

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING EARPHONE MEDIA
TOWARD THE STUDENTS' LISTENING SKILL
AT THE ELEVENTH GRADES
OF MAN 1 METRO**

By :

SARI HIDAYAH

Student Number 1293437

**Tarbiyah Department
English Education Study Program**



**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1438 H/ 2017 M**

**THE INFLUENCE OF USING EARPHONE MEDIA
TOWARD THE STUDENTS' LISTENING SKILL
AT THE ELEVENTH GRADES
OF MAN 1 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
in English Education Study program

**BY:
SARI HIDAYAH
Student Number 1293437**

**Tarbiyah Department
English Education Study Program**

**Sponsor : Drs. Kuryani Utih, M.Pd
Co-sponsor : Syahreni Siregar, M.Hum**

**STATE ISLAMIC COLLEGE
(STAIN) JURAI SIWO METRO
1438 H / 2017 M**



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)JURAI SIWO METRO

Jln.Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp.(0725) 41507 (0725) 47296 Email : stainmetro@yahoo.com Website : www.stain.metro.ac.id

APPROVAL

Title : THE INFLUENCE OF USING EARPHONE MEDIA TOWARD THE STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADES OF MAN 1 METRO

Name : SARI HIDAYAH

Student Number : 1293437

Study program : English Education Study Program

Department : Tarbiyah

APPROVED BY:

To be examined (munaqosyah) in Tarbiyah Department State Islamic College (STAIN) Jurai Siwo Metro.

Metro, October 2016

Sponsor

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Co. Sponsor

Syahreani Siregar, M.Hum
NIP. 19760814 200912 200 4

Dean,

Dr. Hj. Akla, M.Pd.
NIP.19691008 200003 2 005



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)JURAI SIWO METRO

Jln.Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp.(0725) 41507 (0725) 47296 Email : stainmetro@yahoo.com Website : www.stain.metro.ac.id

PERSETUJUAN

Judul Skripsi : : THE INFLUENCE OF USING EARPHONE MEDIA TOWARD THE
STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADES
OF MAN 1 METRO

Nama : SARI HIDAYAH
NPM : 1293437
Prodi : Pendidikan Bahasa Inggris
Jurusan : Tarbiyah

MENYETUJUI

Untuk di monaqosyahkan dalam sidang monaqosyahkan Jurusan Tarbiyah STAIN Jurai Siwo
Metro

Metro, October 2016

Pembimbing 1

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Pembimbing 2

Syahreni Siregar, M.Hum
NIP. 19760814 200912 200 4

Dean,

Dr. Hj. Akla, M.Pd.
NIP.19691008 200003 2 005



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SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN)JURAI SIWO METRO

Jln.Ki.Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp.(0725) 41507 (0725) 47296 Email : stainmetro@yahoo.com Website : www.stain.metro.ac.id

NOTA DINAS

Number : Appendix : Latter : In Order To Hold the Munaqosah of SARI HIDAYAH	Metro, October 2016 To: The honorable The head of Tarbiyah Department State Islamic College (STAIN) of Jurai Siwo Metro
--	---

Assalamu'alaikum, Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name : SARI HIDAYAH
St. Number : 1293437
Title : THE INFLUENCE OF USING EARPHONE MEDIA TOWARD THE
STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADES OF
MAN 1 METRO

It has been agreed, so it can be continued to the Tarbiyah Department in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikum, Wr. Wb.

Sponsor

Drs. Kuryani Utih, M.Pd
NIP. 19620215 199503 1 001

Co. Sponsor

Syahreini Siregar, M.Hum
NIP. 19760814 200912 200 4



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Jl. KH. Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 3411 Telp. (0725) 41507, Fax.(0725)77296
Email:stainjusi@stainmetro.ac.id, website:www.stainmetro.ac.id

NOTA DINAS

Nomor : Metro, October 2016
Lampiran :
Perihal : Mohon di munaqosahkan skripsi
saudari Sari Hidayah

Yth,
Ketua Jurusan Tarbiyah
Sekolah Tinggi Agama Islam Negeri
(STAIN) Jurai Siwo Metro
Di
Tempat

Assalamu'alaikum Wr. Wb.

Setelah kami mengadakan bimbingan serta perbaikan seperlunya, maka skripsi yang disusun oleh:

Nama : SARI HIDAYAH
NPM : 1293437
Judul : THE INFLUENCE OF USING EARPHONE MEDIA TOWARD THE STUDENTS'
LISTENING SKILL AT THE ELEVENTH GRADES OF MAN 1

Sudah dapat kami setuju dan dapat kejurusan untuk dimunaqosakan.
Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Sponsor

Drs. Kuryani Utih, M.Pd
NIP.19620215 199503 1 001

Co-Sponsor

Syahreni Siregar, M.Hum
NIP.19760814 200912 2 004



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
JURAI SIWO METRO**

Jl. Ki Hajar Dewantara 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Website: www.stainmetro.ac.id, e-mail: stainjusi@stainmetro.ac.id

RATIFICATION PAGE

No: *Stt-06/5/0004/2017*

The undergraduate thesis entitled: THE INFLUENCE OF USING EARPHONE MEDIA TOWARD THE STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADES OF MAN 1 METRO. Written by Sari Hidayah, Students Number : 1293437 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Departmen in November 29, 2016 at 15.00-17.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Drs.Kuryani Utih,M.Pd

Examiner I : Dr.Widhiya Ninsiana,M.I Hum

Examiner II : Syahreni Siregar,M,I Hum

Secretary : Yuniarti,M.Pd



Principal,
Prof.Dr. Enizar, M. Ag.

NIP.19600918 198703 2 003

**THE INFLUENCE OF USING EARPHONE MEDIA
TOWARD THE STUDENTS' LISTENING SKILL
AT THE ELEVENTH GRADES
OF MAN 1 METRO**

ABSTRACT

By:

SARI HIDAYAH

Listening is one of the principle skill for acquiring knowledge, ideas and concept, because it's not only hear the native speaker say but also get the message what the native speaker means. Listening is very important skill should be mastered by the students. Most of the students have the duty of learning skill by using media. To increase the listening skill the students need an appropriate media in order to get easy in solving the problems. The problem which the researcher had outlined in this research deals largely whit the media in teaching listening skill. The primary goal of this research was to investigate the influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

This research is quantitative research which deals with experimental research. This research was conducted at the eleventh grades of MAN 1 Metro that involve of 32 students as the sample. In collecting the data, the research used test and documentation, meanwhile the data analysis technique that used t-test formulation. It used to investigate the differences between pre-test (before using earphone media) and post-test (after using earphone media).

Finally, the results of data analysis showed that $t_{\text{observed}} = 3,40$ was higher than " $t_{\text{table}} = 2,031$ in 5% and " $t_{\text{table}} = 2,727$ in 1 %. Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is a significant influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

**PENGARUH PENGGUNAAN EARPHONE MEDIA
TERHADAP KEMAMPUAN MENDENGAR SISWA
DI KELAS SEBELAS MAN 1 METRO**

ABSTRAK

Oleh :

SARI HIDAYAH

Mendengar adalah salah satu kemampuan dasar untuk memperoleh pengetahuan ide, konsep, karena bukan hanya mendengarkan apa yang pembicara katakan, tetapi juga untuk mendapatkan pesan yang dimaksud oleh pembicara. Mendengar merupakan kemampuan yang sangat penting yang harus dikuasai oleh siswa. Sebagian besar siswa membutuhkan sebuah media yang tepat untuk meningkatkan kemampuan agar dapat mudah mengatasi masalah mereka. Permasalahan yang diangkat oleh peneliti dalam penelitian ini erat kaitannya dengan media dalam pengajaran kemampuan mendengar siswa. Tujuan utama dari penelitian yaitu untuk meneliti pengaruh penggunaan earphone media terhadap kemampuan mendengar siswa di kelas sebelas MAN 1 Metro.

Penelitian ini merupakan penelitian kuantitatif yang berkaitan dengan penelitian eksperimental. Penelitian ini dilakukan di kelas XI IPS MAN 1 Metro melibatkan 32 siswa sebagai sampel. Dalam pengumpulan data, menggunakan tes dan dokumentasi, sedangkan teknik analisis data peneliti menggunakan rumus t-test. Ini digunakan untuk menyelidiki perbedaan antara pre-test (sebelum menggunakan earphone media) dan post-test (setelah menggunakan earphone media).

Akhirnya, hasil analisis data menunjukkan bahwa $t_{\text{diamati}} = 3,40$ lebih tinggi dari " $t_{\text{table}} = 2.031$ di 5% dan " $t_{\text{table}} = 2.727$ dalam 1%. Ini berarti bahwa H_a diterima dan H_o ditolak. Jadi, dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Ini artinya ada pengaruh yang signifikan dari penggunaan earphone media terhadap kemampuan mendengar siswa di kelas sebelas MAN 1 Metro.

STATEMENT OF RESEARCH ORIGINALITY

The under signed:

Name : SARI HIDAYAH

Student Number : 1293437

Department : Tarbiyah

Study Program : English Education

States that this undergraduate thesis is originally the result of the writers research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, October 2016

The writer



SARI HIDAYAH

St. ID: 1293437

MOTTO

إِنَّ شَرَّ الدَّوَابِّ عِنْدَ اللَّهِ الصُّمُّ الْبُكْمُ الَّذِينَ لَا يَعْقِلُونَ ﴿٢٢﴾

For the worst of beasts in the sight of Allah are the deaf and the dumb, those who understand not.

(Q.S. Al -Anfal : 22)

DEDICATION PAGE

**The under graduate thesis is made as researcher's testimonial for
my beloved parents and my family who always pray and give me
support and guidance to be successful.**

**Thank for all of the person who support to finish the research and for my
beloved almamater, State Islamic Collage (STAIN) Jurai Siwo Metro.**

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As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the writer that she could accomplish this undergraduate thesis. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This undergraduate thesis entitles "THE INFLUENCE OF USING EARPHONE MEDIA TOWARD THE STUDENTS' LISTENING SKILL AT THE ELEVENTH GRADE SOF MAN 1 METRO". The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd) in English Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis. Thus, I would like to express my gratitude to:

1. Prof. Dr. Hj. Enizar, M.Ag as the Dean of STAIN Jurai Siwo Metro.
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4. Drs. Kuryani Utih, M.Pd, as the first advisor for her patience, guidance and support.
5. Syahreni Siregar, M. Hum as the second advisor for her patience, guidance and support.

As human being, the writer completely realize that this undergraduated thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this udergraduated thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, November 2016

The Writer,

A handwritten signature in black ink, appearing to be 'Sari Hidayah', with a large loop and a horizontal line across the middle.

