

AN UNDERGRADUATE THESIS

THE USE OF AUDIO BOOKS IN TEACHING LISTENING SKILLS

AT SMP NEGERI 2 RUMBIA

BY:

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TARBIYAH AND TEACHERS TRAINING FACULTY

ENGLISH EDUCATION DEPARTEMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/2023 M

AN UNDERGRADUATE THESIS
THE USE OF AUDIO BOOKS IN TEACHING LISTENING SKILLS
AT SMP NEGERI 2 RUMBIA

Presented as Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Department

By:

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To:
The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much. *Wassalmu'alaikum Wr.Wb*

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APPROVAL PAGE

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Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya
maka Skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan,
demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikum Wr. W

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RATIFICATION PAGE

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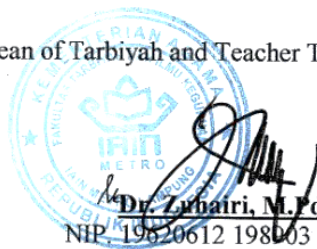
An Undergraduate thesis entitled THE USE OF AUDIO BOOKS IN TEACHING LISTENING SKILLS AT SMP NEGERI 2 RUMBIA. Written by Aditya Putra BAyu, Student Number 1701070062, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 27th, 2023 at 01.00 – 03:00 p.m

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THE USE OF AUDIO BOOKS IN TEACHING LISTENING SKILLS AT SMP NEGERI 2 RUMBIA

ABSTRACT

**By:
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The purposes of this research are to determine whether the use of audio books can improve the students' listening skills in English at seventh-graders of SMP N 2 Rumbia in the academic year 2022/2023. The researcher had outlined the problems in this research that focused on listening skills. It related on the problem identification that the students have difficulties in understanding native speakers.

Furthermore, kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planing, acting, observing and reflecting. Object of this research is the students' reading comprehension. In collecting the data, there researcher used test, observation, documentation, and field note. This research was conducted in a collaborative study with an English teacher of the seventh-graders in the SMP N 2 Rumbia.

Finally, the invention of this research shows that there was improving from cycle I to cycle II. The result from the data in cycle I, it was gained the average score of pre-test was 53 the post test was 63. Post test from cycle II was gained the average score 75. The result of cycle II was higher than the result of post-test at cycle I. It means that the use of the use of audio books can improve the students' listening skills in English at seventh-graders of SMP N 2 Rumbia in the academic year 2022/2023.

Keywords: *Audio Book, Listening Skill.*

PENGUNAAN BUKU AUDIO DALAM MENGAJAR KETERAMPILAN MENDENGAR DI SMP NEGERI 2 RUMBIA

ABSTRAK

**Oleh:
ADITYA PUTRA BAYU**

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan buku audio dapat meningkatkan keterampilan mendengarkan siswa dalam bahasa Inggris di kelas tujuh SMP N 2 Rumbia pada tahun pelajaran 2022/2023. Peneliti telah menguraikan masalah dalam penelitian ini yaitu difokuskan pada keterampilan menyimak. Hal ini terkait dengan identifikasi masalah bahwa siswa mengalami kesulitan dalam memahami penutur asli.

Selanjutnya jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Obyek penelitian ini adalah pemahaman membaca siswa. Dalam mengumpulkan data, peneliti menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan dalam sebuah studi kolaboratif dengan seorang guru bahasa Inggris siswa kelas tujuh di SMP N 2 Rumbia.

Akhirnya penemuan penelitian ini menunjukkan adanya peningkatan dari siklus I ke siklus II. Hasil dari data pada siklus I diperoleh nilai rata-rata pre-test 53 dan post-test 63. Post test dari siklus II diperoleh nilai rata-rata 75. Hasil siklus II lebih tinggi dari hasil post-test pada siklus I. Artinya penggunaan audio book dapat meningkatkan keterampilan menyimak bahasa Inggris siswa kelas VII SMP N 2 Rumbia tahun pelajaran 2022/2023.

Keywords: *Buku Audio, Keterampilan Mendengarkan.*


STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : ADITYA PUTRA BAYU
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, 26 June 2023
The Writer,



ADITYA PUTRA BAYU
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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : ADITYA PUTRA BAYU
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 26 Juni 2023

Penulis,



ADITYA PUTRA BAYU
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not charge a soul except (with that within) its capacity.” (QS. Al-Baqarah 2:286)

“If you don’t walk today, you’ll have to run tomorrow.” -- (Peter Night)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to :

My beloved parents (Parjiyanto and Jumiati) who always pray and support in their endless love.

My beloved sisters (Aurora Putri Tyas Tuti and Ayudya Putri Novelin) who always support and pray for me.

My beloved wife (Umi Wahyuni) who always be there for me.

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My beloved friends, who always support me.

My beloved almamater of State Institute for Islamic Studies of Metro.

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that he could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

This undergraduate thesis is entitled "The Use Of Audio Books In Teaching Listening Skills at SMP Negeri 2 Rumbia".

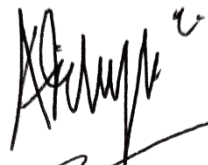
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1. Dr. Hj. Siti Nurjanah, M.Ag. The Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
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5. All teachers of SMP N 2 Rumbia who give me the opportunity to conduct this research.

As human being the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes he has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 5 July 2023

The Writer.



Aditya Putra Bayu

St. Number: 1701070062

TABLE OF CONTENTS

COVER	i
TITLE	ii
NOTIFICATION LETTER	iii
APPROVAL PAGE	iv
RATIFICATION PAGE	vi
ABSTRACT	vii
STATEMENT OF RESEARCH ORIGINALITY	ix
MOTTO	xii
DEDICATION PAGE	xiii
ACKNOWLEDGMENT	xiv
TABLE OF CONTENTS	xv
LIST OF TABLES	xvii
LIST OF FIGURES	xviii
LIST OF APPENDICES	xix
CHAPTER I INTRODUCTION	1
A. Background of Study.....	1
B. Problem Identification.....	5
C. Problem Limitation	5
D. Problem Formulation	5
E. Objective and Benefit of Study	5
F. The Benefit of Study	6
G. Prior Research	6
CHAPTER II REVIEW OF THE RELATED THEORIES	10
A. The Concept of Listening.....	10
1. The Definition of Listening	10
2. The Process of Listening	11
3. The Definition of Listening Material.....	12

