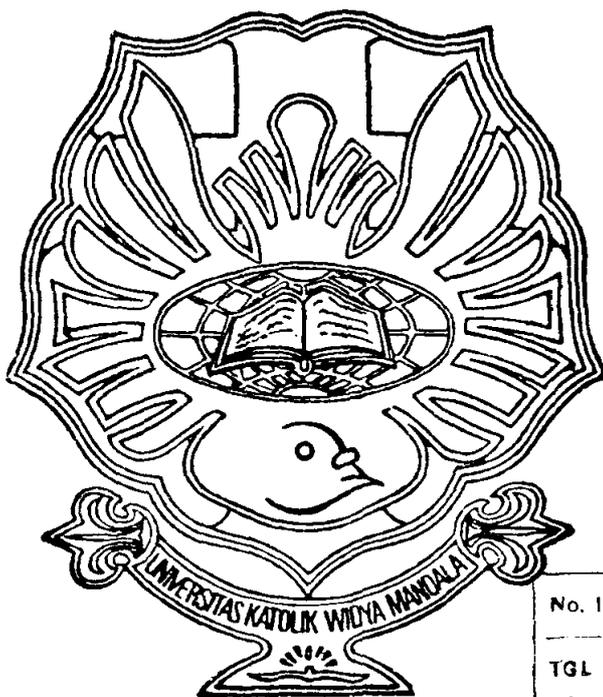


**PUPPETSHOW AS A MEANS FOR TEACHING LISTENING
COMPREHENSION AND SPEAKING AS AN INTEGRATED
SKILL : A SUGGESTED EXTRA-CURRICULAR
ACTIVITY FOR SMP**

A THESIS

**In Partial Fulfillment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching**



by :

S O F I E

1213087020

No. INDUK	0949/95
TGL TERIMA	11. 3. 95
BEKUT HADI-H	
No. BUKU	FK - 19 Sof p-1
KCPI KE	11 (SATU)

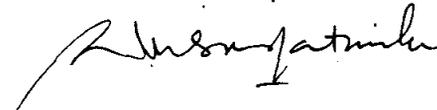
**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JAN 1995**

APPROVAL SHEET

(1)

This thesis is entitled PUPPET SHOW AS A
MEANS FOR TEACHING LISTENING COMPREHENSION AND
SPEAKING AS AN INTEGRATED SKILL: A SUGGESTED
EXTRA-CURRICULAR ACTIVITY FOR SMP

and prepared and submitted by SOFIE
has been approved and accepted as a partial fulfillment of
the requirement for the Sarjana Pendidikan Degree in
English Language Teaching by the following advisors:



DR. WURI SOEDJATMIKO

Advisor

APPROVAL SHEET

(2)

This thesis has been examined by the Committee on
Oral Examination with a grade of B
on December 19, 1994



Drs. Stefanus Laga Tukan, M.Pd.

Chair Person



Dra. Teopilus Susana, M.Pd.

Member



Dra. Sylvia Suartha

Member



Dra. Siti Mina Tamah, M.Pd.

Member



DR. Wuri Soedjatmiko

Member



Antonius Gurito

Dean of
The Teacher Training
College



Agdalena I. Kartio

Head of
The English Department

ACKNOWLEDGEMENTS

Great thanks to the Almighty God, Jesus Christ, for His Name, Grace and Blessing that have enabled the writer to finish this thesis.

She wishes to extend her sincere appreciation and gratitude to:

1. DR. Wuri Soedjatmiko, her first advisor and Drs. Hendra Tedja Satyaputra, M.Pd., her second advisor, for their patient guidance, invaluable suggestions and their advices for the improvement of her thesis.
2. The lecturers who had guided her from the first semester until she finishes her thesis.
3. The administration staff and the employees for their assistance and support during her study at the English Department.
4. The writer's family for their love, and their financial support so she can finish her study at Widya Mandala University.
5. Her husband, for his prayers, patient and supports which make the writer has a spirit to do this thesis, and all her friends for their help and support.

The writer

TABLE OF CONTENTS

	page
APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
ABSTRACT	vii
CHAPTER	
I : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 The Objective of the Study	4
1.4 Significance of the Study	5
1.5 Limitation and Scope	5
1.6 Definition of Key Terms	6
1.7 Research Methodology	8
1.8 Organization of the Study	8
II : SPEAKING AND LISTENING AS AN INTEGRATED SKILL	10
2.1 The Nature of the Four Language Skills .	9
2.1.1 Theory of Listening Comprehension	12
2.1.2 The Theory of Speaking	16

2.2	The Teaching of Listening and Speaking As An Integrated Skill	19
2.3	The Nature of Media	23
2.4	Related Studies	26
III	: THE THEORY OF PUPPET SHOW	28
3.1	The Nature of Puppets	29
3.2	Types of Puppets	31
3.3	The Advantages of Using Puppets Show in Language Teaching	33
3.4	The Use of Puppets Show in the Teaching of Listening Comprehension and Speaking As An Integrated Skill	38
IV	: THE APPLICATION OF PUPPET SHOW IN THE TEACHING OF LISTENING COMPREHENSION AS INTEGRATED SKILL	50
4.1	Preparation of the Puppet Show in the Extra-Curricular	47
4.1.1	Creating the Puppet	51
4.1.2	Constructing the Setting	58
4.1.3	Preparing the Material	55
4.2	The Application of Puppet Show in the Extra-Curricular Class	62
4.2.1	The Teaching-Learning Activities	62

4.2.2	Presentation	64
4.2.3	Allocating the Classroom Time Used for the Activities	68
4.2.4	Checking/Reviewing	68
V	: CONCLUSION AND SUGGESTIONS	70
5.1	Conclusion	70
5.2	Suggestions	72

BIBLIOGRAPHY

ABSTRACT

In the foreign language teaching-learning, there are four major language skills that should be taught in the class, they are: listening, speaking, reading and writing. These four language skills are integrated to each other. However, the major goal of foreign language learners is to master the first two skills (listening and speaking) since they are very important in daily communication. Carol says that for most foreign language learners, the ability to speak the language fluently, and to understand it when it is spoken by native speakers, is a kind of competence that is most valued and desired.

Nowadays, mastering English is the great desire for people whose first language is not English. This is because English has become an International language. It is used in many fields such as education, science, business, medical, or international affairs. People who gets involved in those field needs English as their communication device.

As English becomes more and more important and must be needed the Indonesian Ministry of Education and Culture puts English as one of the major lessons at school. English has been taught to Junior High School students but recently some schools have taught it to the fourth grade of Elementary School. Whereas in fact, a lot of students still face some problems in mastering English, especially the listening and speaking skill.

Some experts state that the use of puppet show is a good way to teach English, especially listening and speaking. This puppet show can create a more, relax, fun and enjoyable situation in the class. The puppets can get the students to listen and speak in English. Besides that, puppets also help the students to build their creativities in using English orally so that the students, finally, can use the spoken language communicatively.

The puppet show will be done mostly by the students. The students should present the show in turn. Once, a group become the puppeteers in other time they become the audience. The group who becomes puppeteers should play the puppets while the rest of the class who becomes the audience should pay attention to the show and give response for it. To avoid the students' boredom, the way in presenting the puppet show should be varied, for instance: short conversation, short stories, or games.

Finally, the writer suggests creativity in making materials and students' ability to join the activity be encouraged. The writer hopes that the techniques she suggests could give some contribution to the teaching technique that have been existed.