SARI HIDAYAH

St.ID. 1293437

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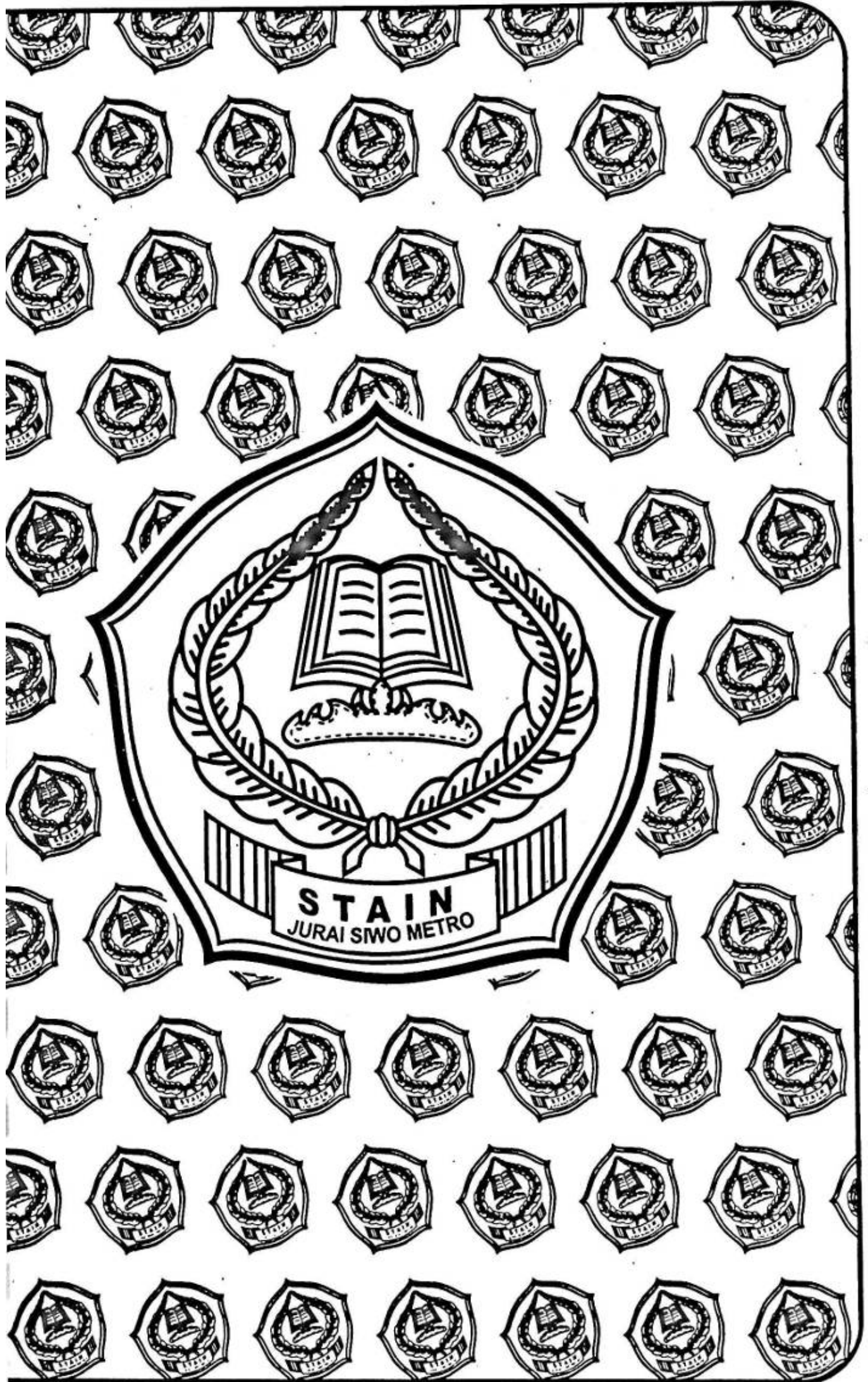
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CHAPTER I

INTRODUCTION

A. Background Of The Study

English is one of the languages in the world. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, English has been declared as a formal language on international communication for a long time ago.

Indonesia is one of the countries that declared English as a foreign language. The proof, it can be known of the education in Indonesia that English is learned by the students as one of subjects at school from elementary school until University. Moreover, English has become a constant curriculum of each education.

The four skills of the language that must be mastered by all language learners are listening, speaking, reading and writing. Listening and reading are receptive skills; speaking and writing are productive skills. All of the students have to learn both receptive and productive skills.

As receptive skill, listening is one of the important skills which are taught in the school. It takes on a very significant role in teaching English as a foreign or second language. Listening is receiving language through the auditory system. It involves receiving of the sound waves, identifying the language processing them into appropriate understanding of the speaker's

intentions and retaining the message for future use. In MAN 1 Metro, in especially at the eleventh grades the teacher usually just speak in front of the class to teaching English.

Even though, listening is the most important skill but there are some problems that appear. The problems that are faced by the students are the native speaker utterances are quickly. The native speakers speak English, they usually speak at a normal speed. It is still too fast for the students to follow, media for listening is not effective, the use of media does not work well and it does not support the teaching, students have low vocabulary and the situation is not conducive.

In teaching and learning process the teacher is the influential person to choose the media that more effective to learning process, so the students can learn seriously and get a good score.

The result from pre-survey at MAN 1 Metro, the researcher found many problems of Listening skill, especially in using media for listening. It caused that the teacher seldom use a media. In teaching process teacher just speaks material in front of the class and the student's listen it, and then teacher explained the material and gave exercise to the students, so the process of learning was passive. Moreover, the effect the students felt boring and lazy and most of them were busy with themselves.

The result from listening test on 27th January 2016 was conducted MAN 1 Metro of the eleventh graders students there are twenty eight students. There are data from the listening test.

Tabel 1

The Data of Listening skill on The Eleventh Grades.

No	Name	Score	Category
1	AAZ	40	Low
2	ADS	60	Fair
3	ARY	60	Fair
4	AAAY	60	Fair
5	ASY	50	Low
6	DWC	60	Fair
7	DNY	30	Low
8	DBW	20	Low
9	EEZ	60	Fair
10	FS	40	Low
11	FZ	50	Low
12	FAL	20	Low
13	ISY	30	Low
14	IKP	60	Fair
15	LJS	40	Low
16	LA	50	Low
17	MA	50	Low
18	MH	50	Low
19	MI	60	Fair
20	MA	10	Low
21	MHF	50	Low
22	MS	30	Low
23	NA	40	Low
24	PIA	30	Low
25	PW	40	Low
26	RAW	40	Low
27	RMM	60	Fair
28	SF	30	Low
29	SY	60	Fair
30	TP	60	Fair
31	UH	50	Low
32	YF	30	Low
Average = 43.5			Low

Table 2

Percentage score of listening skill on the eleventh grades.

No	Grade	Explanation	Amount	Percentage
1.	< 60	Failed	20	74%
2.	>60	Passed	8	26%
Total			28	100%

The result from pre-survey that was conducted in MAN 1 Metro at the eleventh grade students, there were twenty eight students. Based on the result on 27th January 2016, from the listening skill, only 26% the students who passed in the listening test and 74% the student failed, with the minimum mastery criteria (MMC) 60 for listening.

From the explanation above, it can be inferred that student's listening ability is categorized into low level, the ability to listening is still poor because the average grade is 43,5. Based on the elaboration above, the researcher is intended to investigate and examine the influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

B. Problem Identification

Referring to the background above, the researcher would like to assume that there are some problems as follows:

1. The students find difficult to listen the conversation.
2. The students have difficulties to listen the native speaker.
3. The students need the media to listen the audio.
4. The students have low vocabulary
5. Teaching listening is conversational.

C. Problem Limitation

In line with the problems mentioned above, the researcher limits the problem only to the influence of using earphone media toward the students' listening skill at the eleventh grades of MAN I Metro

D. Problem Formulation

Based on the problem above, the researcher formulates in this research is "Is there any significant influence of using earphone media toward the students' listening skill at the eleventh grades of MAN I Metro"

E. Objective and Benefit of the Study

1. The objective of the study

The objective of the study is to know the influence of using earphone media toward the students' listening skill.

2. Benefit of the study

The benefit of the study is:

a. For the students

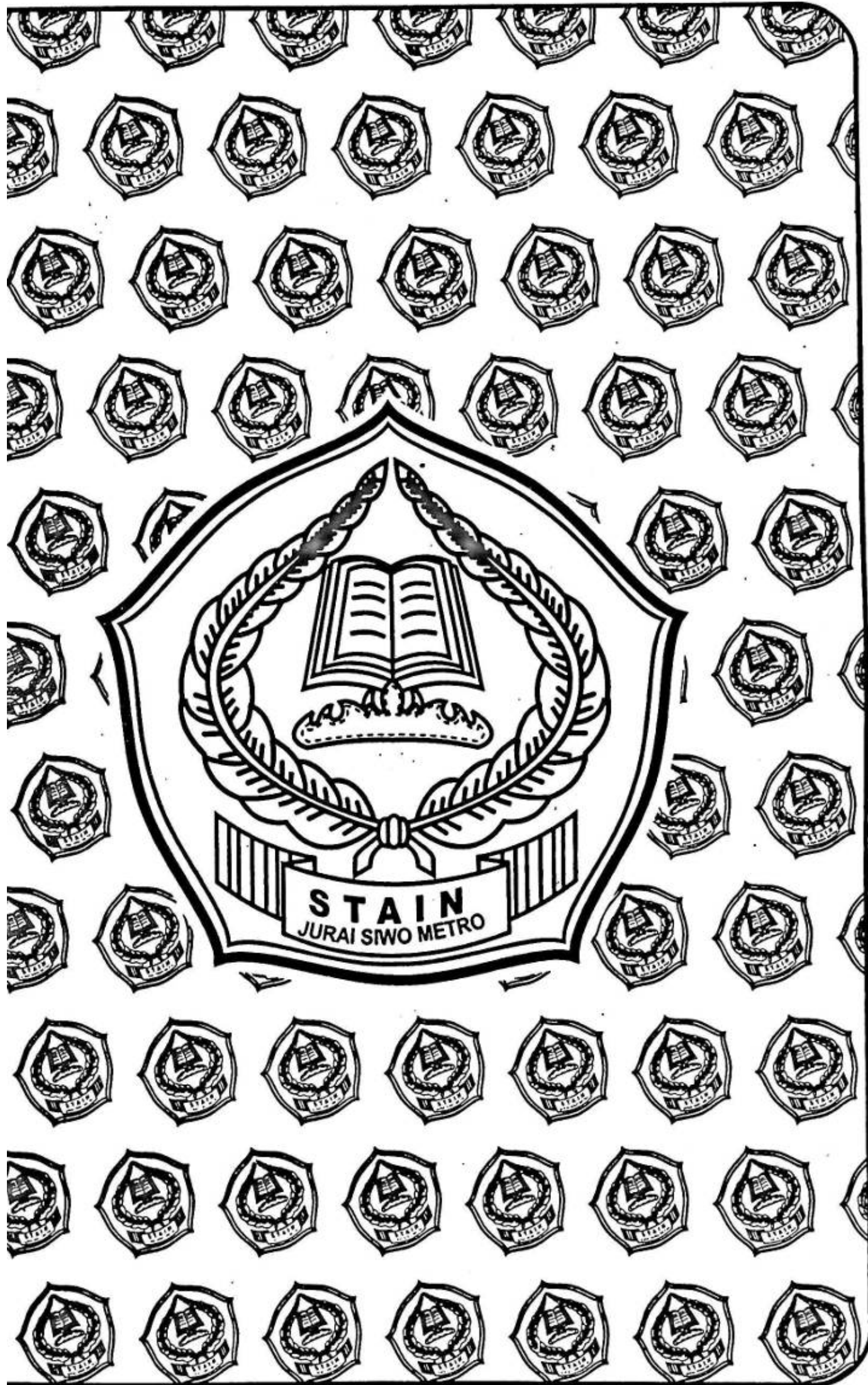
- 1) As an information to understand listening skill. And will able to improve their listening skill.
- 2) As an information to the student to use the media in the process of English learning in the class
- 3) As a motivation the students to get good achievement in listening.

b. For the teacher

As an information to the teacher can use the media on their listening skill.

c. For the headmaster

As an information and motivation to the headmaster to prepare the media on their listening skill



CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Listening Skill

1. The Concept of Listening

a. Definition of Listening

Listening is one of the skills as an essential part of communicative competence in language teaching¹. It means that listening is one of the skills in English teaching that is crucial to use in communicative with the other and in the language teaching.