4. The Definition of Listening Skill.....	13
5. The Principal of Listening	16
6. The Indicator of Listening	16
B. The Concept of Audiobooks	18
1. The Definition and History of Audiobooks.....	18
2. Why Use Audiobooks.....	19
3. Advantages of The Audiobooks	22
C. Action Hypothesis	24
III CHAPTER III RESEARCH METHODOLOGY.....	25
A. Variables and Definition of Operational	25
1. Variables of Research.....	25
2. Definition of Operational Variables	25
B. Setting of The Research	26
C. Subject of The Research.....	26
D. Action Plan.....	26
E. Data Collection Techniques	36
1. Test.....	36
2. Observation	37
3. Documentation	37
4. Field Note.....	37
F. Data Collection Instrument	38
1. Listening Test.....	38
2. Observation Sheet	38
3. Documentation Sheet	39
4. Field Note Sheet.....	39
G. Data Analysis Method	40
H. Indicator of Success	41
CHAPTER VI RESEARCH RESULT AND DISCUSSION	42
A. Research Result	42
1. Description of Research Location.....	42

a. History of SMP N 2 Rumbia	42
b. Teacher of SMP N 2 Rumbia	43
c. Quantity Students of SMP N 2 Rumbia	45
d. The Shcool Identity and The Map.....	45
e. Building of SMP N 2 Rumbia	45
3. The Description of Research Data.....	47
B. Discussion	68
CHAPTER V CONCLUSION AND SUGGESTION	71
A. Conclusion	71
B. Suggestion	72

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Table	Page
1. Table 1.1 Pre Survey Data	3
2. Table 2.1 Categorization of Listening Skills.....	15
3. Table 2.2 Measurement of Listening Skills	26
4. Table 3.1 The Number of Students	34
5. Table 4.1 Teacher and Official.....	42
6. Table 4.2 Students Quantity	43
7. Table 4.3 Building of SMP N 2 Rumbia.....	44
8. Table 4.4 Listening Score Pre-Test.....	46
9. Table 4.5 The Frequency of Student's Grade in Pre-Test.....	47
10. Table 4.6 Post-Test I Result in Cycle I	52
11. Table 4.7 The Frequency of Students Grade in Post-test I	53
12. Table 4.8 Table of Result Student's Activities Cycle I.....	54
13. Table 4.9 The Comparison of Pre-Test and Post-Test I in Cycle I.....	55
14. Table 4.10 The Comparison of Pre-Test and Post-Test I in Cycle I.....	61
15. Table 4.11 Post-Test II Result in Cycle II	62
16. Table 4.12 The Frequency of Students' Grade in Post-test II.....	63
17. Table 4.13 Table of Result Student's Activities Cycle II	64
18. Table 4.14 The Comparison Post-Test I Grade and Post-Test II	66
19. Table 4.15 The Comparison in Post-Test I and Post-Test II.....	67
20. Table 4.16 Result of Pre-test, Post-Test I and Post-Test II.....	68

LIST OF FIGURE

Figure	Page
1. Figure 3.1 ZinaO'leary.....	28
2. Figure 4.1 The Percentage of the Students' Grade Pre-test	53
3. Figure 4.3 The Comparison of Percentage Pre-test and post-test I.....	56
4. Figure 4.4 The Percentage of Completeness on Post-test II	62
5. Figure 4.5 The Percentage of Comparison Post-test I and Post-test II	65

LIST OF APPENDIXES

- Appendix 1. Permit of Pre-survey
- Appendix 2. Response Letter of Pre-survey
- Appendix 3. Research Proposal Guidance Letter
- Appendix 4. APD Guidance Letter
- Appendix 5. Thesis Guidance Letter
- Appendix 6. Letter of Assignment
- Appendix 7. Permit of Research
- Appendix 8. Response Letter of Research
- Appendix 9. The Letter of Free to the Book Major
- Appendix 10. The Letter of Free to the Book Library
- Appendix 11. Syllabus
- Appendix 12. Lesson Plan Field Note
- Appendix 13. Instrument of Pre-test
- Appendix 14. Instrument of Post-test I
- Appendix 15. Instrument of Post-test II
- Appendix 16. Answer Sheets on Pre-test
- Appendix 17. Answer Sheets on Post-test I
- Appendix 18. Answer Sheets on Post-test II
- Appendix 19. Students' Scores on Pre-test
- Appendix 20. Students' Scores on Post-test I
- Appendix 21. Students' Scores on Post-test II
- Appendix 22. Observation Sheet of Students' Activities in Cycle I
- Appendix 23. Observation Sheet of Students' Activities in Cycle II
- Appendix 24. Documentation
- Appendix 25. Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of Study

Listening is considered the most important language skill for achieving effective communication and good academic achievement among learners¹. It is a highly integrative skill because it is generally the first skill which learners develop it has been emphasized as an essential component in the Second Language Acquisition (SLA) process. It has a great role in the construction of language abilities of a Foreign Language (FL) learner. It has acknowledged a great importance in FL classrooms.

In English, Listening, speaking, Listening, and writing are the four abilities that should be acquired. As one of the linguistic skills that kids must acquire, Listening is one of them. It refers to a reader's ability to comprehend information sent by a writer to a group of readers. This capacity is also demonstrated by readers' ability to recognize the rules of the language employed by the writer to convey information². Listening is one of the skills taught in English classes at the junior high school or senior high school. Hornby defines that “Listening is to look at and understand something written or printed”³.

Listening activity can be influence by many factors includingListening learning techniques, the Listening learning materials, the students’ ability, and

¹ Mannaal Mohamed Kodari, *Using Audiobooks for Developing Listening Skill among Saudi EFL Preparatory Year Students*. Journal of Language Teaching and Research, Vol. 9, No. 1, pp. 64-73, January (2018)

² Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p.3.

³ As-Hornby, *Oxford Advanced Learners Dictionary*, New York: Oxford University Press, 2000.p.343.

the teacher competence. Most students still have Listening problem such as difficulty to pronounce the words in the texts, difficulty to understand the texts, and low mastery of vocabulary. That all make the students have low interest and scores in Listening. Beside, The English professors just give the pupils a text and ask them to read it. This situation makes the students feel bored. Consequently, The teacher as an instructor and educator must plan the teaching activity systematically.

