

AN UNDERGRADUATE THESIS

THE INFLUNCE OF USING INTERACTIVE AUDIO TOWARD
THE STUDENTS' LISTENING SKILL AT THE TENTH
GRADERS OF MA TERPADU DAAR AL HIKMAH UTAMA
JAYA CENTRAL LAMPUNG

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STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1436 H/ 2015 M

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TOWARD THE STUDENTS' LISTENING SKILL AT THE
TENTH GRADERS OF MA TERPADU DAAR AL HIKMAH
UTAMA JAYA CENTRAL LAMPUNG**

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for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program**

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ABSTRACT

**By :
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Listening is one of the important ways to improve general language comprehension in English. It takes on a very significant role in teaching English as a foreign language. By listening, students can get the information and expand the knowledge. The aim of this research is to implement the interactive audio and analyze its influence in the students' ability in comprehending listening among the tenth graders of MA Terpadu Daar Al Hikmah Utama Jaya

This research is quantitative research which had been conducted in MA Terpadu Daar Al Hikmah Utama Jaya at the class X and the sample of this research is 27 students. The technique sampling is total sampling. In collecting the data, the writer uses test, that are pre-test and post-test, documentation, observation, and questionnaire. The purposes of pre-test and post-test are to know the students listening skill before and being given the treatment. The analysis which used by the writer is t-test and chi-square.

The findings result showed that there is an increase score from pre test to post test. The average of pre test is 53.461 and the post test 70.556 and indicates $t_{\text{observed}} = 8.487$ is higher than $t_{\text{table}} = 1.699$. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that the interactive audio influences the students' listening skill at the tenth graders of MA Terpadu Daar Al Hikmah Utama Jaya in academic year 2014/2015.

**PENGARUH PENGGUNAAN AUDIO INTERAKTIF
TERHADAP KEMAMPUAN MENYIMAK SISWA KELAS X
DI MA TERPADU DAAR AL HIKMAH UTAMA JAYA
TAHUN PELAJARAN 2014/2015**

ABSTRAK

**Oleh:
Medi Heri Saputra**

Menyimak merupakan salah satu cara untuk menambah kemampuan berbahasa secara umum dalam Bahasa Inggris. Menyimak mempunyai peran yang sangat penting dalam pengajaran Bahasa Inggris sebagai bahasa asing. Dengan menyimak, para siswa bisa mendapatkan informasi dan memperluas pengetahuan. Tujuan penelitian ini adalah untuk mengimplementasikan audio interaktif dan menganalisis pengaruhnya pada kemampuan memahami audio siswa kelas X (sepuluh) di MA Terpadu Daar Al Hikmah Utama Jaya.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di MA Terpadu Daar Al Hikmah Utama Jaya di kelas X dan sampel penelitian sejumlah 27 siswa. Teknik pengambilan sampel menggunakan *total sampling*. Dalam mengumpulkan data menggunakan metode test yaitu pre-test dan post-test, dokumentasi dan angket. Tujuan dari pre-test dan post test adalah untuk mengetahui kemampuan menyimak siswa sebelum dan sesudah dilakukan perlakuan. Analisis data yang digunakan adalah menggunakan t-test dan chi-square.

Temuan penelitian ini menunjukkan adanya peningkatan nilai dari pretest ke post test. Rata-rata post test lebih besar yaitu 70.556 dibandingkan dengan pretest yaitu sebesar 53.461 dan $t_{\text{observed}} = 9.381$ lebih tinggi daripada $t_{\text{table}} = 1.706$. Oleh karena itu dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Hal ini berarti bahwa audio interaktif berpengaruh dalam kemampuan menyimak siswa kelas sepuluh di MA Terpadu Daar Al Hikmah Utama Jaya tahun pelajaran 2014/2015.



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Sudah dapat kami setuju dan dapat diajukan ke jurusan untuk di munaqosahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

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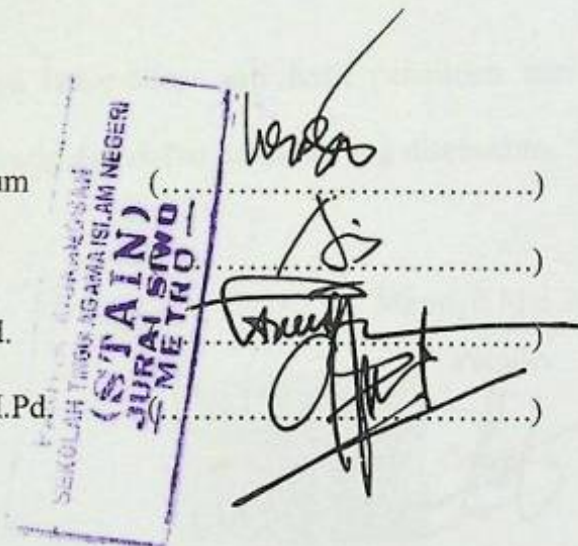
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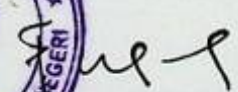
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An Undergraduate thesis entitled: **THE INFLUENCE OF USING INTERACTIVE AUDIO TOWARD THE STUDENTS' LISTENING SKILL AT THE TENTH GRADERS OF MA TERPADU DAAL AL HIKMAH UTAMA JAYA CENTRAL LAMPUNG** , written by Medi Heri Saputra , student number 1176657, English Education Program, has been examined (munaqosyah) in Tarbiyah Department on Tuesday, August 11, 2015.

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MOTTO

وَإِذَا قُرِئَ الْقُرْآنُ فَاسْتَمِعُوا لَهُ وَأَنْصِتُوا لَعَلَّكُمْ
تُرْحَمُونَ ﴿٢٠٤﴾

So when the Qur'an is recited, listen carefully to it, and keep silent so that you may, be shown mercy.'

(Al-A'raf: 204)

DEDICATION PAGE

This Piece of work is dedicated to:

*My beloved Parents: Mr. Ibrahim & Mrs. Supin who always give me support,
spirit, motivation, and inspiration...*

*My beloved Brother Supriyo Junaidi & my beloved Sister Eka Lestari thank you
very much...*

My beloved Almamater ...

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement his gratitude.

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With the writer limitation of ability, he stills many mistakes in writing and presentation items. Therefore, the writer apologizes and hopefully this undergraduate thesis can be benefit to all of us properly.

Metro, May 18, 2015

The writer



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CHAPTER I

INTRODUCTION

A. Background of the Study

Language as a tool of communication with the other people to share the human needs. We know that without language, people cannot interact with the others. By language, people can share their experiences, their feelings, and their needs to each other by spoken or written.

English as the one of language is very important in this world because it becomes an international language and as a global language which is learned by countries in this world to increase the prosperity of those country itself. It no doubt that English is certainly important for all people to learn it, all of people in this world and also Indonesian people have to learn it because we know that the famous and modern books of science, knowledge, international business, healthy are in English, so Indonesian people must master English to improve the quality of educational and the quality of progression in Indonesia itself.

Moreover, globalization era makes English has to be taught in school. Indonesian government curriculum has informed that schools in Indonesia have to teach English. Additionally, English has to be mastered by students and it causes government of Indonesia makes English is not only a lesson which must be learnt by Indonesian student but it is also as one of the subject

in state examination in Indonesia. In practicing English are mentioned four skills which must be mastered by the students.