Listening comprehension is the psychomotor process of receiving audio sound through the ear and transmitting to the brain². From the statement above, it can be understood that listening comprehension is an ability process of receiving the audio in ear and the message from audio will sent in the brain.

The study of listening is approached from many perspectives. Each must be understood in its own manner. One way of understanding listening is to describe it as it is manifested in behavior³. From the

¹ Jhon Flowerdew Lindsay Miller, *Second Language Listening Theory and Practice*, (New York: Cambridge University Press, 2005), p. xii

² H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd Edition*, (San Francisco: San Francisco University, 2001), p.249

³ Andrew D. Wolvin A Jhon, *Listening and Human Communication in the 21st Century*, (Malaysian, Blacwell Publishing, 2010), p.33

statement above it can be concluded that listening is the way knowing other by give the response and receive the responses.

Listening skills are a core component of second-language proficiency, and also reflecting the assumption that if listening is not tested, teachers want not teach it. Listening came to be seen as an interpretive process. From the statement above we can be understood that listening is receiving skill from voice that produced by auditory system to give information or transfer a message.

Listening comprehension is at the heart of language learning. Learners want to understand second language speakers and want to comprehend a variety of multimedia such as DVDs and the Internet⁴. It can be inferred that listening skill is the complex ability to know more what the listener means. And the ability to know clearly what the messages sent by the speaker.

Listening in the second language is the same as in the learner's native language, and that reading and listening are so similar, both being receptive skills, that what true for reading must be also be true for listening. And reading undoubtedly helps understanding⁵. It means that listening is the way to get important information from the native speaker. And if the listener has good skill in listening, the listener will be easy to

⁴Tomoko Kurita, *Issues In Second Language Listening Comprehension The Pedagogical Implication*, (Tokyo: Columbia University, 2012). p.30

⁵ Andrew D. Wolvin A Jhon, *Listening and Human..* p. 159

know what the speaker says because listening is a process message received from the speaker to the listener.

Earlier views of listening showed it as the mastery of discrete skills or micro skills, such as recognizing reduced forms of words, recognizing cohesive devices in texts, and identifying key words in a text, and that these skills should form the focus of teaching.

Listening in another language is a hard job, but we can make it easier by applying what we know about activating prior knowledge, helping students organize their learning by thinking about their purposes for listening.⁶ Listening is so challenging, teachers need to think carefully about making our activities successful and our content interesting.

Both themes are united by a focus on the students. We need to capitalize on the knowledge and interests they already possess. Then we need to help them apply that knowledge and those interests so they can become effective listeners.

b. Models of the Listening Process

Listening process can help us to rethink the methods of teaching listening. For this purpose, there are two key components for clarifying

⁶Brown Steven, *Teaching Listening*, (New York: Cambridge University Press, 2006), P.1

the listening process: the first is bottom-up and top-down processing⁷.

There are two processes in listening:

1) **Bottom up processing**

Bottom-up processing refers to using the information input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization sounds, words, clauses, sentences and texts, until meaning is derived⁸. From the statement above it can be understood that bottom up process is a process get information about sounds like words, clause sentence or texts.

Bottom up processing is proceeds from sound to words to grammatical relationships to lexical meaning. Bottom up processing is focus on sound, words, intonation, grammatical structures and other components of spoken language.⁹ It mean that bottom up processing is a process the listener listen on sound, words, intonation and grammatical the native speaker.

⁷ Nihei Koichi, *How to Teach Listening*, (Japan: Fukusima Prefecture, 2002), p. 5

⁸Jack C. Richards, *Teaching Listening And Speaking*, (New York: Cambridge University Press, 2008), p. 4

⁹H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd Edition*, (San Francisco: San Francisco University, 2001), p. 260

In teaching bottom up processing the learners need a large vocabulary and a good working knowledge of sentence structure¹⁰. It means that the listener must be able to have many vocabularies understood the sentence.

2) Top Down Processing

Top-down processing refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge.¹¹ It can be concluded that top down processing is use the listener knowledge to understand the message that they listen.

If the listener is unable to make use of top-down processing, an utterance or discourse may be incomprehensible. Bottom-up processing alone often provides an insufficient basis for comprehension¹². From the statement above we can infer that if the listener does not use their knowledge to mean the message the listener can use the sounds or voices that they hear to mean the message.

¹⁰Jack C. Richards, *Teaching Listening*, p. 5

¹¹*Ibid.*, p. 7.

¹²*Ibid.*, p. 9.

3) Combining bottom up and top down listening in a listening lesson

In listening bottom-up and top-down processing generally occur together. The extent to which one or the other dominates depends on the listener's familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener's purpose in listening¹³. It means that bottom up and top down processing commonly use by together and it is can use as an understood of the topic like words, phrases and texts.

c. The Kinds of Listening Test

There are eight kind tests in listening¹⁴:

a. Matching or distinguishing

This type is to choose a response in written or pictorial form that correspondent with was that hear. It means that in this test the listener can choose the best answer in pictorial form.

b. Transferring

This type involves receiving information in one form and transferring information or part of it into another form. In this type the listener get the information and it can be transferred.

¹³ *Ibid.*, p. 10.

¹⁴ Paulston. *Listening Comprehension*, (New York: Cambridge University Press, 1971), P. 204-205

c. Transcribing

In this type listener listen and then writing down what was heard. Dictation is the most common. In this type the listener hear and then write what was their listen.

d. Scanning

In this type listeners must extract selected items by scanning the input in other to find a specific piece of information. In this type the listener can read scanning the text and listen the audio.

e. Extending

This type involve going beyond what is provided, such as reconstructing a dialogue when alternate lines are missing or providing a conclusion to a story. In this type the listener listen the sort the conversation and then conclude the story conversation.

f. Condensing

Reducing what is heard to an outline of main points, such as is required in taking notes. In this type the listener just to listen in main point.

g. Answering

Answering question from the input. Questions that require recall of detail, those that required inferences and deductions, those that require evaluation. In this type the listener answer the question what was they listen.

h. Predicting

Guessing or predicting outcomes, causes relationship, and so forth, base on information presented in a conversation or narrative. In this type the listener will predict the answer from the information or conversation to answer the question.

d. The Six Levels of Listening

1) Level 1. Passive Listening

The first level, passive level, occurs when we are silent and hear the other person talk¹⁵. Our ears catch a few phrases or words now and then, or maybe not more than the humming or the speaker's voice. Our comprehension is at its lowest level. From the statement above we can conclude that the listener from this category, the listener just hears and does not analyze.

2) Level 2. Responsive Listening

Responsive listening is similar to passive listening except that we respond to a sender's communication with an occasional verbal encourager, such as, "Uh-huh", "Oh" and "I see". We might also nod our heads, smile, frown, or raise our eyebrows¹⁶. These verbal and non verbal *acknowledgment responses* are techniques. And it can be

¹⁵Van Slyke, Erik J, *Listening to Conflict : Finding Constructive Solutions to Workplace Disputes*, (New York: Amacom Books, 1999), p. 104-108

¹⁶*Ibid.*, p. 105

concluded that the second level category has a little respond from the speaker.

3) Level 3. Selective Listening

Selective listening, people listen with intellect. Selective listening is listening with an agenda. It is the level of listening used to argue and debate, where we listening selectively for key words or phrase that support a point we want to make¹⁷. It can be concluded that this listener category is the listener has used their intellectual to process the information which they get.

4) Level 4. Attentive Listening

Attentive listening is the listening with the agenda, but it is more probing, inquisitive, and analytical. Our intellect partly attends to the words and phrases that are spoken, but unlike with selective listening, we do not interrupt. Instead, we use silence, eye contact, and encouragers to concentrate on what is being said¹⁸. And it conclude that this listener who can chose which one they need.

5) Level 5. Active Listening

Active listening is the first level at which we suspend our own reality and attempt to understand the meaning behind the message. When we actively listen, we go outside of ourselves in search of the

¹⁷*Ibid.*, p. 105

¹⁸*Ibid.*, p. 106

significant cues emitted by others. We listen with our ears to the words, but more importantly to the rate of speech, tone of voice, and linguistic patterns¹⁹. From the explanation above, it means that this listener category is the listener who can develop what the speaker says and the listener try to catch the point of the speaker.

6) Level 6. Empathic Listening

The highest level of listening, empathic listening, is listening with the intent to accept and understand the other person's frame of reference. It is total suspension of your reality and total immersion in the other person's reality²⁰. It means that this listener category is the best listener because the listener understands what the point of the speaker and the listener has a complex analyst about what the speaker says.

e. The Steps of Listening Skill

The steps of listening skill will be divided on five steps. There are:

Step 1	Pre-Listening Activity In pairs, students predict the possible words and phrase that they might hear. They write down their prediction. They may write some words in their first language.
Step 2	First Listen As they are listening to the text, students underline or circle those words or phrase (including first-language equivalents) that they have predicted correctly. They also write down new

¹⁹*Ibid.*, p. 107

²⁰*Ibid.*, p. 108

	information they hear.
Step 3	Pair Process-Based Discussion In pairs, students compare what they have understood so far and explain how they arrived at the understanding. They identify the parts that cause confusion and disagreement and make a note of the parts of the text that will required special attention in the second listen.
Step 4	Second Listen Students listen to those parts that have caused confusion or disagreement areas and make notes of any new information they hear.
Step 5	Whole-Classes Process-Based Discussion The teacher leads a discussion to confirm comprehension before discussing with students the strategies that they reported using. ²¹

B. The Concept of Media

1. Definition of Media

Media is the main ways of communicating with large numbers of people to receive information or message.²² From the statement above, it can be understood that media is a tool used to receive the information to the people.

Media is the plural of medium, are means of communication derived from Latin '*medium*' (between). The term refers to anything that carries

²¹Jack C. Richards, *Teaching Listening and Speaking*. (New York: Cambridge University Press Published, 2008), p. 14

²² Hornby, A.S, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 922

information, between a source and receiver.²³ It means that media is a tool that use as an agent to deliver a mean from people to the people.

Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students²⁴. From the statement above we can understood that teacher can use media to teaching so the students will interest to lesson.

Media are considered important to assist the instruction and facilitate the students' achievement of instructional objectives. By using media, the materials can be more understandable, learning activities become more interesting, and the teacher can use various methods in their instruction. Instructional media are also very beneficial in English Language teaching. However, English teachers seem to find difficulties in conducting the teaching process by using media effectively and efficiently.

