

THE INFLUENCE OF USING FINGER PUPPET IN TEACHING SELECTIVE LISTENING SKILL IN NARRATIVE TEXT AT EIGHT GRADE OF SMP PGRI KOTA CILEGON

PENGARUH PENGGUNAAN BONEKA JARI PADA PENGAJARAN KEMAMPUAN MENYIMAK SELEKTIF DALAM NARATIF TEKS DI KELAS DELAPAN SMP PGRI KOTA CILEGON

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Abstract: The objective of this research was to find out the influence of using finger puppet in teaching selective listening skill in narrative text at eight grade of SMP PGRI Kota Cilegon. The researcher used quantitative research by using true experimental design for conducting the research. The subject of this research used cluster random sampling, which consist of two classes. The experimental class was VIII A consist of 22 students and VIII B as control class with 23 students. The instrument of this research was test. The types of the instrument were pre-test and post-test that given to both class. Before giving pre-test and post-test, the researcher conducted try-out test in other class to know if the instrument that used in pre-test and post-test was valid and reliable as research instrument. In testing the hypothesis the researcher used t-test as formulas to find out the influence of using finger puppet in teaching selective listening skill in narrative text at eight grade of SMP PGRI Kota Cilegon. The result of this research, shown that by using finger puppet was 3,1739. It can be concluded that $t_{count} \geq t_{table}$ or $3,1739 \geq 2,018$.

Keywords: teaching media, puppet, finger puppet, listening skill, narrative text

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui pengaruh dalam penggunaan boneka jari dalam pengajaran mendengar selektif pada teks naratif untuk kelas delapan SMP PGRI Kota Cilegon. Peneliti menggunakan penelitian kuantitatif dengan menggunakan rancangan eksperimen sesungguhnya. Subjek dari penelitian ini adalah siswa kelas delapan SMP PGRI Kota Cilegon. Dalam pemilihan subjek penelitian, peneliti menggunakan sampel random kelompok, yang terbagi menjadi dua. Dalam kelas eksperimen berjumlah 22 siswa, sedangkan dalam kelas control berjumlah 23 siswa. Instrumen penelitian ini menggunakan tes. Tipe instrument yang digunakan adalah pre test dan post test. Sebelum melakukan pre test dan post test, siswa dari kelas lain harus melakukan try out, untuk memvalidasi dan mengetahui kereliabelan soal tersebut. Dalam menguji hipotesis, peneliti menggunakan t-test untuk mengetahui pengaruh boneka jari tersebut. Hasil dari penelitian ini adalah terdapat peningkatan dalam pembelajaran mendengar menggunakan boneka jari, khususnya untuk kelas eksperimen yang diberikan perlakuan. Hasil penelitian menunjukkan bahwa nilai t-test 3.1739, sedangkan nilai t-table 2.018. Sehingga, dapat disimpulkan bahwa $t_{hitung} \geq t_{tabel}$ atau $3,1739 \geq 2,018$.

Kata Kunci: media, boneka, boneka jari, skill mendengar, teks naratif

INTRODUCTION

Listening is one of important skill in learning a language. This is because listening can be said as a tool to acquire a language. This is supported by Renukadevi (2014:59) who said that listening has an important place in learning as it is one of the four major skills in language acquisition. Even though the other skills such as reading, speaking and writing are essential to develop language proficiency, listening contributes primarily for language expertise. Listening is an important aspect in learning a language because it is the first aspect from childhood to learn a language. This is supported by Miranty and Rachmawati (2016: 105) said that listening is the skill which is acquired and mastered by learners for the first time, and the other skills follow afterward. So, listening is an important aspect that is more precise as the first skill received and mastered from childhood to learn a language such as listen what people said and it has the benefit of being a strong basic for learning other skills such as speaking, writing and reading.