The four skills of English as a language are listening, speaking, reading and writing. All of skills must be mastered by students because it becomes the standard competencies which have to be reached by students.

Listening is one of English skills that must be mastered by someone who learns English. In teaching listening, the teacher usually face different difficult in the classroom such as the students are at different levels, the class is very big, the students are not in cooperative. It means the poorness of students' listening skill becomes the problem of learning process in Indonesia because some teachers of Indonesia use the old ways to teach their students as like the old methods. In addition, the problem in teaching listening is the lack facilities. The language laboratory is very important for helping teacher to teach listening subject. Therefore to gain the aim of listening is not only done by the student but also by the English teacher, because it is impossible for the student to master this skill without helping from the English teacher, and this is the only reason to the English teacher to provide the right strategy in teaching English especially on listening subject. There are many kinds of strategies in teaching listening and one of them is using interactive audio.

Interactive audio is the term used to refer to audio technology that's made specifically to create sound through interaction. An interactive audio is a great way of improving English skill especially in listening skill. Teacher

can use an interactive audio as a media in teaching listening. It can be useful media to activate and improve listening skill. To strengthen the problem more, the writer conducted pre-survey in MA Terpadu Daar Al-Hikmah and the result is shown in the table below:

Table 1

The Data of Pre-Survey score of English in November 09,2014 at the Tenth Graders of MA Terpadu Daar Al-Hikmah

No.	Score	Explanation	Frequency	Percentage
1.	42-51	Very Poor	0	0%
2.	52-60	Poor	8	29%
3.	61-69	Fair	12	45%
4.	70-79	Good	5	19%
5.	80-100	Excellent	2	7%
Total			27	100%

Source: The Teacher's Graded Book of English at the First Semester of the Tenth Grade of MA Terpadu Daar Al-Hikmah

The English standard value in this school is 70 so from the data above, it can be known that the students English result is low. It indicates 20 students (74%) of them not passed the test and 7 students (26%) of them passed the test.

Based on those reasons above, the writer would like to use interactive audio as one media in listening material as we know that interactive audio is an audio technology to create sound through interaction. From all explanation above, the writer decides the title of research. The title of this research is

“The Influence of Using Interactive Audio toward the Students’ Listening Skill at the Tenth Graders of MA Terpadu Daar Al-Hikmah Utama Jaya”.

B. Problem Identification

Based on background of the study above, the writer identifies the problems as follows:

1. The students have a lack motivation in learning English.
2. The students have low score in English subject.
3. The students’ interest and attention toward the lesson are not good.
4. The lack facilities in teaching listening.

C. Problem Limitation

To avoid misunderstanding in this research that will be done, the writer would like to give limitation in this research as follows:

1. This research is to discuss the influence of using interactive audio toward the students’ listening skill.
2. The object of this research is the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya Central Lampung.
3. The research time is 2014/2015.

D. Problem Formulation

Based on the background of study and problem identification above, the writer formulates the problem in this research as follow: “Is there any positive and significant influence of interactive audio toward the students’

listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya Central Lampung?"

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of this research is to find out whether there is any positive and significant influence of using interactive audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya Central Lampung.

2. Benefits of the Study

a. For the Students

By using interactive audio, it is hoped that the students will be more interested and motivated in learning English. So that the students' listening skill will be better.

b. For the Teacher

This study hopefully able to overcome the problem that faced by English teachers in their class.

c. For the Headmaster

The headmaster can convey to the teachers that they should know the students' problems in order to reach learning process effectively.

CHAPTER II

THE REVIEW OF THE RELATED THEORIES

A. Listening Skill

1. The Concept of Listening

Etymologically, the word listening based on Oxford Advanced Learner's Dictionary is derived from the word listen that can be defined as follows:

- 1) Pay attention to somebody or something that we hear.
- 2) Take notice or believe what somebody says.¹

Terminologically, there are so many experts that have different definitions for reading, but here the writer will take several definitions according to the experts as follows:

Listening is the skill to accurately receive and interpret messages in the communication process. According to Ronald "listening used in language teaching refers to a complex process that allows us to understand spoken language".² Listening is one of language skills that the students should have the skill to express their idea or to send something to someone or another people based on the situation or place and time orally.

¹ A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 258.

² Ronald Curter, David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge University Press. 2001 p 7

Listening is not the same as hearing. Hearing refers to the sounds that we hear, whereas listening requires more than that, it requires focus. Carla stated that “listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body”.³

In other words, it means being aware of both verbal and non-verbal messages. 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. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.⁴

There are five basics concept of listening. The five concepts are:

a. One Process Brain Concept (O.P.B.C.)

Listening is processed in the brain. The central nervous system which is processing only one thing at a time. Observing the one process brain concept means remembering this principle and focusing our listening rather than dividing it.

b. Speech Thought Time Differential (S.T.T.D.)

³Ibid p.8

⁴I.S.P Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, New York, 2009 p 38

Most speakers talk at a rate of 120-180 words per minute, but listeners can think at a rate of 400-800. Summarizing what the speaker has said is an effective strategy for using the STTD.

- a) Summarize what the speaker was just saying.
- b) Guess what might be coming next.
- c) Listen carefully to see how right or wrong.
- d) Make note of what was unique about what the speaker just said
(or *how* it was said).
- e) Summarize again.

c. Listener Self Concept (L.S.C.)

Self-concept is that collection of qualities we attribute to ourselves. Our self- concept (SC) influences our behavior (B) and our behaviors influence the way people actually respond to us.

d. Motivation (The big "M")

All people are motivated by needs, basic physiological, safety, love and belonging, self-esteem, self-actualization

e. Listener "D" Formula

- a) Don't Daydream
- b) Don't Do other Tasks
- c) Don't Worry

- d) Don't make plans⁵

From the five basics concept of listening above, we can conclude that there are many ways that we need to be a good listener. To be a good listener is not easy. We have to know who we are and where we are. So, as the English teacher, when we are teaching listening we must prepare the students in good condition.

2. Types of Listening

The success of listening material is determined by a number of factors, one of factors is dividing listening into two types. Jonathan divides two types of listening:

- a. One-way listening : typically associated with the transfer of information (transactional listening). One-way listening is used in listening material that focus on monologues material.
- b. Two-way listening : typically associated with maintaining social relations (interactional listening). Different with one-way listening, this type is used in listening material that focused on natural sounding dialogues material.⁶

Types of listening described above provide some kind of support that makes listening easier for the students. There are several ways of providing this support that can be used across a range of activities.