To know more In English, there is a difficulty with the teaching-learning process subject at the eighth grade students' of SMP N 2 Rumbia., the writer had interviewed the English teaching on Monday, Jun 22th 2020. The problem are: students have not good motivation in English learning, especially in Listening skill. As a result, the students did not give attention during learning process. The students find it difficult to comprehend. It brings not good impact to their Listening score. The other problem that the writer found was that the students are not familiar with the vocabulary on the texts. They are difficult understand the main idea and the content of the Listening.

In line with the problem of Listening, the researcher finished pre-survey to know the students Listening problem at SMP N 2 Rumbia.. Pre-survey was conducted on Monday, June 22th, 2020 while the pre-survey results are illustrated in the following table:

Table 1.1
Grade Mid Test Listening Section Results Table.

No	Class	Result	Complete Category	Frequency	Σ
1	I A	≥ 75	Finished	17	30
		< 75	Incomplete	13	
2	I B	≥ 75	Finished	16	33
		< 75	Incomplete	17	
3	I C	≥ 75	Finished	16	32
		< 75	Incomplete	16	
4	I D	≥ 75	Finished	10	26
		< 75	Incomplete	26	
Σ				126	126

Source : Presurvey, 2022

From the data above it shows that there are more than half student in 7th grade who have not finished the listening section test. Based to the presurvey, it is known that the students have difficulties in understanding native speakers.. By this background researcher interest to investigated “**The Use of Audio Books to Improve Student’s Listening Skills At SMP N 2 Rumbia**”

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students have weakness in listening skill.
2. The students have not good result in listening section.
3. The students have difficulties in understanding the native speakers.

C. Problem Limitation

Some of the problems that have been identified above are limited by the writer, that is only they do not have good ability in listening skills. Therefore, the writer has researched by using the research method Class Room Action Research (CAR) at the seventh-grader of SMP Negeri 2 Rumbia.

D. Problem Formulation

The problem formulation of this research is “can the use of audio books to improve the students’ listening skills in English at the seventh graders of SMP Negeri 2 Rumbia in the academic year 2023/2022?”

E. Objectives of the Study

The objectives of the study is to improve the students’ listening skills in English at the seventh graders of SMP Negeri 2 Rumbia in the academic year 2023/2022.

F. The Benefit of Study

At the end of this research the writer suggest that this research will be given contribution to the students, teacher, and writer himself.

1. For the Teachers

The teacher will improve their experience in teaching listening by using audio books. The teacher can solve the problem of listening teaching. With this strategy also, helping teachers by create interesting learning processes in the classroom.

2. For the Other Writer

This research is expected to be a reference for the next researcher to improve Listening skills using audio books. This study is useful as a guideline for the next researcher, regarding the application of audio books in teaching listening skills in class.

G. Prior Research

This study will be carried out by considering several previous studies related to the use of audio books in teaching Students' listening skills. The first prior research is listening skills in EFL Preparatory Year Students conducted by Manel⁴. The results showed that a statistically significant difference between the mean scores of the experimental group and the control group on the post LCT in favor of the experimental group. The results also revealed that a statistically significant difference will be found in the mean scores of the experimental group

⁴Mannal Mohamed Khodary, *Using Audiobooks for Developing Listening Skill among Saudi EFL Preparatory Year Students*. Journal of Language Teaching and Research, Vol. 9, No. 1, pp. 64-73, January 2018

between the pre and post LCT in favor of the post LCT. Thus, it can be concluded that the audiobooks helped the experimental group develop listening Skills as they exceeded the control group on the post LCT and they achieved a better result on the post LCT than the pre LCT.

The second prior research conducted by Rahman. The second prior research uses Audio Book in english teaching.⁵ The quantitative data Used using paired and independent sample t-test through SPSS 20 Version, and the qualitative data Used through an open-coding technique. The use of audiobook will be more effective than the non-audiobook. It is proven by the comparison of the mean score from both of the groups which (68.00 > 48.80). The p-value in the post-test is .000, and the level of significance is α 0.05, the p-value is smaller than α (.000<0.05). The hypothesis testing found that t-value = 14.699 will be higher than t-table = 2.045 (p=.000, df=29); it means that H_a will be accepted, and H_o will be rejected. Another, the students are interested in using audiobooks because it stimulating, challenging, available, powerful and innovative in the Listening activity..

The third prior research will be conducted by Tran, et all.⁶ The research results reveal that utilizing audiobooks can result in significant improvements in listening Skills among English majors. In addition, feedback from the learners will be quite positive. Finally, the research has made some suggestions for

⁵Rahman, Abdul, Ibnu Hajar. *The Effect of Audiobook on Listening Skills of the Eleventh Grade Students of SMA Negeri 2 Buru*. ELT Worldwide Volume 7 Number 2 (2020)

⁶Tran Thi Yen, Pham Trung Kien, Tran Minh Ngoc. *Use of Audiobooks to Improve Listening Skill for English Majors at Thai Nguyen University of Education*. International Journal of Scientific and Research Publications, Volume 11, Issue 6, June 2021

minimizing the shortcomings of using audiobooks and enhance the potential of this method in improving listening Skills for English majors.

The fourth prior research will be conducted by Khairul, et al⁷ showed that the result of data collection in this study shows that average post-test score is higher (74.44) than the pretest score (36.66). The result of the difference scores both of the test is 37.78. The result of hypothesis test is higher than critical value of t-table ($t = 4.73 > t_{2.06}$). It means H_a is accepted and H_o is rejected or in other words, audio book with narrative story can enhance students' listening Skills. In conclusion, audio book is recommended as good media in language teaching and learning listening skill.

The character of audio books should answer the following questions:

1. Are there many or little characters?
2. Is the character alive?

There are two ways to show character traits. The first is with author comments, such as when Irving said, "Rip is a simple, kind person," etc. The second is to let characters show their characteristics through their words and actions. This is called the dramatic method.

1. Settings

To confirm the setting of the audio books there are some question used to check the completeness of setting as follows:

- a. Is the time and place of the story clearly stated, or do you deduce it from ordinary cues?

⁷ Khairul Fajry, Endang Komariah, Tengku Maya Silvianti, *Audio Book: Teaching Listening Skill*. Research in English and Education (READ), 1 (1), August 2016, P 62-70.

- b. Is surrounding made clear? Does the author provide a lot of details on the appearance of village roads, interior houses, etc.?
- c. Are there many descriptions about nature?
- d. In describing people, do the authors provide their features? Their figure? Their dress?