Arono (2014: 63) Listening skill is a process in language skill that needs practice by using audio/technology such as a research done by Embi and Latiff (2004) in using E-learning as a tool for learning ESL. It means that the teacher have to use the audio in teaching listening. But, in the other occasion the researcher found some problems when the researcher did observation at SMP PGRI Kota Cilegon. The researcher interviewed an English teacher at SMP PGRI Kota Cilegon. Based on the observation at SMP PGRI Kota Cilegon on Tuesday, 28th of November 2017, there were some problems found in teaching listening skills. First, there is no English laboratory so the teacher is still use conventional media, such as use speaker and laptop. Second, the teacher does not use appropriate media in teaching and learning process. Third, the teacher does not use interesting and fun media in teaching and learning process. That problems can affect students' score and their progress in learning English. So, from the problems above, researcher would like to apply puppet media to find out about the influence of using puppet in teaching listening in English subject.

A puppet is a figure or thing and it is fun media. According to Yulianti and Latief (2014) cited in Prabhakaran and Yamat (2017:80-81) puppet is a traditional art used to provide

entertainment as well as to educate about character building. In puppetry, the whole story is presented using inanimate figure to represent the characters in the story. The researcher taught listening material by using puppet and the material is about narrative text especially in the content of Banten at eight grade. The narrative is mostly found in the form of fiction like novel, short story, or fable, legend. The social function mainly addressed the events in the past, or relaxing story to entertain audiences or the readers.

THEORETICAL FRAMEWORK

Definition of Listening

According to Nation and Newton (2008:38) listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. Moreover, Field (2009: 31) said that listening is a very individual activity in terms of the processes employed and the interpretations reached. The listener has to remake the message: trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals.

Type of Listening

Rost (2011: 182) said that there are the six types of listening discussed are, the first is intensive listening, it refers to listening closely – for precise sounds, words, phrases, grammatical units and pragmatic units. The second is selective listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. For extended texts, longer than the one-minute extracts, a useful form of selective listening is note-taking. The third is interactive listening refers to listening in a collaborative conversation. The forth is extensive listening refers to listening for an extended period of time, while focusing on meaning. Th fifth is responsive listening refers to a type of listening practice in which the listener's response is the goal of the activity. The sixth is autonomous listening refers to a self-directed listening activity in which learners choose what to listen to, seek

feedback on their comprehension, respond in ways they choose, and monitor their own progress.

Definition of Narrative Text

According to Pardiyono (2011: 94), narrative text is a text that tell an activity or event in the past which has the purpose to amuse the reader. It can be a novel, legend, fairy tale, etc. While, Manik and Sinurat (2015: 173) said that Narrative is a type of writing which tells an event or process chronologically in certain time. Narrative text is a text that tells a story that has a process or event that can entertain the readers.

Definition of Media

Arda et.al (2015: 69) said that media is one of the factors that support the success of the learning process in schools because it can help the process of delivering information from teachers to students. Moreover, Sadiman et.al (2014: 7) said that media is everything that can be used to transmit messages from the sender to the recipient so as to stimulate the students' thoughts, feelings, interests in such a way that the learning process takes place. Media is something that can be used to convey information and as a tool for students in the learning process.

Puppet

According to Bernier and O’Hare (2005: 73-81) cited in Remes and Tzuriel (2015: 357) puppet is a mediating tool that increases interest and motivation in learning, there are important implications for integrating it in programs for cognitive and linguistic advancement for children who have experienced learning failures, adjustment difficulties and emotional disorders. Moreover, Çağanağa and Kalmış (2015: 2) said that a puppet represents a manipulated object by a puppeteer; they are often figures representing human or animal forms. Puppet movements are controlled through hand movements, sticks or strings. The most popular type of puppets for young children are stick puppets and hand, finger puppets rather than the more complicated one.

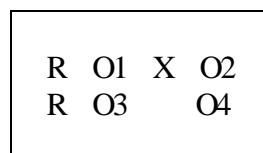
Finger Puppet

Faurot (2009: 17) said that finger puppets may be used very successfully with children, both individually and in a group. These tiny puppets have many

advantages: they are easy to make, cheap to purchase, and very nonthreatening because of their small size, even for the shyest child. Moreover, Puspasari et.al (2016: 1) cited in Chrestiany and Hasibuan (2018: 2) said that the finger puppet media is a type of puppet that is about the size of a human finger and it is played with a finger. Finger puppet is one of the puppet that is placed on someone’s finger and then tells the story according to the characters on the finger.