⁵<http://www.skillsyouneed.com/ips/listening-skills.html#ixzz3GpZ1xV00>. Web Oct 20, 2014

⁶I.S.P Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, New York. 2009 p 40

- a. *Listening while reading.* While they listen the learners see the written form of what they are listening to. This can include a written text, a PowerPoint presentation, and captioned movies.
- b. *Repeated listening.* There are repeated opportunities to listen to the same text. Repeated reading is a well-established activity for improving reading fluency. Repeated listening using a tape-recorder, DVD or video, or using input from the teacher should also be of value.
- c. *Interactive listening.* In interactive listening activities where learners can control the speed, repetitions and amount of accompanying explanation through interacting with the person providing the input. That is, by asking them to slow down, repeat, clarify, or explain. This broad negotiation can improve comprehension, help learning, and also help to develop strategies for dealing with difficult input.
- d. *Non-linguistic or semi-linguistic support.* Support like information transfer diagrams, pictures and diagrams, or PowerPoint notes, and real objects can all make listening easier if they are directly related to what is being listened to.⁷

⁷ Ibid p 51

3. Models of Listening

To teach effective listening we must be aware of how our students approach their learning in general and how they prefer to develop their listening skills. Choosing the best listening strategy is not always an easy task. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input. I.S.P Nation stated that there are two models of listening. They are:

- a. *Top-down theories* are the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include listening for the main idea, predicting, drawing inferences and summarizing. Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this.. When we put these two types of processing together we see listening not as a single skill, but as a variety of sub-skills. It is possible to make sense of a spoken message by drawing cues from context and picking up a few key words, but without attending to the grammatical form of the message.

b. *Bottom-up theories* are the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include listening for specific details, recognizing cognates, recognizing word-order patterns. These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.⁸

4. The Factors Influencing Listening

Jonathan points out the factors influencing the listening skill as follows:

- 1) A good hearing is supported by a good ears. If the ears are not able to hear the sound it will be the big problem for someone to listen well.
- 2) The extent of the environment affects comprehension varies with individuals.

⁸Ibid

- 3) Self-actualization is one of the basic physical needs, students have a feeling to create and improve their skill in listening to be best.⁹.

5. The Interactive Model of Listening

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information.¹⁰

In this way, Rumelhart demonstrated how readers invoke schemata to make predictions as they read and how these schemata are confirmed or modified as reading (or listening) progresses¹¹.

An important advantage of the interactive model over hierarchical models, whether they be bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogic point of view, this opens up the possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other. At the level of the individual, some individuals may prefer to

⁹ I.S.P Nation, Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, New York, 2009 p 20

¹⁰ John Flowerdew, Lindsay Miller, *Second Language Listening*. Cambridge University, 2005 p 30

¹¹ *ibid*

rely more on top-down processing, while others may favor an approach with more emphasis on bottom-up processes".¹²

At the level of the group, beginners are likely to need to spend more time on developing basic bottom-up skills of decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech.¹³

B. Interactive Audio

1. Concept of Interactive Audio

Interactive audio is the term used to refer to audio technology that's made specifically to create sound through interaction.¹⁴

Interactive Audio in learning critical listening made some possibilities such as effective activities like the students create active, creative, and effective learning process individually in measuring and developing each stage of listening learning model. Interactive audio is an effective learning media to improve students' critical listening skill¹⁵.

Interactive audio includes the following types of exercise, briefly described:

- a. Vocabulary: identify synonyms/antonyms of words on list and write down as heard.

¹² Goodith White, *Lisening*. New York: Oford University, 2008 p 31

¹³ Shalep O'neil, *Intractive Media, The Semiotics of Embodied Interaction*. Scotland: Univerity of Dundee, 2008 p 9

¹⁴ George Salazar, *Interactive Audio Strategies for Developing Listening Skills*. CALCIO Journal. Volume 7 number 1 p. 68

¹⁵ Ibid p. 67

- b. Paraphrase: shown a printed paraphrase of a broadcast segment, write in the equivalent that was heard.
- c. Give News a Title: provide an open-ended headline for the broadcast, based on what was heard.
- d. Content Check: answer open-ended and true/false questions.
- e. Transcription: fill in a partially deleted text.
- f. Translation: complete a partially done translation.
- g. Discussion Topics for the Classroom: follow-up activities.
- h. Matching: join matching halves of sentences taken from the text of the broadcast.
- i. Cohesion: identify the presupposed elements in the broadcast that other items in the text refer to (anaphoric/cataphoric reference).¹⁶

2. Types of audio

There are three types of audio. Those are:

- a. **Audio Visual** is possessing both a sound and a visual component, such as slide-tape presentations, films, television programs, and live theater productions. Audiovisual equipment is often used in education, with many schools and universities installing projection equipment and using interactive whiteboard technology. Audiovisual is one of the types of interactive audio. it can be used by the teacher in teaching

¹⁶Ibid p 69

English. If the teachers want to use this audio in teaching listening, they have not to appear the visual sketch. Teachers just use the audio in teaching listening without appearing the visualization.

b. Audio Streaming is the audio that can be listened directly (live) in the internet connection distantly. It is a method of delivering an audio signal to our computer over the internet. We hear the sound as it arrives at our computer, and therefore do not have to wait for a complete download. As the data arrives it is buffered for a few seconds and then playback begins. As the audio is playing, more data is constantly arriving (or streaming), and as long as you are receiving a constant stream of data, you should hear constant audio. This audio is never used in education field in Indonesia. Because not all school in Indonesia has internet connection.

c. Audio Modem Riser (AMR) is the audio for using card plug-in in motherboard loaded audio circuit or modem circuit. As Audiences are increasingly no longer solely listeners but also active producer-consumers, and as video games and other interactive systems increasingly permeate our daily lives, understanding interactivity and its impact on the audience has never been more important. A collection of newly commissioned chapters on interactivity in music and sound

edited by preeminent scholars in the field, this book marks the beginning of a journey into understanding the ways in which we interact with sound, and offers a new set of analytical tools for the growing field of interactive audio.¹⁷ This audio is never used in education in Indonesia especially in teaching English because this audio needs many tools to operate.

From the description of the types of audio above, the writer concluded that not all types of audio that include in interactive multimedia can be used in teaching English. Teacher has to choose the right strategy and the right media in teaching. Interactive audio can be used in teaching listening material.

3. Applying Interactive audio

Modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether teacher are working with a large group of students or a small one, teacher can use any of the following examples to develop teacher's methods for teaching students how to listen well¹⁸.

¹⁷ <http://www.ramdanarka.blogspot.com/2013/07/pengertian-audio-dan-macam-macam-nya.html>, Oct 20, 2014

¹⁸ Arono, *Improving Students Listening Skill through Interactive Multimedia in Indonesia*, Journal of Language Teaching and Research. University of Bengkulu, 2014 p 65

Durukan mentioned the implementation process of interactive audio into four steps as bellow:

a. Introduction by teacher

Firstly of all, teacher shares basic information with classroom.

b. Interpersonal activies

One effective and nonthreatening way for students to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling. Assign the students to small groups of two or three, and then give them a particular listening activity to accomplish. For example, teacher plays the audio in the job interview. The students find out the message that have been talked by the speakers, and share with their small groups.

c. Group Activities

Larger group activities also serve as a helpful method for teaching listening skills to students. Teacher can begin with a simple group activity. For the first part, divide students into groups of five or larger and instruct them to listen the conversation in the some places (airport, market, etc.). Encourage them to ask clarifying questions during the activity, and teacher may allow them to take notes if helpful. However, as time passes and their skills grow, teacher should limit students to only writing notes after the completion of the first part of the group activity. For the second part, have the students sit in a large circle, and

then have each individual student share when probably the dialogues occur.

d. Audio Segments

Teaching listening skills through audio segments of audio programs, and other audio messages. Teacher should use interactive listening process in class with the students, and then instruct them to repeat the exercise on their own.