Media in combination with internet connection as a technology may help to reduce transactional distance in learning and the communication gap or psychological distance between participants in a virtual learning environment

²³ Saron E. Smaldino, *Instructional Technology and Media for Learning*, (New Jersey : Person Education, 2008). p. 9

²⁴ Vilma Tafani, "Teaching English Through Mass Media", *Acta Didactica Napocensia*, (New York: Department of English A.Xhuvani University) Vol.2, No.1.2009,p.81

2. Types of Media

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of factors both linguistic and non linguistic such as the students, the teacher, the method, material and media or aids used.

English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

There are types of media:

a. Media Audio

Audio, includes anything that can be heard and it may be live or recorded²⁵. This media just can produce an audio or sounds, like radio, cassette record and speaker, this media is suitable to listening. From the statement above, it can be inferred that audio is one of the media that is very suitable to teach listening because this media product the audio to transfer to the listener.

²⁵ Saron E. Smaldino, *Instructional Technology*. p. 9

b. Media Visual

Visual is regularly used to promote learning²⁶. This media just can be shown or presence and it just can see, this media can show the silent picture, like film strip, slide, picture etc. from the statement above, it can be concluded that media visual is a media that is just show the silent picture, this media is very compatible to draw the attention the students.

c. Media Audiovisual

The audiovisual can show motion²⁷. Media audiovisual is a media that has a component sound and picture, this media is able to be best, because this media has audio and visual media. From the statement above, it can be concluded that media audio visual is a good media in teaching learning because this media can product the audio and a visual and that is can be interest the student to follow the teaching learning.

3. Types of Media for Listening

In listening use media or technology is very important because it can help develop to listening skill. There are some media or technology can use to teach listening:

²⁶ *Ibid.*

²⁷ *Ibid.*

a. Radio

Listening to the radio is one of the most able to use ways a learner has of developing listening skills. Listening to the radio is not an activity that is often used in class time, because radio listening can be done only in real time, and the scheduling of language classes²⁸. It means that radio is one of technology that can use to listening but usually it can use with schedul language class and it can not use to listening from time to time. Radio technology in listening just use a radio as a media, it can sent a audio or sound from the speaker to the listener.

b. Audio tapes

Audiocassette players are the simplest and cheapest way to provide listening opportunities for students in a classroom. Because nearly all general course books these days have accompanying audiocassettes, a cassette player has become an essential tool in the language classroom. Without the aid of audiotapes, teachers can only do so much to create listening contexts for students to have extensive listening practice. With the help of tapes, teachers are able to create some of the following situations so that students can acquire overall

²⁸ Jhon Flowerdew Lindsay Miller, *Second Language Listening Theory and Practice*, (New York: Cambridge University Press, 2005), p. 165

comprehension skills²⁹. From the statement above we can be concluded that audio tapes is a technology that usually use to listening in the classroom, generally in the classroom using media to transfer the audio to the listener and usually use stereo speaker or speaker to transfer an audio to the listener.

c. Language laboratory

Language laboratories became popular facilities in many schools. The theory behind the audio-lingual method were are able to condition students to learn language. The best way to do this was thought to be by way of mechanical drills. Theoretically, if students heard and repeated language structures often enough, they would learn the language better³⁰. From the statement above we can be understood that language laboratory is one of technology that have good facility, language laboratory can also use to teach listening and usually in language laboratory teaching listening by using earphones media to sent the audio listening to the listener because earphone is one facility that have a language laboratory.

d. Video

General viewing of videos can be exploited later, after watching the movie for fun. Learners can be encouraged to employ

²⁹*Ibid.*, p. 167

³⁰*Ibid.*, p. 173

their extensive listening skills by having group discussions, in or out of class, after watching a particular movie. In addition, generic worksheets may be developed to help those students who would like more focused attention when watching movies³¹. It can be concluded that using video can help the students to listening because by using video the students will feel happy and fun so they will more attention to listening.

C. The Concept of Earphones

1. Definition of Earphones

Earphones are also known as ear speaker or headphones. Earphones or headphone is a one of equipment worn over or in the ears that makes it possible to listen.³² From the statement above, it can be inferred that earphones is one of media can use to listen the audio.

Earphones are a pair of small listening devices that are designed to be worn on or around the head over a user's ears. It is electro acoustic transducers, which convert an electrical signal to a corresponding sound in the user's ear³³. It can be conclude that earphones are a pair electronic that

³¹ *Ibid.*, p. 172

³² Hornby, A.S, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 693

³³ <https://en.wikipedia.org/wiki/Headphones.com>. Downloaded on January 25th 2016. 09:57

it using to the listen the audio and use in surrounding a head accidentally in ear user's.

Earphones are a mini speaker that is usually used to listen to music and movie or video. This product is usually attached to the ears and connected to digital devices, like MP3 Player, computer, radio, and iPod³⁴. From the statement above, it can be understood that earphone is a small speaker that use to listen the audio like the audio sound, music or etc.

2. The Function of Earphone

Earphones and headphones which are suited to the individual user allow audio to be heard clearly at lower levels of volume. In addition noise cancelling earphones and headphones cut down the background noise, so that users can hear audio at lower volumes than otherwise needed.³⁵ From the statement above, it can be inferred that earphones can use to individual listener in listening whit a low audio volume.

Earphones are designed to allow a single user to listen to an audio source privately, in contrast to a loudspeaker, which emits sound into the open air, allowing anyone nearby to listen³⁶. It can be understood that earphones made to use by the users individual to listen an audio or sounds

³⁴ www.teamyeater.com. Downloaded on February 19th 2016. 10:24

³⁵ World Health Organization, *Make Listening Safe*, (Department of Management NCDs, 2015), P. 4

³⁶ <https://en.wikipedia.org/wiki/Headphones.com>

and it can use more effective to listen because the listener or user can listen carefully and not disruption about the sound in the other.

Functions of earphones are you can get high and clear quality sound when you listen to music or watch movie and minimize strength sounds that you don't want. Furthermore, if you use earphone, you can manage air circulation to your ears smoothly because there is gap between headphone and ear³⁷. From the statement above, it can be conclude that the function of earphones is the listener can use it to get the good sound from listen the audio and the listener can arrange the sound volume.

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This is a quantitative research. This research is aimed to know the influence of the independent variable (X) toward the dependent variable (Y). There are two variables in this research. There are independent variable (X) and dependent variable (Y). The independent variable (X) is earphone media and the dependent variable (Y) is listening skill ability.

The researcher make theoretical framework of as follows:

- a. If the using earphone media is effective, so the students' test score of listening skill is good.

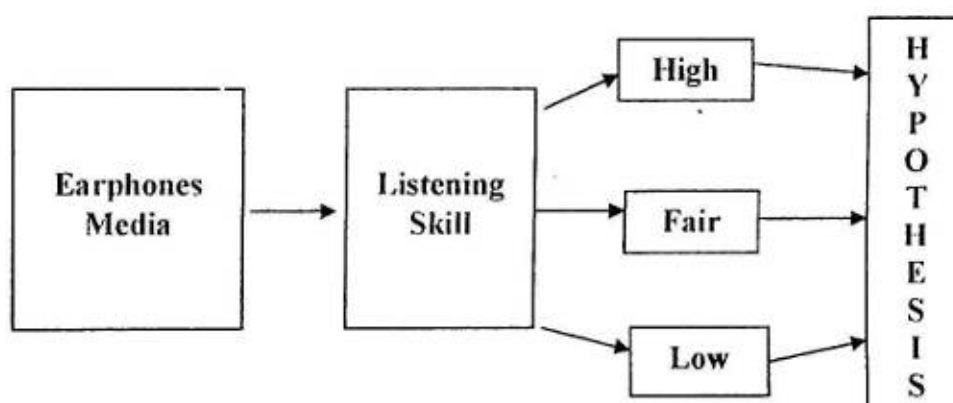
³⁷ www.teamyeater.com.

- b. If the using earphone media has not any influence, so the students' test score of listening skill is not change significantly.
- c. If the using earphone media is not effective, so the students' test score of listening skill is bad.

2. Paradigm

Based on the explanation above, the researcher describes the paradigm as follows:

Figure 1
The Scheme of Paradigm



Based on the figure 1 above, if the students' score of listening skill is high, so there is a significant influence from the using of earphone media. However, if the students' score of listening skill is low, so there is not a significant influence from the using of earphone media.

E. Hypothesis

1. Hypothesis Formulation

Base on the theoretical framework and paradigm above, the researcher would like to formulate the hypothesis as follow:

H_a : there is a significant influence of using earphones media on the students' listening skill at the eleventh grades of MAN 1 Metro.

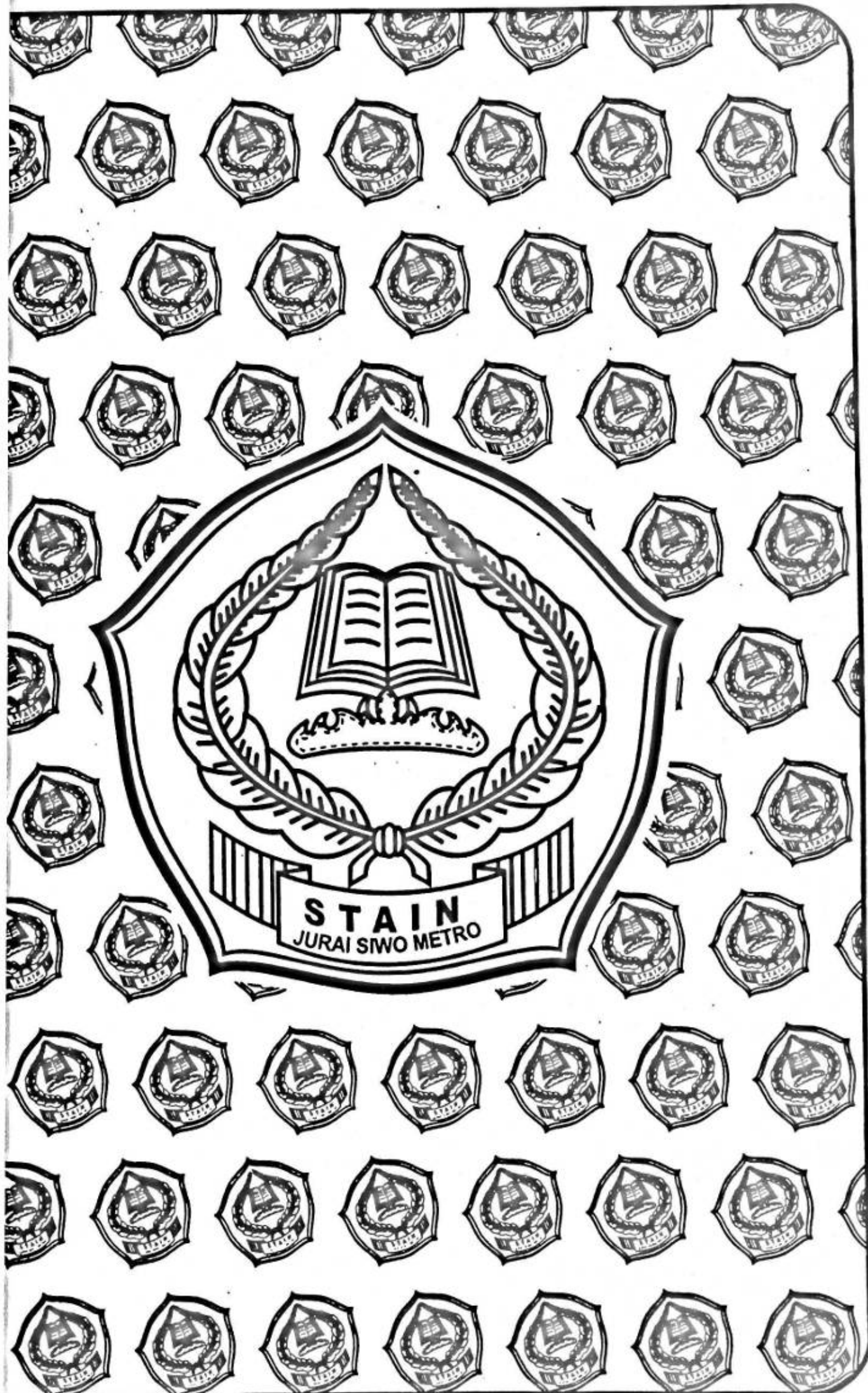
H_o : there is no a significant influence of using earphones media on the students' listening skill at the eleventh grades of MAN 1 Metro.