RESEARCH METHODOLOGY

This research used quantitative method as the design and the researcher used the form of quantitative approach to analyze the data. The design of this research was a true experimental design with pre-test and post-test procedure. According to Sugiyono (2011: 75) true experimental is the design for the researcher control all the external variables that influence the way of the experiment. This study used the sample as an experimental group or as a control group taken randomly in a particular population. The formula of this design is as follows:



Sugiyono

(2011:75)

Note:

- R : Random
- O1 : Pre-Test Experimental Group
- O2 : Post-Test Experimental Group
- O3 : Pre-Test Control Group
- O4 : Post-Test Control Group
- X : Treatment

Based on the table above an experimental group refers to group of students that received the treatment. The control group refers to a group of students that did not receive the treatment and it was needed for comparison purposes. The treatment gave to find out the influence of using puppet in teaching listening skill.

FINDING AND DISCUSSION

Finding

This research was conducted to find out the influence of using finger puppet in teaching selective listening in narrative text at eight grade of SMP PGRI Kota Cilegon. In conducting this research, the researcher used tests as the instrument. The tests were divided into two kinds: pre test and post test. The pre test and post test gave to students in experimental class and control class. The population of this research was eight grade of SMP PGRI Kota Cilegon and the sample was chosen by using cluster random sampling technique. The researcher had chosen two classes; those were VIII A as experimental class which consisted of 22 students and VIII B as control class which consisted of 23 students. So, the samples of this research were 45 students. Before the researcher gave the pre test and the post test in control and experimental class, the researcher gave the try out test in try out group in VIII C class. The try out test consisted of 50 items and the form of try out test was multiple choices which the options consisted of A, B,C and D. The items of the test was downloaded from English Listening and English Listening Practice from Google PlayStore.

The researcher analysed data on try out test by using Pearson Product Moment formulation and t_{count} formulation to examine the validity of the test items. The test can be said valid if $t_{count} \geq t_{table}$. According to the result, there were 43 items tests that were valid and 7 items test were invalid.

Table of validity

The Result of Validity			
NO	r count	r table	Keterangan
1	0,60923	0,3739	Valid
2	0,49583		Valid
3	0,71094		Valid
4	0,15423		Invalid
5	0,51693		Valid
6	0,61856		Valid
7	0,55283		Valid
8	0,57836		Valid
9	0,37184		Invalid
10	0,62530		Valid
11	0,63536		Valid
12	0,64384		Valid
13	0,41111		Valid
14	0,51735		Valid
15	0,54091		Valid
16	0,57085		Valid

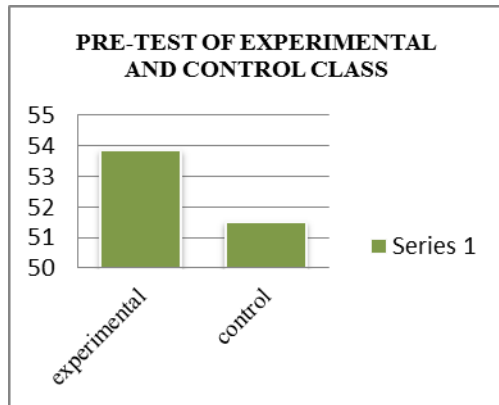
17	0,37042	Invalid	
18	0,38204	Valid	
19	0,41111	Valid	
20	0,64158	Valid	
21	0,60706	Valid	
22	0,60047	Valid	
23	0,64204	Valid	
24	0,39586	Valid	
25	0,50924	Valid	
26	-0,53423	Invalid	
27	0,57971	Valid	
28	0,60923	Valid	
29	0,49583	Valid	
30	0,71094	Valid	
31	0,52739	Valid	
32	0,30801	Invalid	
33	0,55646	Valid	
34	0,39578	Valid	
35	0,52739	Valid	
36	0,10645	Invalid	
37	0,52739	Valid	
38	0,57971	Valid	
39	0,60923	Valid	
40	0,49583	Valid	
41	0,71094	Valid	
42	0,52739	Valid	
43	0,62530	Valid	
44	0,63536	Valid	
45	0,64384	Valid	
46	0,41111		Valid
47	0,51735		Valid
48	0,54091		Valid
49	0,57085		Valid
50	0,37042		Invalid
Total items valid		43	
Total items invalid		7	