First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. Teacher can use shorter or longer audio segments, and can choose more accessible or more challenging material for this type of exercise.¹⁹

¹⁹George Salazar, *Interactive Audio Strategies for Developing Listening Skills*. CALCIO Journal. Volume 7 number 1 p. 70

4. Advantages and Disadvantages of Interactive Audio

a. Advantages

The advantages of interactive audio are:

- 1) Make students become active and creative;
- 2) Show great respect to the speaker;
- 3) Listening involves active skills. In contrast to hearing, listening concentrates on what is being listened to. This is especially advantageous when in a conversation with another person or persons.
- 4) Actively listening can lead to understanding what another person is saying, which will result in misunderstandings.
- 5) When truly listening, the listener can immediately ask for clarification of anything that is not clearly understood.

b. Disadvantages

In contrast with the advantages, interactive audio has disadvantages that are in this technique, can only be used for subjects which use the language, so this model cannot be used for subjects such as math and other subjects that use the principle of counting.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable(X) and dependent variable (Y). The independent variable (X) is interactive audio and the dependent variable (Y) is listening skill.

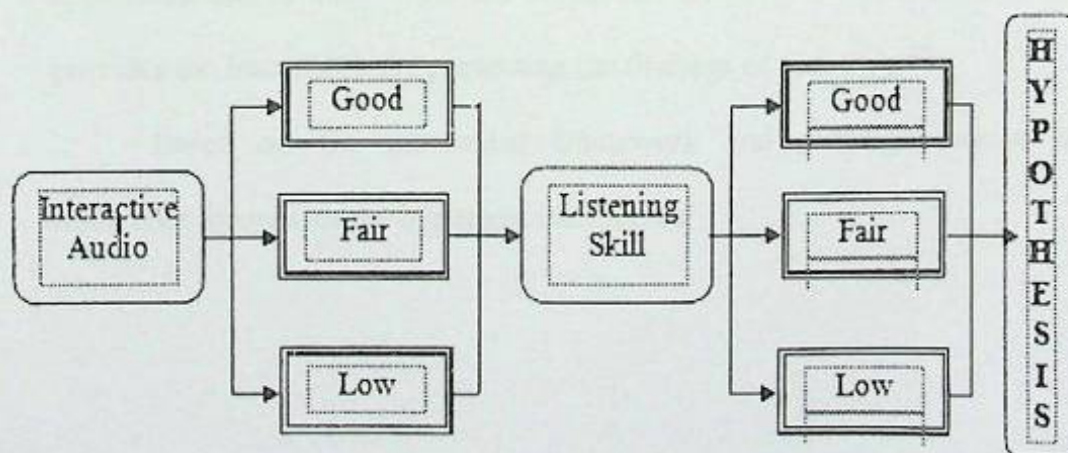
The theoretical framework in this research is “if the interactive audio is applied in the English in teaching listening, hence the students listening skill will be increased. Whereas if the interactive audio is not applied in the English in teaching listening, the students will find some difficulties.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as following:

Figure 1.

Theoretical framework design



From the paradigm above, it can be described that the use of interactive audio will influence the students' listening skill. The influence of interactive audio toward the students' listening skill will be good, fair or low depends on the way of this audio applied. So, the result of using this audio will come to the hypothesis.

If there is a positive influence of using interactive audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya in academic year 2014/2015, this audio is good and accepted. But, if there is not any positive or not any a positive influence of using interactive audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya, this technique is bad and rejected.

D. Hypothesis

Donald Ary, et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.²⁰

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

²⁰Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8th Edition*, (USA: Wadsworth, 2010), p. 90.

1. Alternative hypothesis (H_a):

There is a positive and significant influence of using interactive audio on the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya.

2. Null Hypothesis (H_o)

There is no a positive and significant influence of using interactive audio on the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the problem in the class, the writer can prepare the design that had been researched. The writer used the quantitative research to identify the influence of using interactive audio toward the students' listening ability at the tenth graders of MA Terpadu Utama Jaya. Moreover, Ary defines that "in the quantitative research the data was analyzed with statistical analysis of numeric data".¹

This study was to find out whether the interactive audio can be used to increase the students' listening ability. To investigate the achievement of the research, firstly, the students is given the listening material by the researcher to know the students' listening ability in the pre-test, the researcher gets the pre-test score from the student and researcher finds the student who get the low score and high score. After the researcher knew the score of student the teacher gave the treatment for all students by using interactive audio. The researcher explains more about interactive audio.

After the treatment had been conducted by the students, the researcher administered the post-test to know the result from the treatment. The researcher identified the students' achievement in listening ability. If the scores were higher than post-test, it indicated that interactive audio cannot be

¹Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research*., p. 25.

used to increase the students listening ability, but if the result were higher than pre-test, it showed that interactive audio can influence the students' listening ability at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya.

B. The Operational Definition of Variable

Variables in this research were consisted of interactive audio and student listening ability. The operational definition as follows:

1. Independent Variable (Interactive Audio)

Independent variable is the variable which influence the dependent variable. Independent variable in this research is the interactive audio at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya. Interactive audio can be defined as strategy to give the way and knowledge for students in listening. In this research the students can get new strategy in the listening subject.

This variable can be measured by using questionnaire. The questionnaire is used when interactive audio is applying in the class. There are 4 steps that will be assessed include preparation, pre learning, whilst learning and post learning. There are 10 questions in the questionnaire. Each question has four scales.

After the aspects are observed, the score will be obtained by the formula to get a final score then it can be interpreted in a category whether the teacher applied interactive audio in the class as excellent, high, fair, low or very low.

2. Dependent Variable (Listening Skill)

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable of this research is the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya. Listening skill can be defined as knowledge of students in identification the text such as: the speakers, the location and the others. The indicators of this variable are:

- a. Be able to understand who are the speakers and answering the question well.
- b. Be able to understand when and where the conversation occurs.
- c. Be able to know the detail information of the audio.

In this research the students can identify and analyze the listening material. This variable can be measured by using written test especially the type of multiple choice test. The test consists of 20 questions that have four options; A, B, C and D. The students will get five score if they answer the question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest is 0. The test will be given two times, that are before the treatment or called as pre-test and after the treatment or called as post-test.

C. Population, Sample and Sampling Technique

1. Population

Donald Ary point out that “a population is defined as all members of any well-defined class of people, events, or objects”.² It means that the population is all subject which will be presumed in this research. The population of this research is the students of tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya. In this research the total population is 27 students.

Table 2.

The students at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya

No.	Class	Sex	Students
1.	X	Male	14
		Female	13
Total			27

Source: the school archives, taken on October 9, 2014.

2. Sample and Sampling Technique

a. Sample

Beside of population, Donald Ary also explain the definition of sample. “A sample is a portion of a population”.³ The sample of the research as respondent is the students in tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya, that number of 27 students.

²Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research*., p. 148.

³*Ibid.*

b. Sampling Technique

Total sampling is used to take the sample of this research. Total sampling is used to take all sample from a population. The sampling of the research as respondent is students in the tenth graders of MA Terpadu Daar Al-Hikmah.

D. Data Collection Method

To get the data from interactive audio and students listening ability the researcher uses the data collection method such as:

1. Test

Ary state that "test are valuable measuring instruments for educational research".⁴ It means that a test is one of the tools to measure the students' basic ability and achievement. Moreover, the writer uses test as data collection method to measure both of the variable. The writer measures the listening ability of the students by giving listening test using audio.