2. Statistical hypothesis

Base on the explanation above the researcher can make conclusion that statistical hypothesis are:

If $f_o > f_t = H_a$ is accepted and H_o is rejected

If $f_o < f_t = H_a$ is rejected and H_o is accepted



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher will use the quantitative design as intended to investigate whether there is any a significant influence of using earphone media on the students' listening skill. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).³⁸ Thus, the researcher will use the quantitative experimental research design.

B. Operational Definition of Variables

Operational definitions of variables in this research are:

1. Independent Variable

Independent variable is the variable which influence the dependent variable. Independent variable of this research is earphone media. Earphone is media for learning listening. Earphone is listen media and it just able to use one by one on students.

The purpose of media is to be facilitate communication and learning³⁹. From the statement above, it can be conclude that media is an important

³⁸ Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, 2004), p. 1.

³⁹ Saron E. Smaldino, *Instructional Technology*, p.9

tool to teaching learning. Teaching listening must has media, that is an audio and the audio will be transfer to the student by using earphone media. There are the indicator media that use to listening skill by audio:

- a. The volume of the sounds might be too low or too high, if too low, we have trouble picking up the meaning with any accuracy, if too high, we try to shield our ears, shutting out the offending sounds.
- b. A sounds that is sustained monotonously, such as the droning voice of a teacher, may trigger auditory fatigue⁴⁰.
- c. Replaying a sound several times allow students the opportunity to focus on discrete points of the language and develop intensive listening skill.⁴¹

2. Dependent Variable

Dependent variable in the research is listening skill. Listening is one of skill in teaching learning English and it must be mastered by the students Based on the theoretical review, the indicator of listening skill in this research is the researcher will give a pretest and posttest to the students to do the test and the students will get a good score. There is the scales used for measuring listening skill.

⁴⁰ *Ibid.*,p.267

⁴¹ Jhon Flowerdew Lindsay Miller, *Second Language*,p.169

Table 3
The scales used for measuring listening skill

Percentage Scale	Number Scale	Grade Points	Limited Description Scale
0	0	F	Nonscorable
10	1	E	Limited
20			
30			
40	2	D	Adequate
50			
60	3	C	Good
70			
80	4	B	Very Good
90			
100	5	A	Excellent

None: scales that might be used to assess listening.⁴²

C. Population, sample and Sampling Technique

1. Population

Population or universe means the all of mass of observation, which is the parent group from which a sample is to be composition.⁴³ Base on the definition above, it means that population is the full subject that will be researched in the research. The population in this research is the students at the eleventh graders students of MAN 1 Metro. The total population in this research is 297 pupils which are divided four classes in social program.

⁴² Ibid., p.208

⁴³ Youngest Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Limit, 2006), p. 82

2. Sample

Sample is the whole population is known as a census. It is as even a large population given enough resources⁴⁴. From the statement above, it can be concluded that sample is a population that can use as resources in the research. In the research, the researcher uses one class in social program that consist of 32 students.

3. Sampling Technique

Sample is selection of individuals from the population in such a way that every individual has the same opportunity to be taken into the sample population⁴⁵. From the statement above, it can be understood that sample is a part of population that will be researched.

And in this research, the researcher uses cluster simple random sampling. The researcher will take one class from all eleven classes to become respondents. The class in XI IPS 4

D. Data Collection Method

1. Test

Test is useful in measuring a person's general level of knowledge or understanding of a subject⁴⁶. Base on the explanation above, the researcher use written test to collect the data. The researcher uses pre-test

⁴⁴ Daniel Muijs, *Doing Quantitative*, p.38

⁴⁵ Youngest Kumar Singh, *Fundamental of Research*, p. 82

⁴⁶ *Ibid.*, p. 211

and post-test as data collection method to measure of the students' listening skill. The researcher uses fill in the blank in written test.

The test was divided into two parts, as follow:

a. Pre-test

To get information how the students' achievement, the researcher give pre-test to know the students' listening skill before the students get more learning about listening by using earphone media.

b. Post-test

After the researcher get pre-test result, the researcher will analyze and discusses it. Then, the researcher will give learning about listening by using earphone media. At the last researcher will give post-test to measure how the student's achievement in learning listening by using earphone media. Finally, the researcher will make comparison between both of the test; pre-test and post-test.

2. Documentation

Documentation is a method that is used to get information from written source of document as book, magazine and other, and the researcher will use this method to get detail information about using earphone media on the students' listening skill at the eleventh grades of MAN I Metro.

3. Observation

Observation is systematic method of data collection that relies on a researcher's ability to gather data through his or her senses.⁴⁷ In this research, researcher use observation method to know the using of media in listening skill. The purpose of observation method is to explain the situation that we examine, the activities that occur, the individuals involved in an activity and the relationship between situations, between activities and between individuals.

E. Research Instrument

Instrument is the tool of research which is used in each method. In this research, researcher will use written test. The material will be tested is listening test. The type of this test is objective test. The student will be listen the audio by use earphone and then write fill in the blank test. The researcher will prepare 10 blank items, that is use as listening test to the students.

F. Data Analysis Technique

To investigate whether there is any influence of using earphone media on the students' listening skill at the eleventh grade of MAN 1 Metro, the researcher used quasi experimental and the formulation of t-test:

⁴⁷Zina O'leary, *The Essential Guide to Doing Research*, (London: SAGE Publications Ltd), 2004, p.170

$$t = \frac{Md}{\sqrt{\left(\frac{\sum X^2 d}{N(N-1)}\right)}}$$

Md = Average from the difference score of Pre-test and Post test

Xd = the deviation from each subject

$\sum X^2 d$ = Total of quadrate deviation

N = The subject of sample ⁴⁸

⁴⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, PT. Reneka cipta, Jakarta, p.306-307



STAIN
JURAI SIWO METRO

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of The Data

1. Research setting

a. The Brief History of MAN 1 Metro

Madrasah Aliyah Negeri 2 was built since the implementation of ministerial decision religion Decree No 64, date April 25th 1990, and No. 42 of 1992 dated January 27th 1992 on conversion of State Religion Teacher Education (PGAN) into MAN. Since September 19th 2015 MAN 2 is changed be MAN 1.

MAN 1 Metro is an Islamic High School in Metro. MAN 1 Metro has two campuses there are the first campus and the second campus. The one campus is located on Jl.KH Dewantara No. 110 Iring Mulyo 15A Campus east Metro, and the second campus the located in Banjarrejo east Lampung. The total area of MAN 1 Metro is about 13,625 m² it is surrounded by some education institution. Such as the Office of Education Department, STAIN Jurai Siwo and University of Muhammadiyah. The Office of Education Department is in the north, while STAIN Jurai Siwo Metro is in the east, University of Muhammadiyah Metro is built in the south and west of MAN 1 Metro. It had be led by the following principles: Mr.Drs.Sudiono, Mr.Drs.Hi.Sukandi, Mr.Drs.Hi.Moch.Yamin,M.Pd.I, and Mr. Antoni Iswantoro,M.Ed

b. The Profile of the School

- 1) Name of school : MAN 1 METRO
- 2) Address : Jl. KH.Dewantara No.110 Iring Mulyo east metro.
- 3) Province : Lampung
- 4) Regency : Metro City
- 5) Sub district : East Metro

c. Facility of MAN 1 Metro

MAN 1 Metro has many facility to the students, there are:

- 1) 27 class rooms
- 2) 1 Multimedia room
- 3) 1 Language Laboratory Room
- 4) 1 Computer Laboratory Room
- 5) 1 Library
- 6) 1 Science Laboratory Room
- 7) 2 Dormitory
- 8) 7 Field to Futsal, Volly Ball, Basket Ball,
- 9) Radio (97,2 FM RAMANDA)
- 10) Economic Enterprise
- 11) 2 Mosques
- 12) Canteens

d. Teacher Staff in MAN 1 Metro

- 1) 1 Doctor (S3) Mathematics on State University of Malang
- 2) 1 Magister Mathematics (S2) on Institute Technology of Bandung
- 3) 1 Magister Physics (S2) on Institute Technology of Bandung
- 4) 1 Magister Chemistry (S2) on Institute Technology of Bandung
- 5) 1 Magister Science (S2) on Institute Pertanian of Bogor
- 6) 1 Magister English Education (S2) on Malahayati University
- 7) 1 Magister education Technology (S2) on University of Lampung
- 8) 2 Magister Economic Education (S2) on University of Lampung
- 9) 2 Magister Health (S2) on Malahayati University of Lampung
- 10) 2 Magister Islamic Education (S2) on IAIN Radin Intan Bandar Lampung
- 11) 1 Magister Indonesian language Education (S2) on STKIP PGRI Bandar Lampung
- 12) 16 Magister Islamic Education (S2) on STAIN Jurai Siwo Metro
- 13) 2 Magister biology Education (S2) on UM Metro
- 14) 40 Scholar S1

