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The Effect Of Using Kamishibai Through Interactive Strategy On Students' Ability In Listening Narrative Text

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Abstract

The objective of this research was to find out the effect of using Kamishibai through interactive strategy on students' ability in listening narrative text. This was an experimental research which conducted at SMP Asuhan Jaya Medan at Jalan Kayu Putih Kelurahan Tanjung Hilir, Tanjung Mulia Hilir, Kecamatan Medan Deli, Kota Medan Provinsi Sumatera Utara. The population of this research was the students of grade VIIIth in the academic year 2019/2020 which consisted of 44 students and distributed into 2 (two) classes. By using total sampling technique, 2 classes were chosen as the sample, VIII-1 as the experimental group and VIII-2 as the control group. The experimental group was taught by using Kamishibai through interactive strategy and the control group was taught by using conventional method. In order to collect the data multiple choice test consisting of 20 items were administrated to the student. The result showed that the t-test was greater than t-table (2.136>1.683), at α=0,05 and df= 40. It meant that H_a was accepted. There was a significant effect of using Kamishibai through interactive strategy.

Keywords: *Kamishibai, interactive strategy, listening narrative text.*

1. INTRODUCTION

Listening is very important because of all the language skills that young children develop, listening is the one that develops earliest and is practiced most frequently (Roskos, Christie and Richgels, 2003). Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Wolvin and Coakely 2000; Gilbert, 2005). Listening is central to a child's development of other skills, including survival, social and intellectual skills.

Rost (2002) and Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or non-linguistic clues. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. These involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. Listening is important since students may receive much of their information of their school through listening to instructors and to another. Listening has been regarded as the most frequently used language skills in the classroom. However listening is the most underdeveloped skill. In Indonesia the teachers tend to ignore to teach this skill by skipping it even though it is clearly stated in curriculum. Many reasons are mentioned by the teachers for not teaching listening, such as lack of teaching material, lack of school facilities, the speakers in the recorded material speak too fast, the students do not understand the vocabularies and the sentences used by the speakers.

This problem was also happened in learning activity at SMP Asuhan Jaya Medan. Based on the experience of researcher when carrying out internship 3 (PPL) at the SMP Asuhan Jaya Medan, especially in grade 8th there were teacher who still used the conventional strategy in teaching listening caused the teacher only verbally delivering materials to students without any media that can attract the attention of students till the students do not focus and learning process feel bored. This problem is also caused not only by the teacher but also by the students. The students are not motivated and uninterested in following the teaching learning activity especially narrative text, because the teacher never used strategy that make them interested in learning process. From the above problems the researcher was solved the problems faced by the students in difficulty listening by the way each learning process teachers must have creative ideas by using Kamishibai as the media through interactive strategy. Kamishibai is the media that has many slides with some pictures as the tool to tell story. Kamishibai can use as media to do the oral tales and it can used as a media for teaching tool till that it fits perfectly in learning listening narrative text. Using Kamishibai was made the learning environment more effective and enjoyable. Interactive strategy is a learning strategy used by the teacher when presenting learning material where the main actor in creating an interactive educational situation, namely the interaction between the teacher and students, students with students and with learning resources to support the achievement of learning goals. Based on the description above, the researcher would like to conducts a research on titled The Effect of Using Kamishibai through Interactive Strategy on Students' Ability in Listening Narrative Text.

2. METHOD

This research was conducted at SMP Asuhan Jaya Medan school, Jalan Kayu Putih Kelurahan Tanjung Hilir, Tanjung Mulia Hilir, Kecamatan Medan Deli, Kota Medan Provinsi Sumatera Utara. The population of the research is the eighth grade students of SMP Asuhan Jaya Medan, which consists of 44 students, distribute into two classes VIII-1 and VIII-2. This study was conducted by using experimental design which applied two groups that received pre-test and post-test which apply quantitative design. The instrument of this research was multiple choice test and the total of the questions are 20 questions. The students was given a topic listening with taken from.Technique for Collecting Data

The data collected through the following technique, namely: The researcher giving pre-

test and post-test to both of the groups. Experimental group (Class VIII-I): Using Interactive Strategy by using kamishibai. Control group (Class VIII-II): Using Conventional method. Collecting the students' answer sheet. Include the scores of pre-test and post-test in the table to the experimental andcontrol group.