A test that used in this research is multiple choice of listening test. There are two tests in this research. The first test is pre-test and the second test is post test. The writer uses the objectives test, with the multiple choice test, it consists of 20 items and each item consists of four options: A, B, C, and D. Moreover, the students answer the following questions, after they listen the listening material.

⁴*Ibid.*, p. 179.

2. Documentation

In getting the information, the writer was got three kind of source such as: paper, place and people. According to Arikunto said that "Documentation is the tools which have written like books, magazines, document, regulation, note, etc."⁵

The writer uses the documentation method to get some information about:

- a. The condition teachers and officials employees in MA Terpadu Daar Al-Hikmah Utama Jaya.
- b. The quantity of the students of MA Terpadu Daar Al-Hikmah Utama Jaya.
- c. Organization structure of MA Terpadu Daar Al-Hikmah Utama Jaya

E. Research Instrument

Arikunto defines, "instrument as the tool of research which is used in each method".⁶ Furthermore, the research instrument involves:

1. Instrument Blueprint

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument is used in the test form that consists of multiple choice questions about various kinds of conversations.

⁵Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p.231.

⁶*Ibid.*, p. 126.

Table 3

The instrument grilles for interactive audio

No	Variable	Questionnaire	Item number
1.	Interactive audio	Can interactive audio increase your listening ability	1-10

Table 4.

The instrument grilles test for Listening Ability

No	Variable	Indicator	Item number
1.	Listening Ability	1. My Job a. Students can understand kinds of job in English. b. Students can make a summary of the material c. Students can understand the character of the speakers. d. Students can identify the speakers' job based on the conversation	1-5
		2. Dentist a. Students can find the conversation where take place. b. Students can mention the equipment that is used by dentist in English c. Students can make a summary of the material	6-10
		3. Playing Games a. Students can understand kinds of games in English. b. Students can find where the conversation take place c. Students can make a summary of the material	11-15
		4. Promise a. Students can understand the	16-20

		expression of giving promise in English .	
		b. Students can find where the conversation take place	
		c. Students can make a summary of the material	

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of using interactive audio toward the students' listening ability at the tenth graders of MA Terpadu Daar Al-Hikmah Utama Jaya , the writer analyzes the data by using t-test. According Donald Ary the formulation of t-test as follows:⁷

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Explanations:

t = t value for correlation sample

$\bar{D}$ = (difference), difference between pre-test score with post-test score

D = The average from difference score (average from D)

D^2 = Square of D

N = Total of participant

⁷Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* ., p.150.

Moreover to know the significant influence of using interactive audio, the writer used Chi-square formula as follows:

$$\chi^2 = \sum \frac{(o - e)^2}{e}$$

O = Observed frequency

e = Expected frequency

$\sum$ = Summation

χ^2 = Chi Square value

CHAPTER IV

RESULT OF THE RESEARCH

A. The Data Description

1. Research Setting

a. Profile of MA Terpadu Daar Al-Hikmah

MA Terpadu Daar Al-Hikmah is one of the Islamic Senior High School in Utama Jaya. It is located on street of Utama Jaya, sub district of Central Lampung. It was built on the land area of $\pm 10.150 \text{ m}^2$.

MA Terpadu Daar Al-Hikmah that existed first time on 2008. The MA Terpadu Daar Al-Hikmah has guided by one principle. On 2008 until 2011, M. Nahari, S.Pd.I has guided as the principle. After that, On 20011 until now, M. Nahari S.Pd.I has guided as the principle in the second period.

The vision and mission of MA Terpadu Daar Al-Hikmah are stated as follow:

The vision: "To be an education institute that has IPTEK insight and the nation, region, and global quality."

b. Infrastructure

MA Terpadu Daar Al-Hikmah has a permanent infrastructure which was divided into several rooms for supporting the teaching learning process, such as:

Table 5.
The infrastructure of MA Terpadu Daar Al-Hikmah

No.	Building facility	Quantity
1.	Classroom	18
2.	Physics and chemistry laboratory	1
3.	Computer laboratory	1
4.	Principals room	1
5.	Vice principals room	1
6.	Administration room	1
7.	Teacher room	1
8.	Teacher's toilets	2
9.	Students' toilet	5
10.	Library	1
11.	Room of UKS	1
12.	Musholla	1
13.	Parking area	1
14.	Canteen	2

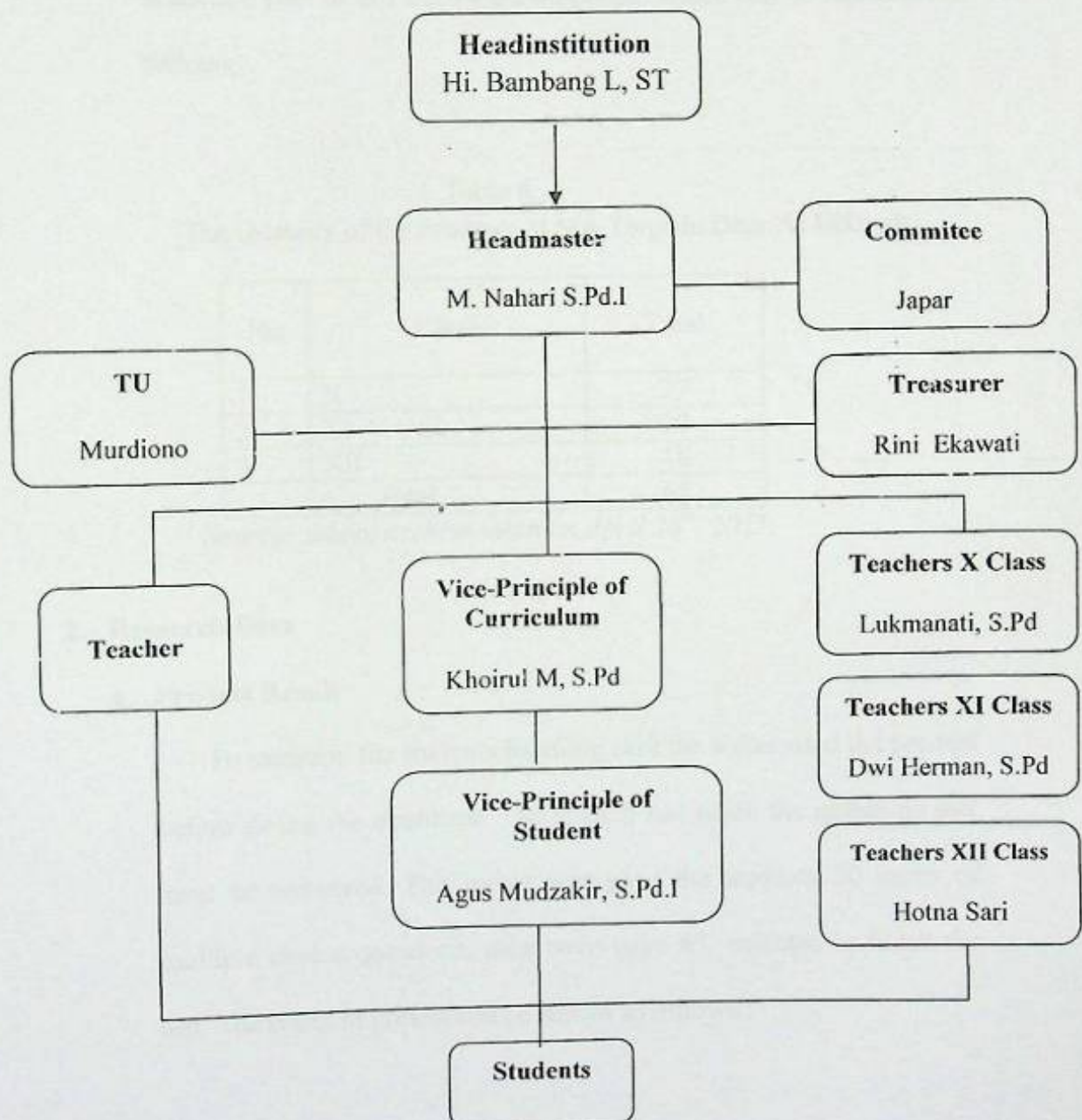
Source: school archive taken on February 25th, 2015.

