

CHAPTER I

INTRODUCTION

I.1 Background of the Study

It is generally accepted that there are four major language skills in language teaching-learning, namely : listening, speaking, reading and writing. From these four major skills, the skill of listening is put to be the first skill as it is the first skill to appear. The first thing what a child learns is to listen. Then he learns to speak in order to give responses. Furthermore, he begins to read and write. As Lundsten (1971:3) says "children listen before they speak, speak before they read, and read before they write". These four language skills are closely related to each other. They are called integrated skills. In the foreign language teaching-learning, these four language skills should be taught integratedly in the class. Integratedly, here, means that Listening can be taught with Reading, Reading with Writing or other combinations or all of the four skills are taught together. However, in this study the writer will discuss only the first two skills, listening and speaking, as an integrated

skill. The writer thinks that it is better if the teaching of listening should also be taught in the class, not only speaking, because they are very closely related. However, it does not mean that the two other skills, reading and writing, are neglected.

Listening comprehension may be called the pivot of speaking skills, since a person can respond to a speaker unless he understands what he has heard (Lengo: 1986:42). Listening and speaking skills are important to be taught since learning a language will not be useful if the learners cannot communicate orally. In other words, it is something impossible when someone wants to communicate and use the language but he is not able to catch and comprehend what his counter speaker says, and express what he is going to say.

Whereas in fact, in this era, mastering foreign languages, especially English, is important since that language (English) is used in education, business and international relationship. Because of the importance of English, in Indonesia, the Indonesian Minister of Education and Culture puts it as one of the major subjects at school. It is as important as Indonesian, Religion or Civics. It is taught as a foreign language. Formerly, the students started to learn English at Junior High School

but recently, in some schools, students start to learn English at the fourth grade of Elementary School. However, in fact, a lot of students still face some problems in mastering English especially in listening comprehension and speaking.

Realizing those facts, the writer intends to suggest a media in teaching listening comprehension and speaking as integrated skills to help the students in mastering those two skills. This technique that the writer would like to suggest is teaching listening and speaking by using Puppet show. The writer considers that this technique is able to arouse students' motivation in learning listening comprehension and speaking and decrease the boredom as well. Learning a language will be easier and more interesting especially for young learners if the media is not boring and monotonous. The teacher should let the students take part in the teaching-learning activities. Thus, they do not just sit, listen and repeat what they hear from the tape recorder.

The writer provides this technique for the SMP students in learning English at school. She suggests that it is better to teach these skills in the preliminary stage, together with the other skills, than later. Since these days in the teaching-learning activities the

suggested approach is communicative approach, which means that the students should be active.

However, the writer also realizes the limit of the time allocation of English in SMP. It means that the teacher will face difficulties in cooperating the time and materials to be covered. Therefore, the writer thinks that it might be good to teach listening and speaking skills as an extra-curricular activity.

I.2 Statement of The Problem

This study is intended to give a description of the use of puppet show in teaching the integrated skills of listening comprehension and speaking to the SMP students.

- a. What are the use and the advantages of using puppet show in language teaching?
- b. How is puppet show applied in the integrative teaching of listening comprehension and speaking at the SMP?

I.3 The Objective of The Study

This study is intended to provide a little contribution to the teaching of listening comprehension and speaking. In other words, this study is undertaken in

order to show:

- a. the use and the advantages of using puppet show in language teaching.
- b. how to apply the puppet show in the integrative teaching of listening comprehension and speaking in the extra-curricular class.

I.4 Significance of The Study

The library research, used in this study, is expected to give a clear picture to the use of puppet show in the teaching of listening comprehension and speaking to improve students' ability in comprehending speech.

It is also the writer's sincerest hope that this study will be of some help to the teaching of English at the SMP which is based on communicative approach.

I.5 Limitation and Scope

Due to the time constraint, the writer limits the scope of her study to the technique of listening comprehension and speaking using puppets.

The writer also limits the object of this study. For this time, she provides this technique only for SMP students. In principle, this technique can be used for all

levels (SD or SMA students). Everything depends on the level difficulty of the materials. The use of puppets can be continued right up through the school with growing degrees of elaboration in the making and display of the puppets, and growing degrees of sophistication in decoration and production and in the nature of the plays produced (Billows, 1961:149).

I.6 Definition of Key Terms

Before coming to the core of this study, it is better to know some of the key terms used in the title of this study. This is very important in order to avoid misinterpretation. There are four terms to be discussed, they are:

a. Listening

Lundsteen stated that listening is more than hearing. Hearing is the process by which sound waves are received and modified by the ears. But in listening, sound waves are not only received but also interpreted, i.e. being aware of the sound component and recognizing them as meaningful sound and speech sequences (Lundsteen, 1971: 126).

b. Speaking

Gove stated that to speak means to give oral expression to thoughts, opinion or feeling, engage in talk or conversation (Gove, 1976:453).

c. Integrated

The word "integrated" is form from the word "integrate" which, according to Hornby, means to combine (parts) into a whole.

d. Puppet

In Hornby's Oxford Advanced Learner's Dictionary of Current English, the definition of puppet is a doll, small figure of an animal, a person or other living being with jointed limbs moved by hands or by wires or string (Hornby, 1983:678).

e. Extra-Curricular Activity

According to Hornby, extra-curricular activities are activities that are taken and done outside the regular course of academic work or studies (Hornby, 1983:302). In other words, extra-curricular activities are additional activities. The extra-curricular activities here are focused on the teaching of listening and speaking skills.

I.7 Research Methodology

The writer consults experts' opinions mostly from books and articles which are provided at Widya Mandala Catholic University where the writer studies. The writer also gathers facts and proofs from the reality within her own environment (from the course where she works at). After she gathers relevant facts and opinions from those sources, she relates, summarizes, and expresses some of them in her own words.

I.8 Organization of the Study

This study consists of five chapters. Chapter one deals with "Introduction" including (1.1) background of the study, (1.2) statement of the problem, (1.3) objective of the study, (1.4) significance of the study, (1.5) limitation and scope, (1.6) definition of key terms, (1.7) assumption, (1.8) research methodology, (1.9) organization of the study.

Chapter two, describes about the four skills: listening, speaking, reading and writing and speaking and listening as an integrated skill.

Chapter three describes about the use of the puppets as a media to teach listening comprehension and

speaking as an integrated skill and its advantages.

Chapter four deals with the application of puppet in the teaching of listening comprehension and speaking as an integrated skills.

Chapter five will consist of the conclusion, and the suggestions of this study done by the writer.