In some stories, characters or backgrounds are deliberately blurred, as in an image an artist can give us an outline that weakens a dark background, to give a certain atmosphere or move to the picture.⁸

2. Language of Audio Books

Beyond just delivering the narration, language plays a variety of additional functions in the short tale. For example, in any description of the location, whether it's a lonely chamber or a busy metropolis, the setting will be carefully picked for its links to the subject and the action, and the language (added by symbol and imagery) will have the theme implicit in it. The language will also establish style, indicate the author's tone, be utilized to create atmosphere or mood, and may be employed as a narrative foreshadowing method, will undoubtedly be influenced by the point of view from which the narrative is recounted (since language, style, and tone are all independent of the angle of narration, the point of view selected), and may help to characterize the point-of-view figure.⁹

3. Characteristics of Successful Audio Books

A successful short narrative will demonstrate a better balanced relationship between the parts as well as the totality, and parts to parts, than is

⁸Benjamin A Heydrick, "*Types Of The Audio books*", (New York: Blibiolife 2008), p.14-19.

⁹*Ibid*, p.4.

usually found in a novel. Everything must work with the others. Everything enhances everything else, is interrelated with everything else, cannot be separated from everything else - and all this is done perfectly.¹⁰

4. The Function of Audio Books

A audio books can show how someone's character. Or a story can show extraordinary circumstances where the character breaks or jolts out of the story line. In rare cases, a story can show how a character loses his This is your final chance to flee. In any event, action in fiction isn't always stagnant. Constant motions, such as people around the urn but not moving, are used to create this effect. To develop characterisation, such behavioural patterns are explained at the start of the tale. Or they're offered towards the end of the narrative as a result of action, which demonstrates what's going on with the characters in the story.¹¹

F. Action Hypothesis

Base on the theoretical review, the writer formulates hypothesis,“The use of Audio Books can improve listening Skills ability and learning activity among the eighth graders of SMP Negeri 2 Rumbia

¹⁰*Ibid*, p. 4.

¹¹Rust Hills, “*Writing in General.*”, p. 9.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Listening Skill

1. The Definition of Listening

Listening, according to Nunan, is a fluid process in which readers combine To create meaning, they combine material from a book with their own prior knowledge.¹² It indicates that Listening is the act of extracting information from a text and deciphering its real meaning. Listening, according to Harmer, is beneficial to language acquisition.¹³ In other words, Listening is also used to improve language skills.

Brown emphasizes that Listening is also a talent that instructors expect students to acquire. Basic, beginner-level textbooks in a foreign language presume that the learner knows the basics of the language, if only because it is a medium-sized book.¹⁴ It is in the process learning to get information in beginning level of bottom.

Based on some definition above, the research can make a concluded that Listening is a form of exercise to get the meaning or what the writer wants and to get information of the text. Listening is also basic of language and the important thing for student to be mastered.

¹²David Nunan, *Practical English language Teaching: Young Learners*, (New York:McGraw- Hill, ESL/ELT, 2005), p. 69

¹³Jeremy Harmer, *How To Teach English* (Cambridge: Longman, 1987), p.101

¹⁴H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, Sun Francisco: California, 2003,p.185

2. Definition of Skills

Skills, according to the RAND Listening Study Group, is the process of eliciting and generating meaning from written language through interaction and engagement.¹⁵ Listening Skills entails being able to comprehend the significance of the information being studied.

Serravallo defined Skills is at the heart of what it means to really read.¹⁶ In other word Skills is something that has been read and knows meaning in the heart of a reader.

Skills is extremely complex and we have taught ways to simplify it in order to make both instruction and assessment more manageable.¹⁷ In other word Skillsmake simple for understanding to direction in Listening.

Listening Skills, based on the preceding description, is an interactive process involving readers, text, and methods.

¹⁵Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, 'How Can Students Improve Their Listening Skills Skill?', *Journal of Studies in Education* 6, no. 2, (Iran: Canadian Center of Science and Education, 2016): 230.

¹⁶Jenniver Serravallo, *Teaching Listening in Small Groups*, (Heinemann, 2010), p, 43

¹⁷Joanne Schudt Caldwell, *Skill Assessment A Classroom Guide*, (New York: The Guilford Press, 2008), p.25

3. Definition of Listening Skills

According to Zorrela, Understanding what has been read is referred to as Listening Skills.¹⁸ It means, After Listening, the Listening exercise is used to grasp the material and to obtain the primary concept.

The methods of building conceptual information from a book through cognitive interaction and motivated participation with the text are referred to as Listening Skills.¹⁹ In other word, Listening is a process to build up to make a motivation to understand a text.

"The process of concurrently obtaining and generating meaning from written language through interaction and engagement," according to the definition of Listening Skills.²⁰ "The process of creating a meaningful meaning from a book" is what Listening Skills is defined as.

Based on the definition above, Listening Skills is an activities are used for word understanding, vocabulary development, and also for understanding, remembering, reviewing texts to get main ideas after Listening.

4. Strategies of Listening Skills

A Listening Skills strategy is a cognitive or behavioral approach to Listening Skills activity used under certain circumstances in order to improve some element of Skills.²¹ There are some strategies which can be used by the readers are:

¹⁸Nadia Zorrela, *Increasing The Students' Listening Skils Through Choral Listening Strategy At Seventh Grader Of Private Islamic Junior High School Jami' Al Kautsar Tapung Hilir, Skripsi*, (Department of English Education, Faculty of Tarbiyah And Teacher Training State Islamic University of Sumatera Utara, 2017), p. 25

¹⁹John T. Guthrie, Alan Wigfield, Kathleen C. Perencevich, *Motivating Listening Skils*, (Mahwah: New Jersey, 2004), p.227.

