the second research question. From the questioner we get data that more than half of the students (53%) were very interested in using puppet as a media for teaching speaking narrative text. 16% students argued that it made them interested. And 5.2% students said that they interested enough with it. Nobody answered that puppet made them not interested. The data showed that 66% students liked the use of puppet in speaking narrative text. And 29% students very liked it and only 5.2% students who liked enough it. No one chose the answer they did not really like it. Data also showed 55% students argued that puppet was helpful in speaking narrative text. And 40% students said that it was very helpful for the students in speaking narrative text. And only 5.2% claimed it was not quite helpful for the students. . In the last question on the questioner mentioned that 58% students agreed that puppet was easy to create for describe the character. 36% students argued that puppet was difficult to create for describe the character. And 5.2% students stated that puppet was very easy for them to create and describe the character.

Through the data of questionnaire and interview, the writer found out that most students liked puppet as media for teaching speaking narrative text. They stated that the media was interesting. And almost students said that

puppet helped them in speaking. It was also supported by the teacher's explanation and approach.

The researcher gave some questions to the teacher about the implementation of puppet to teach speaking narrative text. There were five questions. First question was why the teacher chosen puppet as the media to teach speaking narrative text. The teacher said that play puppet force the students speak up, because the students had to make the dialogue through play the character. It can be said that puppet as the media to make students speaking in English because they must retell the story. The second was when the implementation of puppet whether the teacher found the difficulty or not. She said yes but just little. Because that was the first time for them to play puppet, it made the teacher had to give the example of play puppet. For that reason the teacher conducted the puppet show entitle big elephant, small elephant and snake. Next question was the benefits of using puppet as the media to teach speaking narrative text. Based on the teacher' opinion, using puppet made the students become creative, trained the students to work in pair and they got social value life. The other question was the teacher's hope when puppet is used as the media to teach speaking narrative text. The teacher said that she hope using puppet made the students try to speak in English. That was the problem in that school, so she wanted puppet can solve the problem in speaking class. The last question was there any correlation between the use of puppet and speaking skill or not. The teacher said yes because using puppet automatically made the students become puppeteer and they had to play the character and make the dialogue so that was way there was correlation between using puppet and speaking. Based on the discussion of observation, students' questioners, the writer concluded that puppets as a media for teaching speaking narrative text was effective to motivate and help students to conduct speaking activities. Using puppet automatically made the students as puppeteer. They had to make the dialogue through play the character. Because of the must be the character it made them to speak up. They felt that use this media make them to try speak English bravely.

CONCLUSION AND SUGGESTION

Conclusion

In the implementation of puppetry in teaching speaking narrative text, there were three activities. Those were, first, the teacher gave brainstorming to the students about the topic. Then she explained the material (narrative text) to the students clearly. The second activity, the teacher explained about the puppet and gave the example of puppet show. After that the teacher asked the students to make the dialogue about a story of narrative text. The students had to change a written story

into dialogue use their language and they wrote down in a paper. The last activity was the students conduct the puppet show. After the puppet show the teacher gave the evaluation for the students who retell story play puppet.

Based on the result of the questionnaire, the writer concluded that the students' responses towards the implementation of puppetry in teaching speaking narrative text were positive response. They agreed that the use of puppet in teaching speaking was very helpful to make the students speak English.

Suggestions

Regarding the findings of the research, the writer realized that there should be revisions in many parts. The revision can be done by the next researcher. By doing so it is expected that the result obtained would be better. The study proved that the use of puppet could be the media to teach speaking narrative text. However, there are still some problems when it applied. Therefore, there are several suggestions for the English teacher. Based on the implementation of this study, some of the students were reluctant when they had to retell the story although the teacher asked the students to retell based on their own word. It because of the students was not interested in speaking English in the class. In addition, the students must make the puppet that needs the time. However, eighth graders had their first experience in speaking narrative text use the puppet when this study was applied in their class. Furthermore, there are many aspects that can be analyzed for further research and contributes better knowledge or information for education development such as finding out the weakness about the use of puppet in teaching speaking narrative text, how to make the students interested in speaking English etc.

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