The items test were invalid, because there were two items which were easy and hard. The easy items were (4, 9, 17, 50) and the hard items were (26, 32, 36).

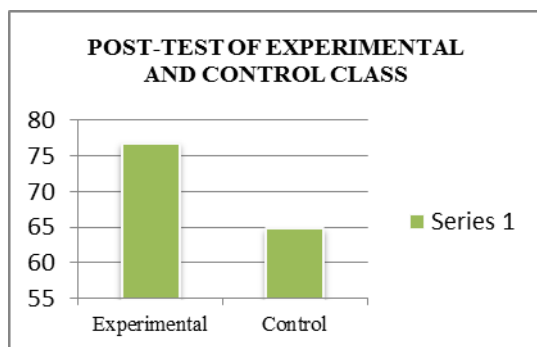
The data on try-out were analysed by Pearson Product Moment formulation and Spearman Brown formulation to examine the realibility of the test items. The researcher divided the items into odd items and even items. Based on the data, the reliability of the test was 0,9610 after the researcher conducted it, r_{table} value of product moment with $(df = n-1) 28-1= 27$, significance 5%acquired $r_{table} = 0,381$. The result showed that 50 items of the try out were reliable and can be used as the research instrument became $r_{11} \geq r_{table}$ or **0,9610 \geq 0,381**.

Based on the students’s score of pre test that researcher was collected from experimental

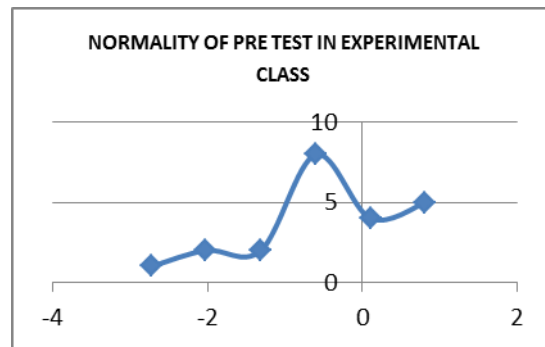
class. The result showed that the lowest score was **40 #SE10** and the highest score was **70 #SE3**. Meanwhile, based on the students's score of pre test that researcher was collected from control class. The result showed that the lowest score was **35 #SC12 #SC13** and the highest score was **70 #SC11**.



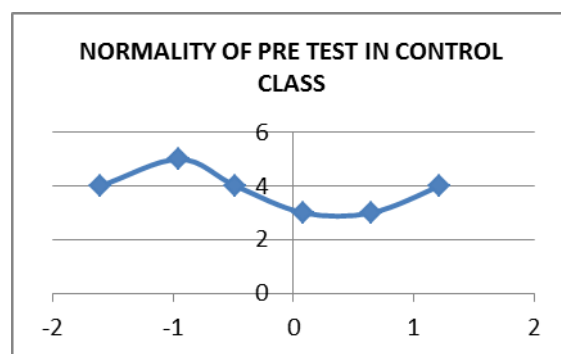
While, based on the students's score of post test that researcher was collected from experimental class. The result showed that the lowest score was **40 #SE17** and the highest score was **95 #SE3**. Meanwhile, based on the students's score of post test that researcher was collected from control class. The result showed that the lowest score was **40 #SC13** and the highest score was **80 #SC11 #SC17**. The pre test and post test was consisted of 20 items and the form of pre test was multiple choices with the option A, B, C, D.