²⁰ Ibid. p 45

²¹ Danielle S. McNamara, *Listening Skils Strategies*, (USA: Lawrence Erlbaum Associates, 2007), p. 6

a. Skimming

Skimming is a kind of swift Listening to find the general content or idea of the text rapidly.²²It means that, while readers read text to achieve main idea or general content, the readers just skim the text to gain it without read word by word.

b. Scanning

Brown defines that the readers activity to look for some specific information of the text without Listening through the whole text. ²³ In other words, the readers only read certain part of the text to look for specific information from the text. It can help the readers get the specific point without spending much time to finish Listening the text.

c. Identifying Topics and Main Ideas

Mikulecky in Farrel proposes the learners train some tasks for developing cognitive exercise, namely: getting the topic from a list of vocabularies, identifying the topic of a text, and recognizing the mainidea of means.²⁴ It means that knowing the topic and main idea is extremely important in Listening Skills.

d. Use of Questions

According to Dreher and Gambrell in Guthrie questioning refers to students make questions of writing self-initiated about the passage before and during Listening to help them comprehend the text and topic from the

²² Beatrice S. Mikulecky and Linda Jeffries, *Advantages Listening Power: Extensive Listening Vocabulary Building, Skill Skills, Listening Faster*. (USA: Pearson Education, 2007), p. 70

²³H. Douglas Brown, *Teaching by Principles*, (San Francisco: San Francisco State University,2000), p. 308

²⁴ Thomas S.C. Farrel,*Planning Lesson for a Listening Class*, (Singapore: SEAMEO Regional Language Cetre, 2002), p. 1

text.²⁵ It means that asking questions is effective way to more comprehend what the content of the text is being read.

5. Listening Skills Measurements

To know how far the students' Listening skill should be measured use the assessment of Listening skill. There are many kinds of questions of Listening skill they are:²⁶

a. Pronominal Question, Imperatives.

The questions ask students to write a response that might be as short as a single word or as long as many pages. Short responses are usually necessary for Listening skills, and these kind of questions are referred to as short answer questions.

b. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these questions the answer is contained within the questions or instructions. Multiple-choice question focuses on detail and more general aspect on the text. The correct answer is not always shorter or longer than the distractor.

c. Transfer Information.

Complete information can be used to determine text Skills. The learners read the text and fill in the diagram with short notes.

It can be interpreted that measurement of Listening can use several types of questions, there are pronominal questions, true/false, and information transfer. Pronominal questions are the form of one single and the answer is written and not too long. In addition true /false is a question

²⁵Ibid., p. 294

²⁶I.S.P. Nation, *Teaching ESL/EFL Listening and Writing*, (New York : Routledge, 2009), p.77-79

consisting of one sentence, and transfer of question information in the form of filling in a diagram.

To know the achievement of Listening Skills ability should be measured by using the assessment of Listening. There are the measurements of Listening Skills related to Grenall and Swan, as follows:²⁷

Table 2.1
The Measurement of Listening Skills

No.	Criteria	Score
1.	Students can deduce the meaning of the text's concepts.	0-25
2.	Students can determine the text's communication goal.	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

B. The Concept of Audio Books

1. The Definition of Audio Books

The short tales' distinguishing characteristics, particularly their modernity, shortness, and diversity, appeal to and engage language learners. As a result, literary methods are used more frequently in short tales to communicate the story, and Audio Book are easier to master Listening Skills.

²⁷ Simon Grenall and Michael Swan, *Effective Listening: Listening Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

According to Upreti, unlike an apoem, a short narrative does not rely on a verse, presentation, or rhymes or topics for its structure. It indicates that Audio Book cater to a wide range of interests and preferences.

A short tale, according to Hills, is a literary narrative that is "shorter than a novel."²⁸ In the other words, a Audio Books is different from a sketch because A brief tale describes an event that occurred to someone.²⁹ It means that the stories are very short to read and usually just tell about something that happened.

The researcher finds that a short tale may be described as a work of fiction or prose with character based on the preceding statement. All levels (beginner to advanced), all ages (young learners to adults), and all classrooms can benefit from the Audio Book.³⁰

2. The Types of Audio Books

There are some types of story that usually used, there are:

a. Descriptive story

It's a narrative that describes a specific person, location, or object.³¹

b. Narrative story

Someone tells a narative story in order to entertain, stimulate emotion or to teach.³²

²⁸Rust Hills, "Writing in General and the Audio Book in Particular", Boston: Houghton Mifflin, 1987, p.1.

²⁹ Ibid, 2.

³⁰ Joan.F, Groeber, *Designing And Using Audio Bookc For listening skill and Language Arts*, New Delhi: Corwin press, 2007, 11.

³¹ Joko Siswanto, et all,*Let's Talk Grade VII for Junior High School (SMP / MTs)*, Bandung: Pakar Raya, 2005, p.130.

³²Bachtiar Bima M., Cicik k, *Let's Talk Grade VII*, (Bandung: Pakar Raya, 2005), p.31

c. Recaunt story

It retells for the purpose of informing or entertaining.³³

In this research, the reseacher use narative story beacause it is suitable story to be given and used in this students' level.

1. The Element of Audio Books

There are five element of Audio Books, as follow:

a. Title

Audio Books titles can serve one or several purposes, the most common of which are as follows:

- 1) For the name of the main character
- 2) To provide a scene, or setting, a story.
- 3) To suggest a major incident.
- 4) To mention several objects that play an important role in the story.
- 5) To give the tone of the story.
- 6) To arouse curiosity.

b. Beginning

The opening paragraphs of a story can have a variety of purposes, one of which is the most common:

- 1) To begin the action of the story, either by incident or by conversation.
- 2) To introduce characters, with descriptions or comments.
- 3) To state or suggest a central idea of the story.
- 4) To tell how the story was written or published.

³³*Ibid*, p.173.

c. Plot

The plot of the story can be described as "what the character likes."

Plots can be classified based on their probabilities in three groups: probable, impossible, or impossible. In realistic fiction, the plot is always possible; in romantic fiction may not be possible or impossible.

d. Character

The character of Audio Books should answer the following questions:

- 1) Are there many or little characters?
- 2) Is the character alive?

There are two ways to show character traits. The first is with author comments, such as when Irving said, "Rip is a simple, kind person," etc. The second is to let characters show their characteristics through their words and actions. This is called the dramatic method.

e. Settings

To confirm the setting of the Audio Books there are some question used to check the completeness of setting as follows:

- 1) Is the time and place of the story clearly stated, or do you deduce it from ordinary cues?
- 2) Is surrounding made clear? Does the author provide a lot of details on the appearance of village roads, interior houses, etc.?
- 3) Are there many descriptions about nature?
- 4) In describing people, do the authors provide their features? Their figure? Their dress?