3. FINDINGS

The data were collected by giving the students a test consisting of twenty items. In this research, the sample was divided into two groups, the experimental and control group. Each group was given a pre- test and post- test. The data was taken from appendix 4 and 5. The student's score in pre-test and post-test of each group was presented on the table 4.1 below:

Table 4.1 The Score in Pre-test and Post-test of Each Group

Criteria	Experimental Group		Control Group	
	Pre- test	Post-test	Pre-test	Post-test
Maximum	75	95	55	70
Minimum	35	70	20	45
Mean	56.13	77.5	40	55.22
Standard Deviation	10.57	10.55	9.51	7.93
Total	1235	1705	880	1215

The data showed that the highest score of the pre- test in experimental group was 75 and the lowest was 35. Then, the highest score of the post- test was 95 and the lowest 55. Meanwhile, the data also showed that the highest score ofthe pre- test of the control group was 55 and the lowest was 20. And then, the highest score of the post test was 70 and the lowest were 45

Item Reliability Test Question

The ability of students to listen to narrative texts to test the reliability of the test in the form of description, the data was taken from appendix 6. With the test reliability criteria:

a. r11≤0.20 very low reliability
b. 0.20 <r11≤0.40 Low reliability
c. 0.40 <r11≤0.60 moderate reliability
d. 0.60 <r11≤0.80 high reliability
e. 0.80 <r11≤1.00 very high reliability

Then from the results of the data that has been attached that the r_{count} is **0.92**and r_{table} for *a* = 0.05 and *n* = 20 *then the value* of r_{table} is **0.423** and it is known that $r_{count} > r_{table}$ then the test is declared reliable, and reliability is very high.

Testing Validity

Testing the Validity of Problem Items

Test validity is a measure that shows the validity of the test you want to use. The data was taken from appendix 7. The test is said to be valid if $r_{count} > r_{table}$. From the validity and reliability test data that are attached are summarized in the form of a table as follows:

Table 4.2 The Validity of Each Item's Test

No Items	R- Count	R-Table	Resolution
1	0,717747899	0,423	Valid
2	0,716672686	0,423	Valid
3	0,429794781	0,423	Valid
4	0,717747899	0,423	Valid
5	0,555593872	0,423	Valid
6	0,555593872	0,423	Valid
7	0,717747899	0,423	Valid
8	0,716672686	0,423	Valid
9	0,618183858	0,423	Valid
10	0,555593872	0,423	Valid

11	0,717747899	0,423	Valid
12	0,429794781	0,423	Valid
13	0,554774033	0,423	Valid
14	0,716672686	0,423	Valid
15	0,675405978	0,423	Valid
16	0,554774033	0,423	Valid
17	0,554774033	0,423	Valid
18	0,59243749	0,423	Valid
19	0,554774033	0,423	Valid
20	0,554774033	0,423	Valid

Testing Normality

One of the analysis techniques in the normality test is the *Lilliefors* analysis technique, which is a test requirement of analysis technique before doing a hypothesis test. Provided that if $L_{-count} < L_{-table}$ then the data distribution has a normal distribution. But if $L_{-count} > L_{-table}$ then the data distribution is not normally distributed. The results of the normality analysis for each sub-group can be explained as follows:

The calculation of normality test of students' listening ability taught by using Kamishibai through interactive strategy in narrative text (X_1).

Table 4.3

No	X1	F	ZI	FZI	SZI	FZI-SZI
1	70	8	-1.33	0.09	0.16	-0.075
2	75	4	-0.80	0.21	0.33	-0.121
3	80	5	-0.26	0.39	0.5	-0.105
4	85	2	0.26	0.60	0.66	-0.061
5	90	2	0.80	0.78	0.83	-0.044
6	95	1	1.33	0.90	1	-0.090
Mean	82.5	22			L count	0.121
SD	9.35				L table	0.186

Based on the results of normality test calculations for samples on the results of students' listening ability taught by using Kamishibai through interactive strategy in narrative text (X1) obtained L_{-count} value = 0.121 with L_{-table} value = 0.186. Because the $L_{-count} < L_{-table}$ i.e 0.121 < 0.186 then it can be concluded the null hypothesis is accepted. So, it can be said that the sample on students' listening ability by using Kamishibai through interactive strategy on narrative text is normally distributed.

Note:

L_{-count} = 0.121 L_{-table} = 0. 186

Because $L_{-count} < L_{-table}$, so normal distribution

The calculation of normality test of Listening Ability of Students by Using Conventional Method (X_2).

Table 4.4

No	X1	F	ZI	FZI	SZI	FZI-SZI
1	45	4	-1.46	0.07	0.16	-0.095
2	50	6	-0.87	0.18	0.33	-0.143
3	55	4	-0.29	0.38	0.5	-0.115
4	60	2	0.292	0.61	0.66	-0.051
5	65	5	0.878	0.81	0.83	-0.023
6	70	1	1.463	0.92	1	-0.071
Mean	57.5	22			L count	0.143
SD	8.53				L table	0.188

Based on the results of normality test calculations for samples on the results of students' listening ability taught with conventional ways (X2) obtained $L_{observed}$ value = 0.143 with L_{table} value = 0.188. Because the $L_{count} < L_{table}$ ie
0.143 < 0.188 then it can be concluded the null hypothesis is accepted. Therefore, it can be said that the sample on students' listening ability taught with conventional method is normally distributed.