c. Human Source

MA Terpadu Daar Al-Hikmah has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of MA Terpadu Daar Al-Hikmah who need to attribute special skills in

different majors. Therefore, selected teachers and officers are very helpful in teaching learning process. The description of human source is as follow:

Figure 2.
Organization Structure of MA Terpadu Daar Al-Hikmah
In Academic Year of 2014/2015



The total number of the teachers and officers were ± 20 person and divided into civil servant teachers and 15 honorary teachers, 5 honorary officers.

d. The Students Quantity of MA Terpadu Daar Al-Hikmah

The students' quantities of MA Terpadu Daar Al-Hikmah in academic year of 2013/2014 are 65 people which can be identified as follows;

Table 6.
The Quantity of the Students at MA Terpadu Daar Al-Hikmah

No	Class	Total
1	X	27
2	XI	20
3	XII	18
Total		65

Source: school archive taken on April 26th, 2015.

2. Research Data

a. Pre-test Result

To measure the students listening skill the writer used the pre-test before giving the treatment. The student has given the questions that must be answered. The writer was gave the students 20 items of multiple choice questions, they were gave 45 minutes to finish the test. The result of pretest can be shown as follows :

Table 7.
The Pretest Score of Students Listening at the Tenth Graders of MA
Terpadu Daar Al-Hikmah

No	Initial Students	The Score of Pre-test
1	ABD	65
2	AHM	45
3	ALS	85
4	AND	70
5	ANG	45
6	ARF	65
7	AST	50
8	DEV	55
9	DIV	35
10	DIS	45
11	HAR	65
12	HER	55
13	HW	45
14	IND	45
15	IST	40
16	LAN	55
17	LIN	75
18	MSM	50
19	NH	55
20	PW	40
21	RIZ	75
22	ROB	45
23	ROI	65
24	WEN	30
25	NA	20
26	AWA	45
27	AWI	65

Taken on April 26, 2015.

From the data above, it can be found that the highest score was 88 and the lowest score was 20. Based on the data, the writer then measured the class interval by using the formula as follows:

$$\frac{\text{the highest score} - \text{the lowest score}}{\text{the number of category}}$$

The highest score = 85

The lowest score = 20

Total of the categories = 3

$$= \frac{85 - 20}{3}$$

$$= \frac{65}{3} = 21,6 = 22$$

The total of class interval of this result pretest research was 22. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 8.
The Table of Frequency Distribution of Pretest Score

No	Class Interval	Frequency	Category	Percentage
1.	20-41	5	Bad	19%
2.	42-63	13	Average	48%
3.	64-85	9	Good	33%
Total		27		100%

Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided:

- 1) For the class interval of 20-42, there were 5 students or 19% who are included in the bad category.
- 2) For the class interval of 42-62, there were 13 students or 48% who are included in the average category.

3) For the class interval of 63-82, there were 9 students or 33% who are included in the good category.

The standard value of English in MA Terpadu Daar Al-Hikmah was 75, so the students who passed the test was the students who got score more than 75, it was only 4 students or 14%. And based on the score, the pretest is categorized into average category.

b. Post-test Result

After analyzing the weakness and understanding of students in listening material, the writer conducted the treatment to help the students in understanding of listening skill. The writer ask to the students about the difficulties in answering the exercise and give more explanation about the teaching listening by using interactive audio until the students understand. After the students in this class has been given the treatment and they have understood, further the writer gave the post test to measure their knowing of listening skill. The result of post test can be shown as follows:

Table 9.
The Post-test Score of Students Listening skill at the Tenth graders of
MA Terpadu Daar Al-Hikmah

No	Initial Students	The Score of Post-test
1	ABD	80
2	AHM	65
3	ALS	95
4	AND	85
5	ANG	70
6	ARF	80

7	AST	55
8	DEV	75
9	DIV	65
10	DIS	65
11	HAR	85
12	HER	65
13	HW	85
14	IND	55
15	IST	45
16	LAN	80
17	LIN	85
18	MSM	85
19	NH	65
20	PW	55
21	RIZ	80
22	ROB	80
23	ROI	75
24	WEN	45
25	NA	45
26	AWA	65
27	AWI	75

Taken on May 03, 2015.

From the data above, it can be found that the highest score was 95 and the lowest score was 45. Based on the data, the writer then measured the class interval by using the formula as follows:

$$\frac{\text{the highest score} - \text{the lowest score}}{\text{the number of category}}$$

The highest score = 95

The lowest score = 45

Total of the categories = 3

$$= \frac{95 - 45}{3}$$

$$= \frac{50}{3} = 17$$

The total of class interval of this result pretest research was 17. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 10.
The Table of Frequency Distribution of Post-test Score

No	Class Interval	Frequency	Category	Percentage
1.	45-61	6	Bad	22%
2.	62-78	10	Average	37%
3.	79-95	11	Good	41%
Total		27		100%

Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

- 1) For the class interval of 45-61, there were 6 students or 22 % who are included in the bad category.
- 2) For the class interval of 62-78, there were 10 students or 37% who are included in the average category.
- 3) For the class interval of 79-95, there were 11 students or 41% who are included in the good category.

From the table above, it can be seen that the students who passed the test was the students who got score more than 75, there were 14 students or 52%. And based on the score, the pretest is categorized into the good category.

B. Hypothesis Testing

After applying the test and getting the documentation, the writer analyzed the data by using analysis of t-test in order to prove whether there is the influence of Interactive Audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah, as follows:

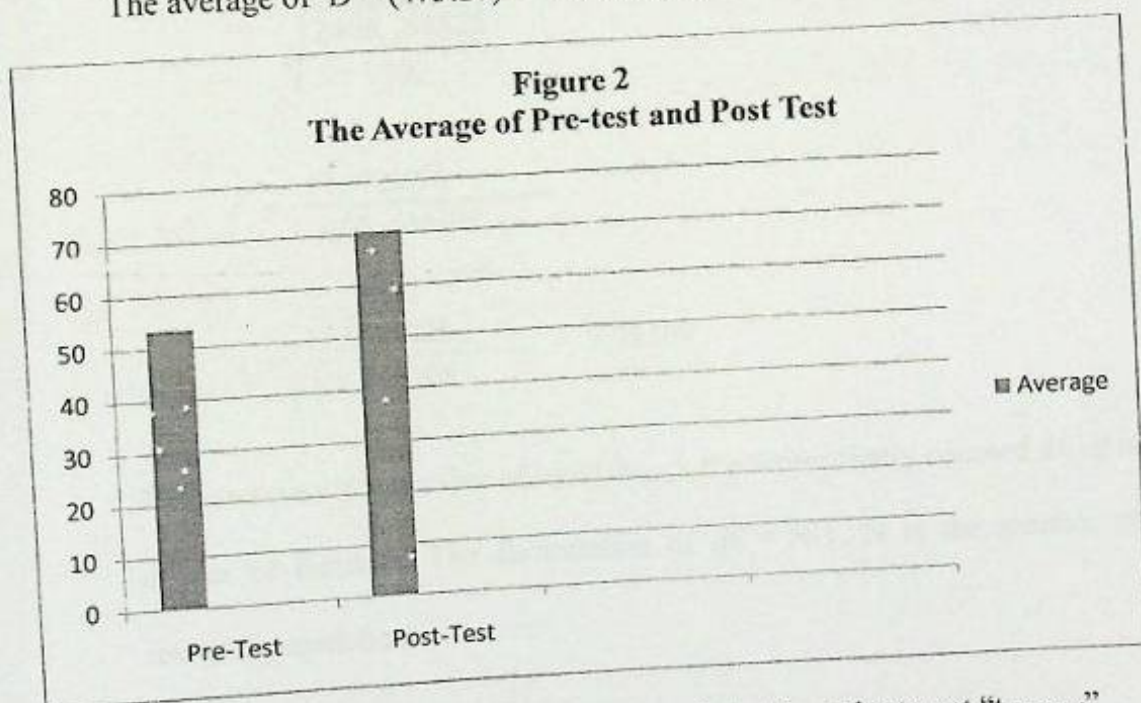
1. Preparing the table in order to prove whether there is the influence of Interactive Audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah.

Table 11.
The List of Pretest Score and Post test Score Students' Listening Skill at the Tenth Graders of MA Terpadu Daar Al-Hikmah

No	Initial Students	The Score of Pre-Test	The Score of Post-Test	D	D ²
1	ABD	65	80	15	225
2	AHM	45	65	20	400
3	ALS	85	95	10	100
4	AND	70	85	15	225
5	ANG	45	70	30	900
6	ARF	65	80	15	225
7	AST	50	55	5	25
8	DEV	55	75	20	400
9	DIV	35	65	30	900
10	DIS	45	65	20	400
11	HAR	65	85	20	400
12	HER	55	65	10	100
13	HW	45	85	40	1600
14	IND	45	55	10	100
15	IST	40	45	5	25
16	LAN	55	80	30	900
17	LIN	75	85	10	100
18	MSM	50	85	30	900

19	NH	55	65	10	100
20	PW	40	55	15	225
21	RIZ	75	80	5	25
22	ROB	45	80	35	1225
23	ROI	65	75	10	100
24	WEN	30	45	10	100
25	NA	20	45	25	625
26	AWA	45	65	20	400
27	AWI	65	75	10	100
Average		53,4346154	70,55556		
Total				$\sum D$ 475	$\sum D^2$ 10828
$\bar{D}$				17,592592	

The average of $D = (475:27) = 17,5925926$



2. Putting the data above into the formula of t-test in order to get "observed"

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{17,5925926}{\sqrt{\frac{10825 - \frac{(475)^2}{27}}{27(27-1)}}$$

$$t = \frac{17,5925926}{\sqrt{\frac{10825 - (225625 : 27)}{27 \times 26}}}$$

$$t = \frac{17,5925926}{\sqrt{\frac{10825 - 8356,48148}{702}}}$$

$$t = \frac{17,5925926}{\sqrt{\frac{2468,51825}{702}}}$$

$$t = \frac{17,5925926}{\sqrt{3,516408}}$$

$$t = \frac{17,5925926}{1,875208} = 9,38167$$

To know the critical value of t-test (t_{table}), the writer firstly counted df, df is degree of freedom. The formulation of $df = N-1$. N is the number of research population:

$$df = N-1$$

$$= 27-1$$

$$= 26$$

Furthermore, the writer demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 12.

Descriptive Statistics						
	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	27	20	85	52.96	2.865	14.888
Posttest	27	45	95	70.56	2.673	13.891
Valid N (listwise)	27					

The table above demonstrated that the total sample of pretest or before treatment was 27 with the minimum value was 20 and maximum 85, mean of pretest was 52.96 with the standard deviation was 14.888. Meanwhile the total sample of post test or after treatment was 27 with the minimum value was 45 and maximum 95, its mean of post test was 70,56 with the standard deviation 13,891

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 13.

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretest - posttest	17.593	9.544	1.837	21.368	13.817	9.578	26	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 17,593 and it's the standard deviation was 9.544 with standard error mean was 1.837, t observed was 9,578 with degree of freedom was 26 to confidence interval of the difference 95% .

After considering the t-test table by using df 26. so it can be found that :

Level of significant	5 %	1 %
df 26	1.706	2.056

1. The critical value of t-test (t_{table}) for the 5 % level is 1.706
2. The critical value of t-test (t_{table}) for the 1 % level is 2.056

From all the data analysis above , it can be found that:

1. "t_{observed}" = 9,381
2. "t_{table}" = 1.706

Its mean that "t_{observed}" higher than "t_{table}". It can be inferred that there is positive influence of using interactive audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah in academic year 2014/2015.

Moreover to know the significant influence of using interactive audio, thw writer used Chi-square formula as follows:

$$X^2 = \sum \frac{(o - e)^2}{e}$$

O = Observed frequency

e = Expected frequency

Σ = Summation

χ^2 = Chi Square value

Table 14
Score Categories

Categories	Score		Total
	Pre Test	Post Test	
Good	9	11	20
Average	13	10	23
Bad	5	6	11
	27	27	54

$$O_1 = 9, E_1 = \frac{20 \times 27}{54} = 10$$

$$O_2 = 11, E_2 = \frac{20 \times 27}{54} = 10$$

$$O_3 = 9, E_3 = \frac{23 \times 27}{54} = 11,5$$

$$O_4 = 9, E_4 = \frac{23 \times 27}{54} = 11,5$$

$$O_5 = 9, E_5 = \frac{11 \times 27}{54} = 5,5$$

$$O_6 = 9, E_6 = \frac{11 \times 27}{54} = 5,5$$

$$\begin{aligned} X^2 = & \frac{(9-10)^2}{10} + \frac{(11-10)^2}{10} + \frac{(13-11,5)^2}{11,5} + \frac{(10-11,5)^2}{11,5} + \frac{(5-5,5)^2}{5,5} \\ & + \frac{(6-5,5)^2}{5,5} \end{aligned}$$

$$= 0,5 + 0,5 + 0,2 + 0,2 + 0,4 + 0,4$$

$$= 1,48$$

After considering the chi-square table by using df 2. so it can be found that :

Level of significant	5 %	1 %
df 26	5,991	9,210

1. The critical value of chi-square table for the 5 % level is 5,991
2. The critical value of chi-square table for the 1 % level is 9,210