e. The quantity of the students at MAN 1 Metro

Table 4
The quantity of the students at MAN 1 Metro

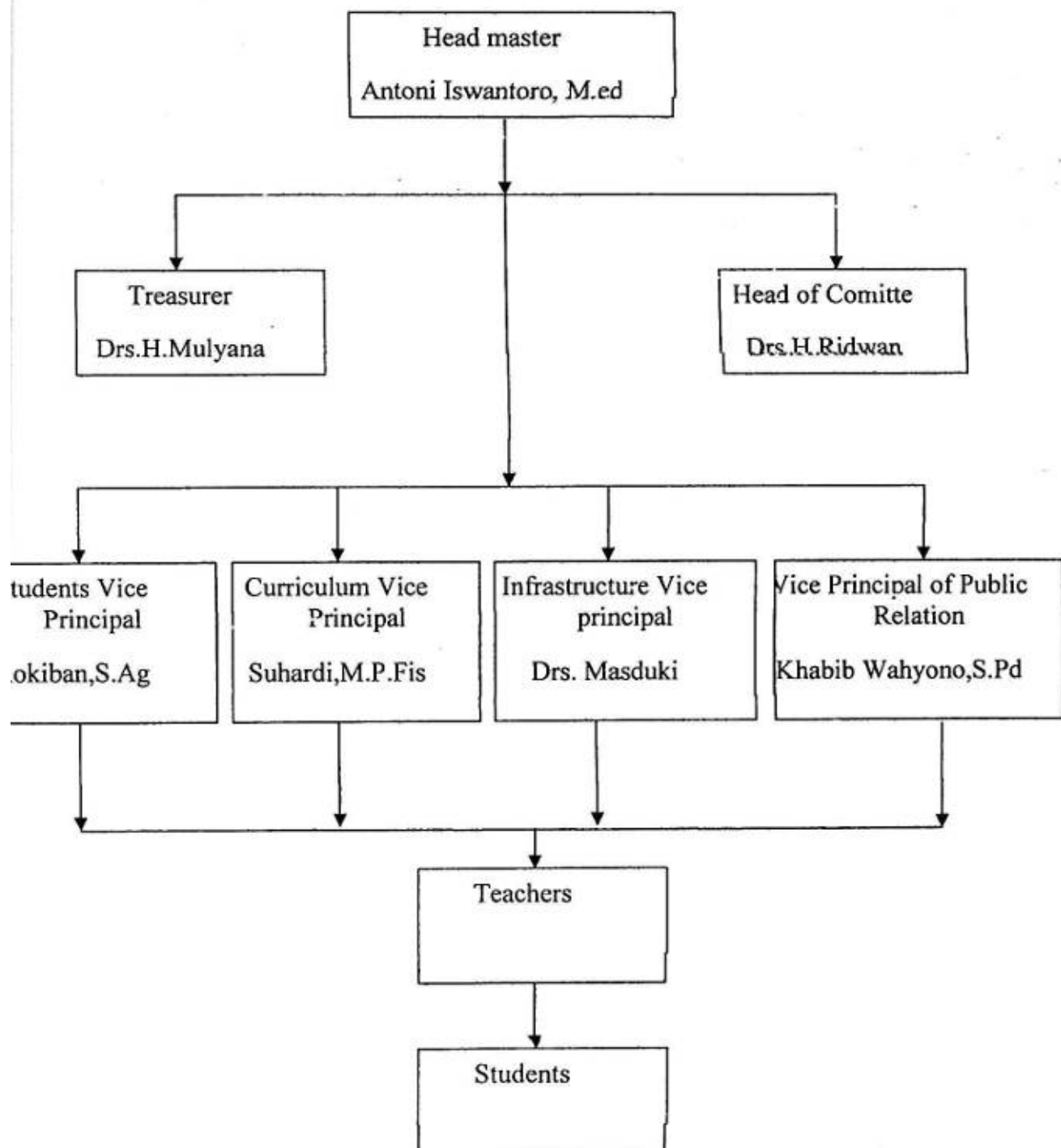
No	Class	Girls	Boys	Total
1	X	160	102	262
2	XI	185	112	297
3	XII	197	163	360
	Total	542	337	919

Source: Observation Result At MAN 1 Metro on August 23th 2016

f. Organization structure of MAN 1 Metro

Figure 2

Organization structure of MAN 1 Metro

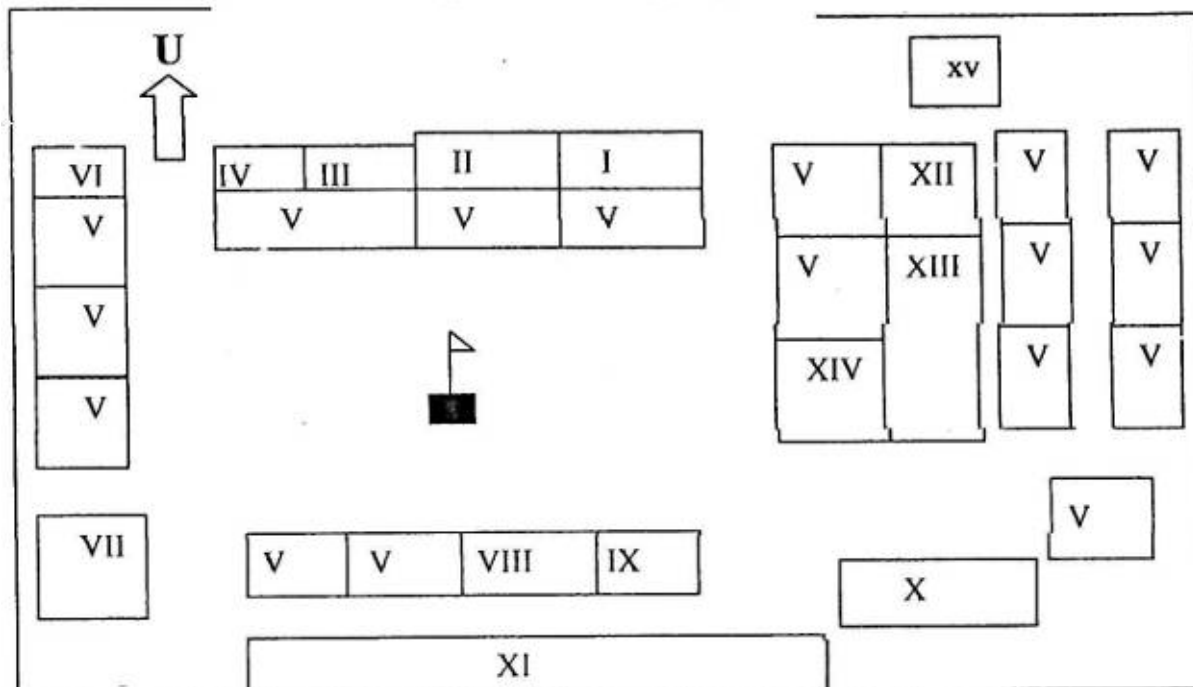


Source: Observation Result At MAN 1 Metro on August 23th 2016

g. The Sketch of MAN 1 Metro

Figure 3. The Sketch of Campus One on MAN 1 Metro

Jln. K.Hajjar Dewantara Iring Mulyo Metro Timur



Note:

I : Headmaster Room

II : TU Room

III : Teacher Room

IV : Economic Enterprise

V : Classroom

VI : Multimedia Room

VII : Mosque

VIII : UKS Room

IX : Biology Laboratory

X : WC

XI : Cantin

XII : Chemistry Laboratory

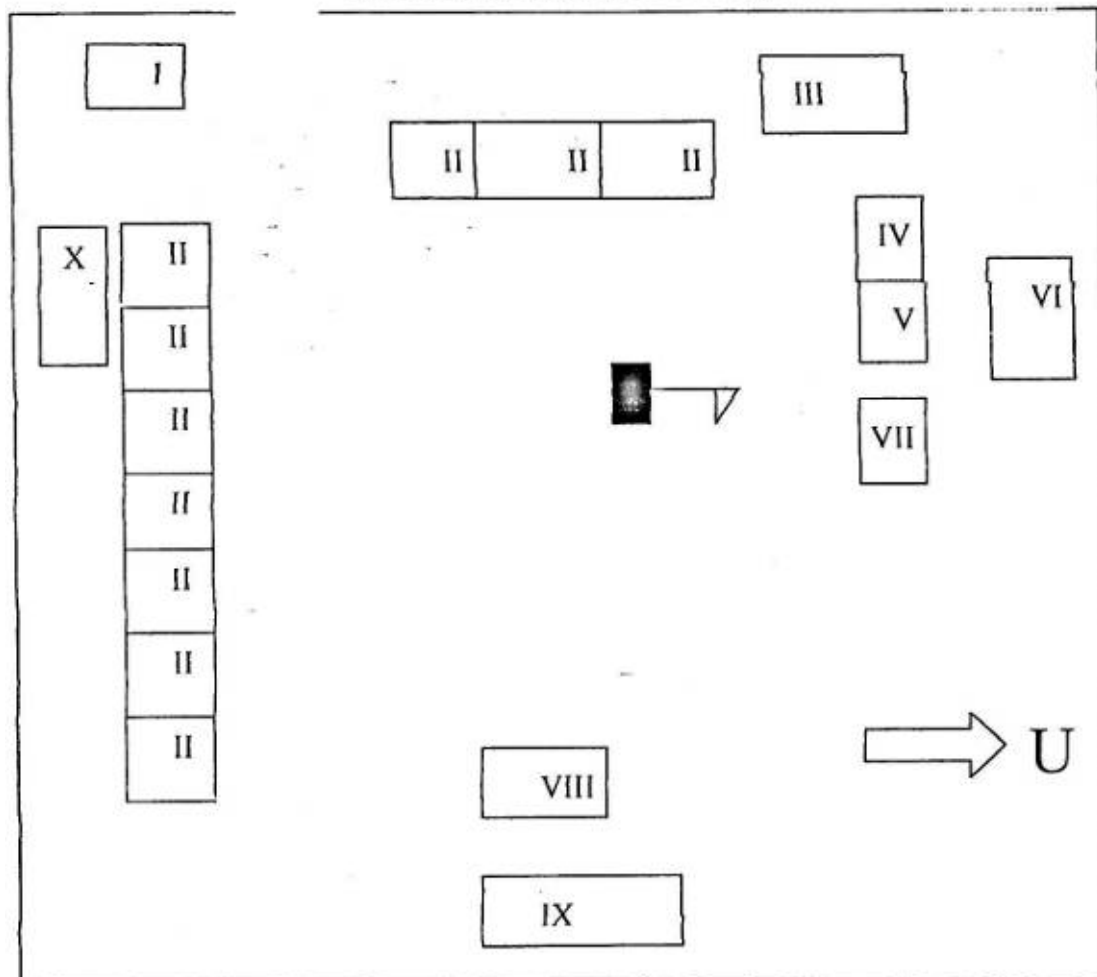
XIII : Library

XIV : Radio Room

XV : Security

Figure 4
The Sketch of Campus Two on MAN 1 Metro

Jln.Lembayung Banjarrejo 38B Batang Hari



Note:

I	: Security	VI	: Female Dormitory
II	: Classroom	VII	: Language Laboratory
III	: Mosque	VIII	: GSG
IV	: Canten	IX	: Male Dormitory
V	: Teacher Room	X	: Park Area

2. Research Variable Data

a. The Result of The Students' Pre-Test

The objective of this pre-test the researcher would like to know the students' listening skill before use earphone media. Then the result of this pre-test can be identified as follows:

Table 5

**The result of pre-test at the eleventh grades of
MAN 1 Metro**

No	The Students' Name	The grade of pre-test
1	AF	40
2	AM	30
3	ANI	30
4	AP	30
5	BPW	60
6	DAM	60
7	ES	40
8	FF	70
9	GSA	30
10	HMS	70
11	HR	30
12	HAS	70
13	IAR	50
14	LPH	70
15	LFP	40
16	MAF	30
17	MJ	40
18	NFH	30
19	NS	40
20	RAM	70
21	RR	30
22	RS	40
23	SM	30
24	SKN	50
25	TAW	30
26	UAL	50
27	VJ	70
28	WS	30
29	WF	40

30	YAS	30
31	YFA	60
32	YU	30
Total		1420
Average		44.375

Source: the result of pre-test before using earphone media on listening skill at the eleventh grades of MAN 1 Metro

Base on the table above, it can be inferred that the total of pre-test score of the eleventh class is 1420 and average of pre-test score is 44. 375.