In some stories, characters or backgrounds are deliberately blurred, as in an image an artist can give us an outline that weakens a dark background, to give a certain atmosphere or move to the picture.³⁴

2. Language of Audio Books

Beyond just delivering the narration, language plays a variety of additional functions in the short tale. For example, in any description of the location, whether it's a lonely chamber or a busy metropolis, the setting will be carefully picked for its links to the subject and the action, and the language (added by symbol and imagery) will have the theme implicit in it. The language will also establish style, indicate the author's tone, be utilized to create atmosphere or mood, and may be employed as a narrative foreshadowing method, will undoubtedly be influenced by the point of view from which the narrative is recounted (since language, style, and tone are all independent of the angle of narration, the point of view selected), and may help to characterize the point-of-view figure.³⁵

3. Characteristics of Successful Audio Books

A successful short narrative will demonstrate a better balanced relationship between the parts as well as the totality, and parts to parts, than is usually found in a novel. Everything must work with the others. Everything enhances everything else, is interrelated with everything else, cannot be separated from everything else - and all this is done perfectly.³⁶

³⁴Benjamin A Heydrick, "*Types Of The Audio Book*", (New York: Blibiolife 2008), p.14-

³⁵*Ibid*, p.4.

³⁶*Ibid*, p. 4.

3. The Function of Audio Books

An Audio Book can show how someone's character. Or a story can show extraordinary circumstances where the character breaks or jolts out of the story line. In rare cases, a story can show how a character loses his This is your final chance to flee. In any event, action in fiction isn't always stagnant. Constant motions, such as people around the urn but not moving, are used to create this effect. To develop characterisation, such behavioural patterns are explained at the start of the tale. Or they're offered towards the end of the narrative as a result of action, which demonstrates what's going on with the characters in the story.³⁷

4. Learning Activity Using Audio Books

In addition to develop Listening ability, the Audio Books can given the positive examples for the social life. Because of that, the teacher needs to choose the stories that are suitable with social situation and condition.

Listening activity strategies;

- a. Initial attitude;
- b. While Listening; (adds remarks, asks questions, challenges/evaluates nonverbal replies).
- c. After Listening (students initiated response/action).³⁸

5. The Procedures of Listening Learning Using Audio Books

Generally, the steps for presenting the Audio Book are;

³⁷Rust Hills, "Writing in General. ", p. 9.

³⁸Parter Grappy and Margaret Hughes, *The Development of Independent Listening Support Explained*, (Philadelphia: University Pres, 1999), p.20

- a. Opening usually begins with the words like “Once upon a time ”or”One day”
- b. Introducing the characters of the story by mentioning the names or showing the pictures of characters.
- c. Mentioning the place and time of events.
- d. The teacher pronounces the name of characters and the key words then the students follow him/her.
- e. Telling the main events part. These can be done several time in question form. It is to check the students understanding.
- f. Giving the conclusion at the end of story.
- g. Closing by asking the students about the content of story or asking for the story according to their opinion.³⁹

6. Benefits of Using Audio Books

According to Pinter, the story is often considered giving the advantages and it is the famous authentic activity for the beginner.⁴⁰ By using story, the learners can learn the language, especially in Listening. Besides that, for the teacher this activity can be used as the pleasure of teaching language.

The benefit Audio Books are ;

- a. Audio Books enrich learners’ vocabulary.
- b. Audio Book are energizing and can aid in the development of good attitudes toward foreign languages.

³⁹ Kasihani K.E, Suyanto, *English For Young Learner*, (Jakarta: Bumi Aksara 2007), p.127-128.

⁴⁰Pinter, A, *Teaching young languagelearners*, (Oxford: Oxford University Press 2006), p.6.

- c. Audio Books can develop the imagination of students.
- d. Audio Books can also improve students' speaking skill.
- e. Audio Books helps students to write more creatively.

C. Action Hypothesis.

Base on the theoretical review, the writer formulates hypothesis; "The use of Audio Books can improve listening skills ability and learning activity among the eighth graders of SMP N 2 Rumbia"

CHAPTER III

RESEARCH METHODOLOGY

A. Variables and Definition of Operational Variables

1. Variables of Research

In this study, there are two categories of variables: independent and dependent variables. The independent variable in this study is a brief story that was utilized to assist students improve their listening Skills abilities in a straightforward manner. This material is helpful in ensuring that pupils get the primary topic of each paragraph.

The dependent variable of this research is Listening is one of the four language skills that students must learn in order to extract information or gain a sense of what the researcher is trying to say from the text.

2. Definition of Operational Variables

An operational definition is one that is based on the characteristics of the items being specified. It can be measured or observed. Meanwhile, variable can be define as an attribute of a person or a subject which varies from object to object.⁴¹ According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.⁴²

Based on the statement, the definition operational of the variable in this research are:

⁴² Allen Rubin & Earl R Babie, *Essential research Method for Social Work*, (Engaged Learning: United State of America,2010), p.70.

a. Dependent Variable

The dependent variable is the one that the independent variable has an effect on. It is the consequence or effect of the independent variable's influence. Listening Skills was used as a dependent variable in this study to help students improve their listening Skills in a fun way. It is intended that pupils would not find studying English to be tedious. This technique can help pupils improve their listening Skills in the classroom.

The data was then gathered by the researcher utilizing a ten-item multiple choice exam. The indicators of this variable are:⁴³

- 1) Students can recognize the key theme of the text and answering the question well.
- 2) The pupils are able to determine the text's communicative aim.
- 3) The students are able to comprehend in forming words and building English sentences.

b. Independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is Audio Book media. There are some of indicators that indicate the students be able to achieve the objectives of this strategy as follows:

The students are able to read and comprehend the story.

- 1) The pupils can discuss the story's characters.
- 2) Based on the tale, the students are able to respond to the question.

⁴³Joan F. Groeber, *Designing And Using Rubric For Listening and Language Arts*, (New Dehli:Corwin press, 2007), P30

B. Setting of The Research

Classroom action research was conducted at SMP Negeri 2 Rumbia.. The setting of the research in 41 Batangharjo, Kec. Batanghari, Kab. Lampung Timur.

C. Subject of the Research

The students are the focus of this study of the tenth grade of SMP Negeri 2 Rumbia.. The data can be seen below:

Table 3.1
The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	VIII	0	26	26

Based on the table above, there are 26 female students at the eighth grade. The only a class that all of students are female.