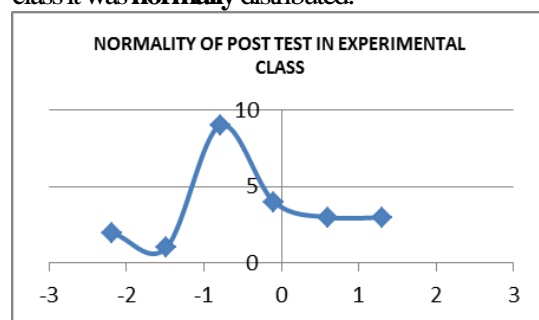
According to the result of the calculation the χ^2 of the pre test in the experimental class was 4.180 with $dk=6-3 = 3$ and the significant $\alpha 0.05$. Then $\alpha 0.05$ from the formula (χ^2) Chi Square was 7.815, so χ^2 result = $4.180 \leq 7.815$. It means that the pre test in experimental class it was **normally** distributed.



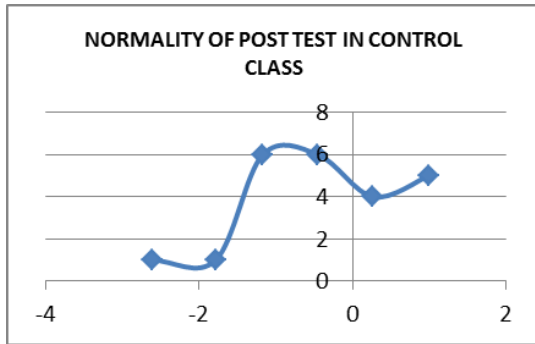
And, in the control class was 5.294 with $dk=6-3 = 3$ and the significant $\alpha 0.05$ from the formula (χ^2) Chi Square was 7.815. So, the pre test score for control class it was **normally** distributed $5.294 \leq 7.815$.



While, the calculation of normality of post test was the calculation the χ^2 of the post test in the experimental class was 6.293 with $dk=6-3 = 3$ and the significant $\alpha 0.05$. Then $\alpha 0.05$ from the formula (χ^2) Chi Square was 7.815. So χ^2 result = $6.293 \leq 7.815$. It means that the post test in experimental class it was **normally** distributed.



And the post test in the control class was 3.115 with $dk=6-3 = 3$ and the significant $\alpha 0.05$ from the formula (χ^2) Chi Square was 7.815. So, the post test score for control class it was **normally** distributed $3.115 \leq 7.815$.



To find out the homogeneity of pre test from experimental and control class the researcher used F_{count} the higher variance of pre test was 127.4641 and smaller variance was 122,16. The variances are put into F_{count} as follow:

$$F_{count} = \frac{127.4641}{113.2096} = 1.125$$

From the calculation, the homogeneity of pre test was 1.125 the value of F_{table} significance 5% with $F_{table} = F(1 - \alpha)(dk = k)(dk = N - k - 1)$, $F(1 - 0.05)(2)(45-2-1)$, $F(0.95)(2)(42)$. Then, the value of F_{table} interpolation for 2 (as numerator) and 42 (as denominator) was 3.22. Since $F_{count} \leq F_{table}$, or $2.42 \leq 3.22$. So, the data of pre test were **homogeneous**.

While, the homogeneity of post test from experimental and control class the researcher used F_{count} the higher variance of post test was 100.4004 and smaller variance was 94.8676. The variances are put into F_{count} as follow:

$$F_{count} = \frac{100.4004}{94.8676} = 1.058$$

From the calculation, the homogeneity of post test was 1.125 the value of F_{table} significance 5% with $F_{table} = F(1 - \alpha)(dk = k)(dk = N - k - 1)$, $F(1 - 0.05)(2)(45-2-1)$, $F(0.95)(2)(42)$. Then, the value of F_{table} interpolation for 2 (as numerator) and 42 (as denominator) was 3.22. Since $F_{count} \leq F_{table}$, or $1.058 \leq 3.22$. So, the data of post test were **homogeneous**.