Furthermore, the researcher measured the class interval (P) using the formula as a follow:

$$P = \frac{R}{K}$$

Note :

P = The length of interval class

R = A distance from score maximum and score minimum

K = The number of interval class

At the first calculate of R, it can be calculated by using the formula bellow:

$$R = \text{Highest Score} - \text{Low Score}$$

$$R = 70 - 30 = 40$$

$$R = 40$$

And then, K be calculated by using the formula:

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 32$$

$$= 1 + 3,3 (1,5051)$$

$$= 1 + 4,97$$

$$K = 5.97 \longrightarrow 6$$

And then class interval can be calculate by using formula:

$$P = \frac{R}{K}$$

$$P = \frac{40}{6} = 6,67 = 7$$

The total of the class interval (P) for pre-test is 7, After knowing the class interval, the data taken class interval above put on the table of frequency distribution, as a follow:

Table 6
Frequency Distribution of the result of pre-test at
the eleventh grades of MAN 1 Metro

Interval	Frequency	Percentage
65-71	6	19%
58-64	3	9%
51-57	-	0%
44-50	3	9%
37-43	7	22%
30-36	13	41%
Total	32	100%

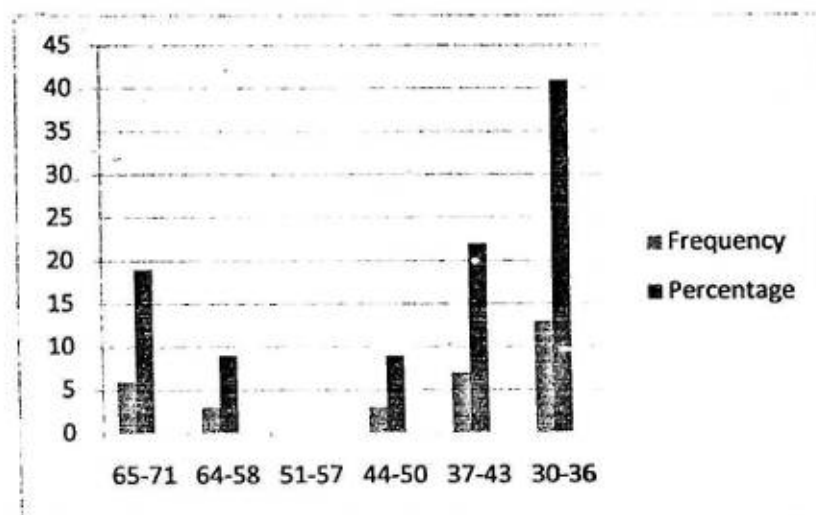
Source: the result of pre-test was taken on August 23, 2016

Based on the table frequency distribution and graphic above, it can be inferred that 32 students as the research sample can be divided:

- 1) For the class interval of 65-71, there were 13 students or 19%
- 2) For the class interval of 58-64, there were 3 students or 9%
- 3) For the class interval of 51-57 , there not students get score or 0%

- 4) For the class interval of 44-50, there were 3 students get or 9%
- 5) For the class interval of 37-43, there were 7 students or 9%
- 6) For the class interval of 30-36, there were 13 students or 19%

Figure 5



Base on the table frequency distribution above, it could be inferred that the most of the students got the score bellow 60, it be concluded that students' listening skill in pre-test is unsatisfied.

Therefore, it can be concluded that students' listening skill in pre-test is disappointed and low. It was reason why the researcher use earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

b. The Result of the Students' Post-test

After conducting the pre-test, the data were analyzed base on quantitative research, quantitative research itself requires the researcher to definitely use statistic formula to analyze data which has been collected.

Therefore, quantitative research is always by many numbers. The researcher gave post-test the same class after use media. The type of media is earphone. Then the result of post-test is use to know whether the media by using earphone media to listening test can enhance the students' listening skill.

Furthermore, the result of the students' post-test can be identified as follow:

Table 7
The result of post-test at the eleventh grades of
MAN 1 Metro

No	The Students' Name	The grade of post-test
1	AF	60
2	AM	80
3	ANI	70
4	AP	60
5	BPW	60
6	DAM	70
7	ES	70
8	FF	60
9	GSA	80
10	HMS	70
11	HR	80
12	HAS	60
13	IAR	60
14	LPH	60
15	LFP	80
16	MAF	80
17	MJ	80
18	NFH	60
19	NS	60
20	RAM	80
21	RR	70
22	RS	80
23	SM	70
24	SKN	80
25	TAW	80

26	UAL	70
27	VJ	80
28	WS	70
29	WF	60
30	YAS	80
31	YFA	70
32	YU	60
Total		2250
Average		70.3125

Source: the result of post-test by using earphone media on listening skill at the eleventh grades of MAN 1 Metro

Base on the result of the post-test above, it can be concluded that the total of the post-test score in the eleventh class is 2250 and average of the post-test in the eleven class is 70,3125. In addition the researcher also measured the class interval. Then the researcher gathered the data on the table of frequency distribution as follow.

In addition, the researcher measured the class interval (P) using the formula as a follow:

$$P = \frac{R}{K}$$

Note :

P = The length of interval class

R = A distance from score maximum and score minimum

K = The number of interval class

At the first calculate of R, it can be calculated by using the formula bellow:

$$R = \text{The Highest Score} - \text{The Lowest Score}$$

$$R = 80 - 60$$

$$R = 20$$

And then, K be calculated by using the formula:

$$K = 1 + 3.3 \log n$$

$$K = 1 + 3.3 \log 32$$

$$K = 1 + 3.3 (1.505)$$

$$K = 5.97$$

$$K = 6$$

And then class interval can be calculated by using formula:

$$P = \frac{R}{K}$$

$$P = \frac{20}{6}$$

$$P = 3.33 = 3$$

The total of the class interval (P) for post-test is 3 , After knowing the class interval, the data taken class interval above put on the table of frequency distribution. as a follow:

Table 8
Frequency Distribution of the result of post-test at
the eleventh grades of MAN 1 Metro

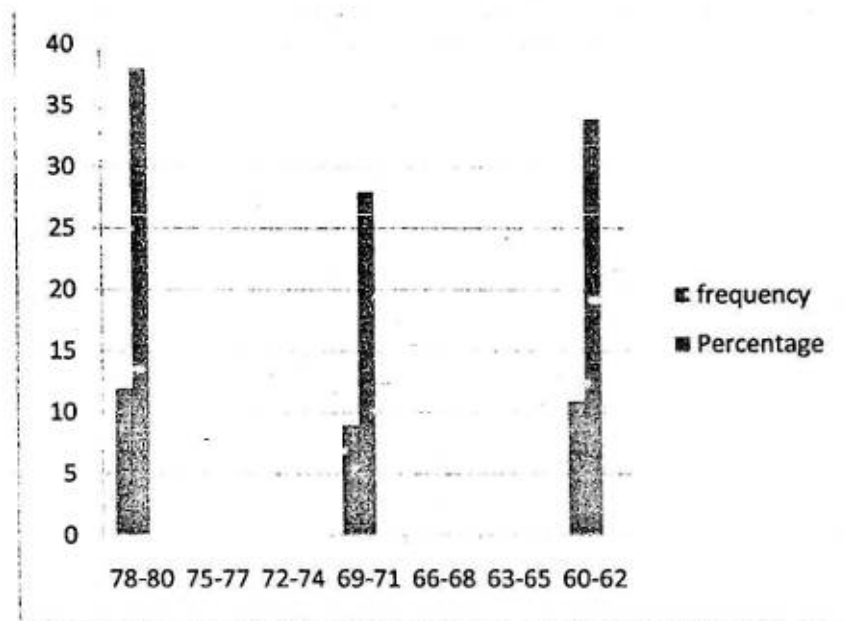
Interval	Frequency	Percentage
78-80	12	38%
75-77	-	0%
72-74	-	0%
69-71	9	28%
66-68	-	0%
63-65	-	0%
60-62	11	34%
Total	32	100%

Source: the result of pre-test was taken on August 24, 2016

Based on the table frequency distribution and graphic above, it can be inferred that 22 students as the research sample can be divided:

- 1) For the class interval of 78-80, there were 12 students or 38%
- 2) For the class interval of 75-77, there not students get score or 0%
- 3) For the class interval of 72-74, there not students get score or 0%
- 4) For the class interval of 69-71, there were 9 students or 28%
- 5) For the class interval of 66-68, there not students get score or 0%
- 6) For the class interval of 63-65, there not students get score or 0%
- 7) For the class interval of 60-62, there were 11 students or 34%

Figure 6



Base on the table frequency distribution above, it can be understood that there were 21 students who got score more than 59, than, only 11 students who got score less than 59. Therefore, it can be inferred that the influence of use the earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

B. Hypothesis Testing

After collecting the data of the students' listening skill, the researcher already tested the hypothesis by t-test to investigate whether there is significant influence of using earphone media on students' listening skill at the eleventh grades of MAN 1 Metro as a follow:

1. Preparing the table in order to prove whether there is significant influence using earphone media on the students' listening skill at the eleventh grades of MAN 1 Metro

Table 9
The authentication of difference between pre-test and post-test

No	Name	Pre-test (X1)	Post-test (X2)	d(X2-X1)	d ² (X2-X1) ²
1	AF	40	60	20	400
2	AM	30	80	50	2500
3	ANI	30	70	40	1600
4	AP	30	60	30	900
5	BPW	60	60	0	0
6	DAM	60	70	10	100
7	ES	40	70	30	900
8	FF	70	60	-10	100
9	GSA	30	80	50	2500
10	HMS	70	70	0	0
11	HR	30	80	50	2500
12	HAS	70	60	-10	100
13	IAR	50	60	10	100
14	LPH	70	60	-10	100
15	LFP	40	80	40	1600
16	MAF	30	80	50	2500
17	MJ	40	80	40	1600
18	NFH	30	60	30	900
19	NS	40	60	20	400
20	RAM	70	80	10	100
21	RR	30	70	40	1600
22	RS	40	80	40	1600
23	SM	30	70	40	1600
24	SKN	50	80	30	900
25	TAW	30	80	50	2500
26	UAL	50	70	20	400
27	VJ	70	80	10	100
28	WS	30	70	40	1600
29	WF	40	60	20	400
30	YAS	30	80	50	2500
31	YFA	60	70	10	100
32	YU	30	60	30	900
N = 32		$\sum X_1 = 1420$	$\sum X_2 = 2250$	$\sum d = 830$	$\sum d^2 = 33100$
Average		44.375	70.3125		

2. Putting the data above into the formula of t-test research design in order to get " t_{observed} ".

The formula:

$$t = \frac{Md}{\sqrt{\left(\frac{\sum X^2 d}{N(N-1)}\right)}}$$

Notes:

Md = Average from the difference score of Pre-test and Post test

Xd = the deviation from each subject

$\sum X^2 d$ = Total of quadrate deviation

N = The subject of sample

It can be known that :

N = The subject of sample = 32

$\sum d$ = The total of deviation from each subject = 830

$\sum d^2$ = The total of deviation from each subject 33100

At first, calculate of Md (Average from the difference score of Pre-test and Post test). It can be calculated by using the formula below:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{830}{32} = 25.9375$$

After getting Md , the next calculate of $\sum X^2 d$ (Total of quadrate deviation). it can be calculated by using the formula below:

$$\begin{aligned}
\Sigma X^2 d &= \Sigma d^2 - \frac{(\Sigma d)^2}{N} \\
&= 33100 - \frac{(830)^2}{32} \\
&= 33100 - \frac{688900}{32} \\
&= 33100 - 21528,125 \\
\Sigma X^2 d &= 11571.875
\end{aligned}$$