D. Action Plan

1. Classroom Action Research

Action research, according to McNiff and Whitehead, is a type of inquiry that allows practitioners all over the world to explore and assess their work.⁴⁴

Furthermore, Action research, according to Ary, is based on the idea that local conditions vary considerably and that answers to many problems

⁴⁴Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (London: Saga publications, 2006), 7.

cannot be found in general truths that neglect local circumstances.⁴⁵ It means that researcher focus on the use of action research in education.

Meanwhile, Patrick defines Action research is also known as a phrase, a method, an inquiry, an approach, a flexible spiral process, and a cyclic process.⁴⁶ It means that action research is reflection to use to review the previous action and plan the next one.

From several theories, it can be inferred that the classroom action research is a dynamic process that has our aspects, action, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) comes in a variety of forms, but the researcher in this study used O'leary's research design. According to O'leary action research is a cyclical process that takes shape as knowledge emerges.⁴⁷ This phase can be seen by following figur:

⁴⁵Donald Ary, *Introduction to Research in Education 8th Edition*, (Wadsworth: Cengage Learning,2010, 2006), 512.

⁴⁶Patrick J. M. Costello, *Action Research*, (British: Library Cataloguing-in-Publication Data, 2003), 5.

⁴⁷Zina O'leary, *Doing The Essential Guide To Doing Research*, (London: SAGE Publications, 2004), 140.

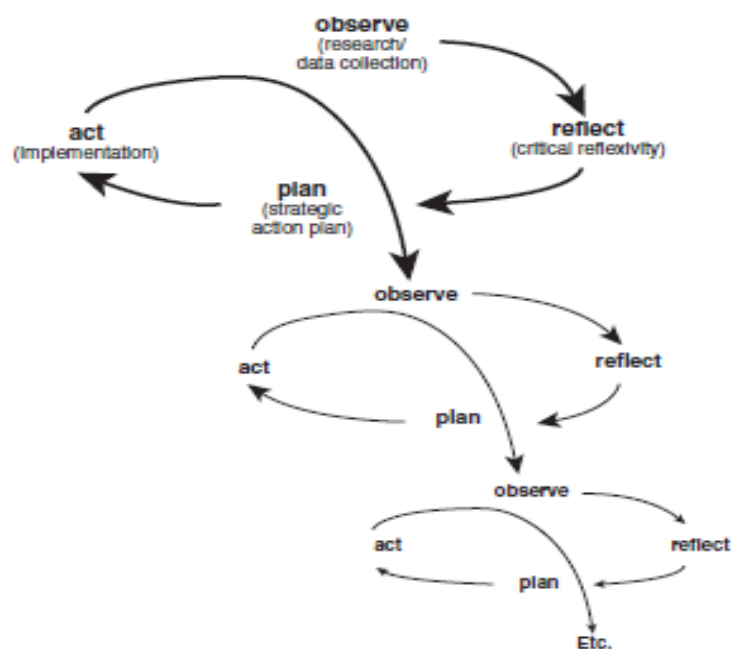


Figure 3.1. Zina O'leary⁴⁸

This figure describes the sequence of the research which is proceeding by planning, following by action, observation, and reflection that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle cannot be achieve or there may be found new problem, so it was continued and resided in the next cycle that have same phase on the first cycle.

The researcher performed classroom action research in this case. tenth grade at SMP Negeri 2 Rumbia..

2. The steps in the research

There are four steps in cycle. They are planning, action, observation, and reflection, if the first has failed and the cycle must review again in the

⁴⁸ Ibid, 141.

second cycle and so on that can be illustrate by like this procedures as follows:

a. Cycle 1

1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in listening that occur in the classroom and concluding the finding in preliminary study. Then the researcher was prepared some plans to conduct the classroom. They are the following:

- a) The researcher prepares the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.
- b) The researcher prepares learning resource for students. The researcher determines the strategy to be applied in acting phase. In this case, the researcher uses random textstrategy to improve listening Skills.
- c) The researcher prepares observation format and also evaluating format to evaluate the student's activity after learning process.
- d) The researcher designs the criteria of success.

2) Action

In the second phase, the researcher collaborated to implement the action that has been arranged in planning phase.

These activities are implemented on the following step:

a) Pre-teaching activity

- (1) The researcher starts the lesson by greeting the students.
- (2) The researcher and students pray together.
- (3) The researcher checks students' attendance.
- (4) The researcher informs to the students about the competence, the indicator and the objectives that should be achieve.

b) While-teaching activity

- (1) The researcher explains the characteristic of Audio Book that usually begins with the words like ‘ Once upon a time..’ or “One day..”.
- (2) The researcher Introduces the characters of the story by mentioning the names of characters.
- (3) The researcher and the students discussion the setting of Audio Book that include the place and time.
- (4) The researcher pronounces the name of characters and the key words then the students follow him/her.
- (5) The researcher and students discussion the main event of Audio Book part by part by asking the question to student.

- (6) The researcher gives the conclusion of Audio Book.
 - (7) The researcher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.
- c) Post teaching activity
- (1) The researcher and the students finish up the learning subject conversation.
 - (2) The researcher and the students wrap up the discussion on the learning topic.
 - (3) The researcher greets the students in end of the meeting.
 - (4) After giving treatment in cycle 1, the researcher gives the post-test. The instrument which is giving to the students has different type from the instrument which is giving in the pre-test.
- d) Observation

In the third phase, the researcher investigate the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher also collects the data from the post test and result of student's activity. The researcher observes the overall activities to find out the effectiveness of learning process which have be occurs and the result is concluding and discussing in reflecting phase.

e) Reflection

In the fourth phase, the researcher tries to see and think again something that researcher has done. It also to know whether there is influence to the students' learning process. By reflecting, the researcher can get information the strength and the weakness from the action that the researcher has been done. If the researcher still find the problems, the researcher will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-Planning

When the researcher discovers the problem in the first cycle, this is the first phase, the researcher repairs the problem in the next cycle. It is explained as a follow:

- a) The researcher analyses the reflection result to obtain the solving problem.
- b) The researcher revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.
- c) The researcher rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Action

In the second phase of cycle two, the researcher applies the same steps in previous cycle, but the researcher applies the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

- (1) The researcher greets the students at the start of the class.
- (2) The researcher and students prays together.
- (3) The researcher checks student's attendance.
- (4) The researcher informs to the students about the competence, the indicators and objectives that will be achieve.

b) While teaching activity

- (1) The researcher explains the characteristic of Audio Book that usually begins with the words like ‘ Once upon a time..’ or “One day..”.
- (2) The researcher Introduces the characters of the story by mentioning the names of characters.
- (3) The researcher and the students discussion the setting of Audio Book that include the place and time.
- (4) The researcher pronounces the name of characters and the key words then the students follow him/her.