T-test

Class	N	Mean	Sum of Square Deviation	t_{count}	t_{table}
Experimental	22	22.95	1532.95	3.173	2.018
Control	23	13.26	2980.43	3.173	2.018

Experimental	22	22.95	1532.95	3.173	2.018
Control	23	13.26	2980.43	3.173	2.018

Based on the calculated of hypothesis test above, the result showed that t_{count} was 3.173. The level of hypothesis test was 5% (0.05), $db = n1 + n2 - 2 = 22 + 23 - 2 = 43$, then t_{table} is 2.018 (interpolate). It can be concluded that $t_{count} \geq t_{table}$ or $3.173 \geq 2.018$. Moreover, **the alternative hypothesis is accepted and the null hypothesis is rejected**. It can be inferred that the treatment using finger puppet had influence the students in their listening skill.

DISCUSSION

The researcher collected the students's score of pre test, the result showed that many students got some problems when they listened the audio of pre test; it could be proved many students got the low score. It caused by the condition around the school were so crowded, because there was no the teacher so the other students from other class made a crowded condition. So, they did not listen clearly the audio and also made them difficult to answer the questions well. The result of pre test in experimental class was 53.86 and in control class in 51.52. While, the result of post test in experimental class was 76.81 and in control class was 64.78.

The researcher conducted the research with experimental class and control class in three meetings. The researcher conducted three meetings in one day, because in one week before the final exam, teaching and learning activities will not be conducive due to there is the "relax time" or "minggu tenang" and the school also has several important events. Thus, the researcher decided to conducted the research in one day. The school gave the researcher five hour to conducted the research.

In the first meeting after the students did the pre test the researcher gave the three treatment in experimental class on Thursday, 03rd May at 08.00-09.15 a.m. The researcher introduced the finger puppet. Many student were enthusiastic to listen the audio while they watch the puppet. Then the researcher explained the material. After the researcher explained the material about narrative text (function, generic structure, characteristic), students listened the audio about The Legend of

Tanjung Lesung while they were doing the exercise consisted of 5 items, listening test, multiple choice form, with option A,B,C and D with their group. They were looked serious in listened the story from Banten. After listened the story, the researcher and the student discussed the exercise together. Some of them just heard the legend of Tanjung Lesung and they can imagine with their expectation by using finger puppet. The result from the treatment in did the exercise one, the highest score from the treatment was **80 #SE7 #SE8 #SE13 #SE14 #SE19 #SE22**, while the lowest score was **20 #SE1 #SE2 #SE6 #SE9 #SE10 #SE11 #SE12 #SE15 #SE16 #SE20 #SE21**. The condition around the class was crowded so there were eleven students got the lowest score. While, In control class, the researcher conducted learning with conventional method on Saturday, 05th May, 2018 at 08.00-09.00 a.m. the reasearcher explained the material about narrative text (function generic structure and characteristic). The students listened the audio about The Legend of Tanjung Lesung while they were doing the exercise with their group, the exercise was the same with experimental class and discuss the exercise together. In those day, the situation can not handle by the researcher because those day was free day so the students in other class made the noise. The result from the treatment in did the exercise one, the highest score from the treatment was **100 #SC1 #SC2 #SC7 #SC14 #SC18**, while the lowest score was **20 #SC5 #SC9 #SC10 #SC16 #SC17 #SC21**.