The last, calculate of $t_{\text{observation}}$. It can be calculated by using t-test formula below:

$$t = \frac{Md}{\sqrt{\left(\frac{\Sigma X^2 d}{N(N-1)}\right)}}$$

$$t = \frac{25,9375}{\sqrt{\left(\frac{11571,875}{32(32-1)}\right)}}$$

$$t = \frac{25,9375}{\sqrt{\left(\frac{11571,875}{32(31)}\right)}}$$

$$t = \frac{25,9375}{\sqrt{\left(\frac{11571,875}{992}\right)}}$$

$$t = \frac{25,9375}{\sqrt{11,666}}$$

$$t = 3.41 = 3,40$$

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

$$df = N - 1$$

$$df = 32 - 1$$

$$df = 31 \text{ (df = 31 is lied between df: 30 and df: 40)}$$

a. Alternative hypothesis (H_a)

There is a significant influence of the use of earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

After the alternative hypothesis (H_a) above was formulated the researcher to $t_{\text{observation}}$ to t_{table} as follow:

- 1) If $t_{\text{observation}}$ is higher that t_{table} , H_0 is rejected
- 2) If $t_{\text{observation}}$ is smaller than t_{table} , H_0 is accepted

a) The significant value (α) = 0,05

$$I. \quad t_{\text{tabel}} = t_{1 - \frac{(\alpha)}{2}}, (df : 30)$$

$$t_{\text{tabel}} = t_{1 - \frac{(0,05)}{2}}, (df : 30)$$

$$t_{\text{tabel}} = t_{(0,975)}, (30)$$

$$t_{\text{tabel}} = 2.042$$

$$\begin{aligned}
 \text{II. } t_{\text{tabel}} &= t_{1 - \frac{(\alpha)}{2}}, (df : 40) \\
 t_{\text{tabel}} &= t_{1 - \frac{(0,05)}{2}}, (df : 40) \\
 t_{\text{tabel}} &= t(0,975), (40) \\
 t_{\text{tabel}} &= 2.021
 \end{aligned}$$

$$\text{The degree of freedom (df : 31)} = \frac{2.042 + 2.021}{2} = 2,031$$

b) the significant value (α) = 0,01

$$\begin{aligned}
 \text{I. } t_{\text{tabel}} &= t_{1 - \frac{(\alpha)}{2}}, (df : 30) \\
 t_{\text{tabel}} &= t_{1 - \frac{(0,01)}{2}}, (df : 30) \\
 t_{\text{tabel}} &= t(0,995), (30) \\
 t_{\text{tabel}} &= 2.750 \\
 \text{II. } t_{\text{tabel}} &= t_{1 - \frac{(\alpha)}{2}}, (df : 40) \\
 t_{\text{tabel}} &= t_{1 - \frac{(0,01)}{2}}, (df : 40) \\
 t_{\text{tabel}} &= t(0,995), (40) \\
 t_{\text{tabel}} &= 2.704
 \end{aligned}$$

$$\text{The degree of freedom (df : 31)} = \frac{2.750 + 2.704}{2} = 2,727$$

After considering the t-test by using df 31, it can be found that :

Table 10

Interpolation	5 %	1%
df 31	2.031	2.727

From the data analysis above, it can be known that :

- $t_{\text{observed}} = 3.40$
- $t_{\text{tabel}} = 5\% (2.031) \text{ and } 1\% (2.727)$

Finally, the data confirmed that $t_{\text{observation}}$ is higher than t_{tabel} . $2,301 < 3,40 > 2,727$. Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that there is significant influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

C. Interpretation

1. Interpretation of " $t_{\text{observation}}$ "

In this research all of the tests had done individually by students. It is benefit to know the influence of using earphone media toward the students' listening skill from the result of the test. There was difference score of the students. It can be seen from the result of the students pre-test and post test.

In addition, the researcher has been formulated the alternative hypothesis (H_a) and null hypothesis (H_o) as follow:

a. Alternative Hypothesis (H_a)

There is any significant influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro.

b. Null Hypothesis (H_0)

There is no significant influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro

After H_a and H_0 above were formulated the researcher consulted $t_{\text{observation}}$ to t_{table} as follow:

If $t_{\text{observation}} > t_{\text{table}}$, H_a is accepted, and H_0 is rejected

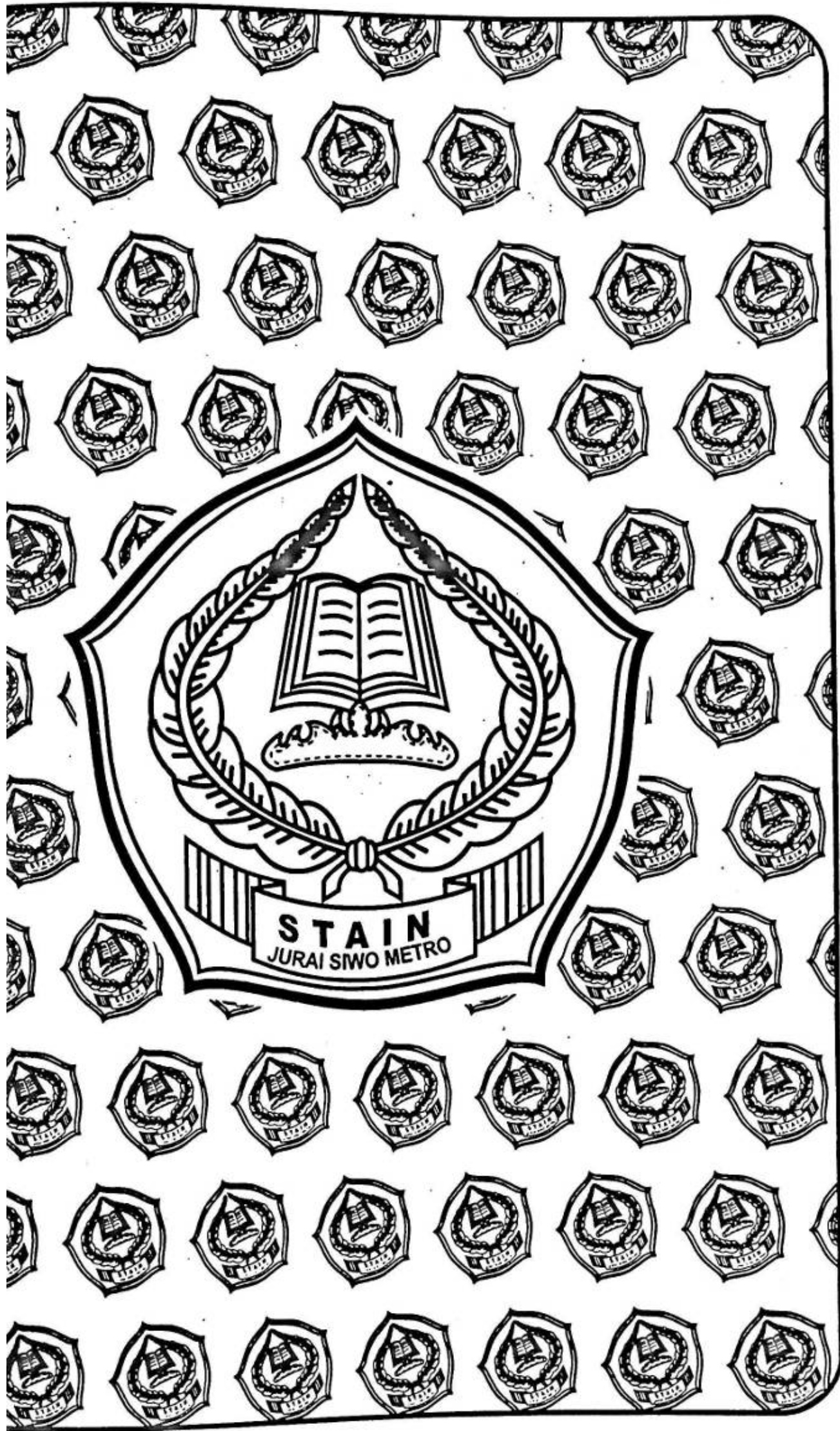
If $t_{\text{observation}} < t_{\text{table}}$, H_a is rejected, and H_0 is accepted

Finally, the data confirmed that $t_{\text{observation}}$ is bigger than t_{table} $3,40 > 2,031$ (5%), $2,727$ (1%). Therefore it can be inferred that H_a is accepted and H_0 is rejected. It means that there is a significant influence of using earphone media toward the students' listening skill at the eleventh grade of MAN 1 Metro.

D. Limitation

This research was conducted at MAN 1 Metro on August 23rd 2016. The subject of the research was 32 students in social program at the eleventh grades of MAN 1 Metro.

Moreover, the result of this research is has proved that using earphone media is effective media for teaching English and has a significant influence especially for students of the eleventh grades students at MAN 1 Metro, but it is limited for the order students and schools generally, may be for the other school the use earphone media is not effective in learning process. The result can't be generalized as the general research result.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of pre test and pos test the use earphone media toward the students' listening skill, It can be concluded that there is any significant influence of using earphone media toward the students listening skill at the eleventh grades of MAN 1 Metro. Therefore, the earphone media can be effective media to the listening skill and it can be used as a media easy for implementation and it can be increase the students listening skill.

In this research there are two variables, there are earphone media as a variable (X) and listening skill as a variable (Y). The variable was tested by using calculation of t-test to investigate whether there is a significant influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro. Base on the result of hypothesis testing demonstrated that the value of t-test was 3,40. Then, the data confirmed that $t_{\text{observation}}$ is higher than t_{label} ($2,301 < 3,40 > 2,727$). So it can be concluded that H_a is accepted and H_o is rejected. It means that " there is a significant influence of using earphone media toward the students' listening skill at the eleventh grades of MAN 1 Metro".

This research was prevailed on the eleventh grades of MAN 1 Metro. So the result of the research is only for this school and cannot be generalized as the general research result.

B. Suggestions

base on the result of this research above, the researcher would like to give suggestion as follow:

1. For Students:

- a. For the students suggested to ask the teacher when they cannot understand about material especially in listening subject.
- b. The students suggested to listen the audio or the English song.

2. For English Teacher

- a. It is suggested for the English teacher to use earphone media this media is effective in teaching listening.
- b. It is suggested for the English teacher to developed their ability.

3. For Head Master

Suggest to:

The headmaster is hoped to be able to support the English learning process by preparing the facilitation completely.

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CURRICULUM VITAE

The name of the writer is Sari Hidayah. She was born in Adiwarno, on March 5rd, 1994. She is the second children of unpretentious couple, Mr. Wardani and Mrs.Paitun.

She was enrolled her study in Kindergarten at TK Pertiwi 6, Adiwarno, on 1999 and graduated on 2000. She continued her study at State Elementary School at SDN 2 Adiwarno Metro on 2000 and graduated on 2006. And then, she continued his study at State Islamic Junior High School at MTs N Batanghari on 2006 and graduated on 2009. She continued her study at State Islamic Senior High School at MAN 2 Metro on 2009 and graduated on 2012. After graduating from vocational high school she decided to have lecture in English major at STAIN Jurai Siwo Metro.