Note:

L_{count} = 0.143 L_{table} = 0. 188

Because $L_{count} < L_{table}$, so normal distribution.

Table 4.5 Summary of Normality Test Results with Lilliefors Analysis

Group	L-count	L-table	Finding
(X1)	0.161	0.188	Ho accepted, normal
(X2)	0.143	0.188	Ho accepted, normal

Note :

X1 = Results Students' Listening Ability on Narrative Text by using Kamishibai through interactive strategy.

X2 = Results Students' Listening Ability on Narrative text with aConventional Method.

Testing Homogeneity

Homogeneity testing of variance which is normally distributed will be done by Bartlet test. Homogeneity indicates that the population to be compared are comparable. The result of homogeneity test was presented on the table 4.6 below::

Table 4.6

The Results of Homogeneity Test for Sample Groups (X1 and X2)

Var	Db(n-1)	/Db	SI2	Db.SI2	LogSI2	Db.Log SI2	X- count	X- ble	Resolution
X1	21	0.05	58.9	1237.5	1.7,7	37.17	4.12	2.09	Homogeneous
X2	21	0.05	63	1323.8	1.7,9	37.79			
Total	42	0.1	121.9	2561.3.6		74.96			

From the calculation results x^2 (chi-squared) obtained a smaller valuethan the value of x^2_{table}. The statistical hypotheses are stated as follows:

H0 : Group X_1 and X_2 data come from the same homogeneous variance Ha : Group X_1 and X_2 data come from variances that are not homogeneous

Because the value of $X_{count} < X_{table}$, it can be concluded that the two groups of data from this study come from populations that have homogeneous variance.

Testing Hypothesis

After analyzing their data with the application of learning media and strategy to see whether Kamishibai through interactive strategy has a significant effect on students' listening skills because they have used this media and strategy.

Furthermore, one of characteristics of good hypothesis is test ability. It means that hypothesis should be done in order to know it is accepted or rejected in testing hypothesis. Hypothesis formulation to test the difference of the two experimental and control class averages as follows:

H0: There is no effect of Kamishibai through Interactive strategy on students' ability in listening Narrative Text.

Ha: There is effect of Kamishibai through Interactive strategy on students' ability in listening Narrative Text.

The basic for testing hypothesis was as follow:

If the significant value > 0.05 and $t_{obs} < t_{table}$, then H0 is acceptedIf the significant value> 0.05 and $t_{obs} > t_{table}$, then H0 is rejected.

Then the following is a table of test results of the difference between the results of the experimental class and the control class.

Table 4.7 The Result of Testing Hypothesis Control Group and Experimental Group

Group	Mean	SD	Variants	t-obs	t-table	Resolution
X1	77.5	7.676495	58.92857	2.136	1.683	Ha accepted. Horejected
X2	55.22727	7.939844	63.04113			

Based on the table above from the results of the calculation of the independent t-test analysis it can be seen that the average value of the experimental class is 77.5 and the average value of the control class is 55.22, then the experimental class variance is 58.92857 and the control class is 63.04113. Next t-test was done, where in the table above we can see that t-observed 2.136 and t-table 1.683 can be concluded that $t_{-obs} > t_{-table}$ so 2.136 > 1.683. This means that the research hypothesis is Ha accepted, and Ho rejected. So there is significant effect of Kamishibai through interactive strategy on the students' ability in listening narrative text. This means that there are differences in the level of listening ability narrative texts between students taught in the control class and the experimental class

4.8 The Summary of Testing Hypothesis

	Students' Listening Ability	
	Kamishibai throughinteractive strategy	Conventional Method
Mean	$\square_1$ = 77.5	$\square_2$ = 55.22
Standard Deviation	$\square_{\square}$ = 7.67	$\square_{\square}$ = 7.93
Variants	$\square^2$ = 58.92	$\square^2$ = 63.04

The number of samples is 22 then the numerator dk = 22 - 1 = 21 and the denominator dk = 22 - 1 = 21. The F_{-table} value for the numerator dk and the denominator dk 21 is 1.684 and it turns out that the calculated $F_{-count} < F_{-table}$ 1.069
< 1.684 can be concluded that the variance of the two samples is homogeneous.

The *t* value is then compared with the value of t_{-table} taken from the distribution table *t* with dk = n1 + n2 - 2 = 21 + 21 = 42 - 2 = 40 with dk 40 = 1,683 then t table is = 1,683 then compare between t_{-obs} with t_{-table}, where t_{-obs} 2.136 > t_{-table} 1.683. Then the hypothesis obtained is that Ho is rejected and Ha is accepted. There are differences in students' listening abilities.

4. CONCLUSION

Having analyzing the data, it was found that the media Kamishibai through interactive strategy significantly effect the students' listening ability, since t-obs > t-table can be concluded 2.136> 1,683 at the level of significance α 0.05, units of the media Kamishibai through interactive strategy. It means that null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

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