The second meeting was at 09.00-10.00 a.m, the researcher conducted the treatment in experimental class. The researcher explain what they will listen. After the researcher explained, the student listened the audio with played finger puppet and the story was about The Legend of Pinang Mountain and they were did the same activity as well as the firt meeting. In this meeting, the researcher asked the students what their expectation about this story, then one of them answer that the story was the same with the story of Malin Kundang. On the other hand, another students answer that the story was same like the story of Tangkuban Perahu. The result from the treatment in did the exercise two, the highest score from the treatment was **100 #SE1 #SE2 #SE7 #SE8 #SE11 #SE12 #SE13 #SE14 #SE18 #SE19 #SE22**, while the lowest score was **60 #SE6 #SE9 #SE10**

#SE15 #SE16 #SE17).While, in control class, the researcher conducted the second treatment at 9.00-10.00 a.m. The researcher did the same activity as well as in experimental class but in this class there was no treatment. The result from the treatment in did the exercise two, the highest score from the treatment was **100 #SC1 #SC2 #SC7 #SC14 #SC18**, while the lowest score was **60 #SC8 #SC11 #SC12 #SC13 #SC20 #SC23**.

The last meeting was at 10.30-11.20 a.m, the researcher conducted the treatment in experimental class. The researcher explain what they will listen. After the researcher explained, the student listened the audio with played finger puppet and the story was about The Legend of Pandeglang while they were did the same activity as well as the first meeting. The result from the treatment in did the exercise three, the highest score from the treatment was **100 #SE3 #SE4 #SE5 #SE7 #SE8 #SE13 #SE14 #SE19 #SE20 #SE21 #SE22**, while the lowest score was **60 #SE6 #SE9 #SE10 #SE15 #SE16 #SE17**. While, in control class, the researcher conducted at 10.30-11.20 a.m. The researcher did the same activity as well as in experimental class but in this class there was no treatment. The result from the treatment in did the exercise three, the highest score from the treatment was **100 #SC1 #SC2 #SC3 #SC4 #SC5 #SC6 #SC7 #SC9 #SC10 #SC14 #SC15 #SC16 #SC17 #SC18 #SC19 #SC21 #SC22**, while the lowest score was **80 #SC8 #SC11 #SC12 #SC13 #SC20 #SC23**.

Post test were conducted after the teaching and learning process. In experimental class, the post test conducted on Thursday, 03rd May, 2018 at 11.20-12.00 a.m , while in control class was conducted on Saturday, 05th May, 2018 at 11.20-12.00 a.m. It was conducted to know students score after that got treatments. There was occurred the improvement of students' score in experimental class and control class, the result showed that he highest score in experimental class was **95 #SE3** and the highest score in control class was **80 #SC11 #SC17**. The deviation of highest score was **5** control and experimental class.

After collecting the data, the researcher calculated the result of students' score in pre test and post test. So, the researcher analyzed the data by using normality, homogeneity and T-test. After calculated the data, the researcher got the result. The

result of normality pre test in experimental class was **4.180** and in control class was **5.294**. Then, normality of post test in experimental class was **6.293** and in control class was **3.115**. Homogeneity of pre test was $F_{count} \leq F_{table}$, or **2.42** \leq **3.22**. And homogeneity of post test was $F_{count} \leq F_{table}$, or **1.058** \leq **3.22**. Hypothesis test is 5% (0,5) It can be seen that $t_{count} \geq t_{table}$ or **3.1739** \geq **2.018**.

Moreover, **the alternative hypothesis is accepted and the null hypothesis is rejected**. It can be inferred that the treatment using finger puppet had influence the students in their listening skill.

CONCLUSION

Based on the research conducted in eighth grade at SMP PGRI Kota Cilegon in academic year 2017/2018, it can be concluded that the student's score could improve when they listened a narrative text especially in local content through finger puppet. To affect the students' score, the students listened some story which is the legend of Banten, because they more understand when the story is come from their own culture.

Based on calculation of students' score, it showed that the $t_{count} \geq t_{table}$ or **3.1739** \geq **2.018**. It means that the alternative hypothesis is accepted. Based on the result of the calculation in the previous chapter, it can be concluded that the students who were taught by using finger puppet got better in achievement. It indicated that the using of finger puppet gave positive influence to students listening skill in form of students' scores at eight grade of SMP PGRI Kota Cilegon.

Moreover, it could be seen from the gain of experimental and control class. The gain showed that the experimental got the highest gain than control class. The gain in experimental was 22.195 while in control class was 15.435.

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