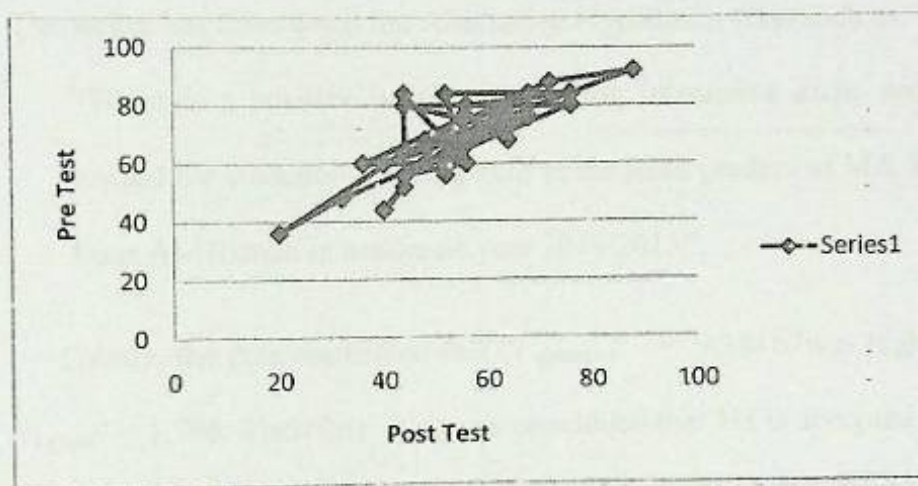
From all the data analysis above , it can be found that:

1. " X^2_{observed} " = 1,48
 2. " X^2_{Table} " = 5,991
- If $X^2_{\text{observed}} > X^2_{\text{table}}$, H_0 is rejected.
 - If $X^2_{\text{observed}} < X^2_{\text{table}}$, H_a is accepted.

Its mean that " X^2_{Table} " is higher than " $X^2_{observed}$ ". It can be inferred that H_a is accepted. There is significant influence of using interactive audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah in academic year 2014/2015.

Diagram 1.

Scatter diagram of the positive influence of using Interactive Audio toward the students' listening skill



The scatter diagram above illustrated that the side right which mean there is positive influence between using interactive audio technique and the students' listening skill.

C. Interpretations

1. Interpretation of " $t_{observed}$ "

In this research, all of the tests had done individually by the students. Its benefit is to know the influence of using interactive audio toward the students' listening skill from the result of those test, there was different

score of students. It can be seen from the result of the students' pretest and post test.

- If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_o is rejected.
- If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_o is accepted.

2. Statistics Significance

The writer has formulated the Alternative Hypothesis (H_a) such as:

"There is a positive influence of using interactive audio technique toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah in academic year 2014/2015".

Finally, the data confirmed that " $t_{\text{observed}} = 9,38167$ " was higher than " $t_{\text{table}} = 1.706$ ". Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that there is a positive influence of using interactive audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah in academic year 2014/2015. Additionally, in the questionnaire in applying interactive audio in the class, the writer got the data as follows:

Table 15										
Statistics of Questionnaire										
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
N Valid	27	27	27	27	27	27	27	27	27	27
Missing	0	0	0	0	0	0	0	0	0	0
Mean	4.59	4.37	4.74	4.59	4.48	4.74	4.74	4.59	4.78	4.56
Std. Error of Mean	.096	.121	.086	.096	.098	.086	.086	.096	.082	.097

Median	5.00	4.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00	5.00
Mode	5	4	5	5	4	5	5	5	5	5
Std. Deviation	.501	.629	.447	.501	.509	.447	.447	.501	.424	.506
Variance	.251	.396	.199	.251	.259	.199	.199	.251	.179	.256
Minimum	4	3	4	4	4	4	4	4	4	4
Maximum	5	5	5	5	5	5	5	5	5	5
Sum	124	118	128	124	121	128	128	124	129	123
Reliability Statistics										
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items							
.345	.387		10							

Table 16.
Freuence of Scales

Questions	Strongly Agree	Agree	Less Agree	Disagree	Strongly Disagree
Q1	16	11	-	-	-
Q2	12	13	2	-	-
Q3	20	7	-	-	-
Q4	16	11	-	-	-
Q5	13	14	-	-	-
Q6	20	7	-	-	-
Q7	20	7	-	-	-
Q8	16	11	-	-	-
Q9	21	6	-	-	-
Q10	15	12	-	-	-
Total	169	99	2	-	-

After getting the score, it can be interpreted to the categories of teacher performance in using interactive audio. The total score for strongly

agree is 169, agree is 99, less agree is 2, disagree is 0 and strongly disagree 0 for all categories. Cronbach's Alpha is higher than 0,05. Hence, the teacher performance in applying interactive audio in the class belong to the high categories

Further, the result of this research confirmed what George Salazar believed about the influence of interactive audio toward the students' listening skill was right. He states that the main purpose of using interactive audio is to help students improve their listening skill and improve student learning outcomes which are low.

This research also clarified that the theory of the influence of using interactive audio toward the students' listening skill was prevailed in MA Terpadu Daar Al-Hikmah among the tenth graders in academic year 2014/2015. In other words, the result of the research may vary on the other educational institutions. It depends on several factors such as condition, situation, research setting, and subject of the research.

D. Limitations

This research was conducted at MA Terpadu Daar Al-Hikmah. The subject of the research were the tenth graders of MA Terpadu Daar Al-Hikmah in academic year 2014/2015. The option of the subject was the interactive audio. The result of this research did not discuss all of the problems that faced by the students. The instruments were suitable with the subject that learnt by the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Interactive audio is one of the strategy in teaching English. In understanding the listening material and interestingly, the students need an interactive audio. Based on the analysis and result of the research, the writer can conclude that: the interactive audio has a positive influence toward the listening skill of the students. It can be used as the strategy in teaching listening and it can improve their ability in listening. It can be seen from the result of critical value " t_{observed} " is 9,381 and " t_{table} " is 1.706. The data confirmed that " t_{observed} " is higher than " t_{table} ". Therefore, it can be concluded that H_a is accepted and H_o is rejected. Moreover, X^2_{observed} is 1,48 and X^2_{Table} is 1,48. It means that H_o is rejected and H_a is accepted. So, there is a positive and significant influence of interactive audio toward the students' listening skill at the tenth graders of MA Terpadu Daar Al-Hikmah in academic year 2014/2015.

B. Suggestion

Based on the research, the writerr will give some suggestions to the side that related as the considered as follows:

1. For the Teachers

- a. In teaching listening, using interactive audio actively. So, the students' can understand the listening material easier and interestengly.

- b. It is suggested to the teacher to give motivation to the students in order to be active in learning English.

2. For the Students

- a. The students always study hard in analyzing the listening material.
- b. The students must be accustomed to listen English conversation..

3. For the Headmaster

- a. The facilities that more complete can support in learning process.
- b. Observe the teacher in learning process.

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APPENDIXES



CURRICULUM VITAE

The writer's name is Medi Heri Saputra. He was born in Varia Agung, Center of Lampung on September 19, 1991. He is second son of happy couple Ibrahim and Supin.

The writer graduated from Elementary School SDN 1 Varia Agung in 2004. Three years later, in 2007, he graduated from SMPN 1 Seputih Mataram Central Lampung and SMAN 1 Seputih Mataram and graduated in 2010. After that he studied at SI English Program at STAIN (Sekolah Tinggi Agama Islam Negeri) of Jurai Siwo Metro Since 2011-2015.