(5) The researcher and students discussion the main event of Audio Book part by part by asking the question in the student.

(6) The researcher given the conclusion of Audio Book.

(7) The researcher closes the learning process by asking the students about the content of story or asking for the story according to their opinion.

c) Post teaching activity

(1) The researcher provides positive reinforcement or feedback to the pupils.

(2) The researcher and students concluded the learning topic that have been discussed.

(3) The researcher greets the students in the conclusion of the conference

3) Observation

In the third phase, the researcher investigate the students' activity, their participations, class situation during learning process, and researcher performance by using structure observation form and made note the overall activities. Furthermore, the researcher additionally gathers data from the post-test as well as the outcome of the students' activities

4) Reflection

In the fourth phase, the researcher discusses and analyses about the data that have been collected from all the activities from

the acting phase until observing phase to find out whether the implementation of card sort run successful or unsuccessful in the second cycle and also compare the students' improvement from cycle one until cycle to find out the students' achievement. If there is find good improvement based on the criteria of success that have determine before, the researcher did not continue the action in next cycle.

E. Data Collection Techniques

The data was collected by using method as follows:

1. Test

The researcher utilized a listening test to obtain data on the impact of Audio Book on students' listening Skills. Listening Skills is measured by researchers using a pre- and post-test.

After the treatment, the student has a post-test. The form and the procedure of the post-test are the same as pre-test. In this case, the researcher conduct the test in order to know the listening skill of the eighth grade of SMP Negri 2 Rumbia.. The test includes of pre-test and post-test. Both of the tests are in form of asking the students' to read the text.

2. Observation

Additionally gathers information from the post-test and the outcome of the students' activities⁴⁹ It means that observation is a data

⁴⁹Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (Noida: Gopsons Papers Ltd, 2006),p.58.

collection strategy in which the activities of subjects are visually examine. In this research the researcher was observed the learning process of the eighth graders of SMP Negri 2 Rumbia..

3. Documentation

Documentation may pertain to specific persons, such as school records and reports concerning students, or it may pertain to larger "macro" concerns, such as one of Her Majesty's Inspectorate reports on the physical condition of schools, it can have a number of features.⁵⁰It means that documentation is note of information in the form of documentation. The resarcher usedthis method to get data about the eighth graders of SMP Negri 2 Rumbia..

4. Field Note

Field note is observation instrument used in CAR to keep a written record of what happens during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.

F. Data Collection Instrument

1. Listening Test

To identify the students' listening ability of the tenth grade of SMP Negri 2 Rumbia., the researcher was apply the listening test. The itself consist of the intruction to students to read Audio Book properly and correctly. The researcher used listening test as a data collection instrument

⁵⁰Ibid,273.

to measure students' listening ability of the students about the topic of listening subject.

Furthermore, the researcher measured the test consists pre-test and post-test. Finally, the researcher gave students instructions to read Audio Book. Every student must read the story properly. After that, the researcher explains about Audio Book. Last but not least, the researcher gives an instruction to read Audio Book one more time and complete several question about Audio Book of multiple choice to know the student improvement of student ability in listening test.

2. Observation Sheet

In order to observe the learning activity and each cycle, the researcher used an observation sheet. It is used to observe the following items:

- a. The students' attention on the teacher's explanation.
- b. The students' activeness in asking and answering the question.
- c. The students' activeness in whole class activity.
- d. The students' ability in doing the task from the teacher.
- e. The students' activeness in the group activity.

3. Documentation Sheet

The researcher used the documentation sheet to complete the research information about:

- a. The history of SMP Negeri 2 Rumbia..
- b. The vision and mission of SMP Negeri 2 Rumbia..
- c. The condition teachers and officials employees in SMP Negeri 2 Rumbia..

- d. The quantity of the students of SMP Negeri 2 Rumbia..
- e. The condition of building and the sketch of SMP Negeri 2 Rumbia..
- f. The organization structure of SMP Negeri 2 Rumbia..
- g. The writing worksheet, course overviews and classroom materials of the students at SMP Negeri 2 Rumbia SMP Negeri 2 Rumbia.

4. Field Note Sheet

The data from the study is supported by the field note. Its purpose is to document the teaching and learning process. The field note contains some observations on student behavior during the teaching-learning process, as well as the research's shortcomings and difficulties. As a result, the researcher can track the pupils' improvement in their writing abilities. The teaching and learning process is then described in depth, including classroom situations, classroom management, classroom contact, classroom interaction between instructor and students, and classroom interaction between students and students.

G. Data Analysis Method

Data analysis technique was used by taking the average score and the percentage of the pre-test and post-test. The researcher used a statistical technique. In scoring the test, the students score is counted with the following formula:⁵¹

⁵¹Timothy C Urdan, *Statistics in Plain English, Third Edition*. (Hoboken: Taylor & Francis, 2010), 14.

$$\bar{X} = \frac{\sum X}{n}$$

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual score

N = The number of score in the sample

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:⁵²

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, The researcher compared the pre-test and post-test results to determine the outcome. The result was at least 70 points higher than the school's minimal criterion.

H. Indicators of Success

The indicator of students successful in English listening ability of using Audio Book media can be seen in the criteria of students improvement in learning process as a result follows:

⁵²Neil A Weiss, *Introductory Statistics* (Boston, MA.: Addison-Wesley, 2012),41.

The research categorized successful if 77% of the students can achieve the passing grade of English subject that is 70. In addition, 77% of the students are active in learning process.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

The general description of a research location intended as complementary data, subjectively certainly pays attention to some important things related to the condition of the school. These are the history of the school, the geography of the school, the condition of the school building, and the organizational structure of the school.

a. History of SMP N 2 Rumbia

This classroom action research was conducted at SMP N 2 Rumbia that is located at Jl.Tugu Ijo Nomor 1 Binakarya Putra, Rumbia, Lampung Tengah, Lampung. SMP N 2 Rumbia was built in 1997, and received the oprational permission in the same year.

The condition of SMP N 2 Rumbia was upgrading. The latest information data indicates the accreditation of this school is B. Which means that the condition of the school moves better than before. The number of students was increasing from year to year, and the number of teachers was increasing as needed. Also, facilities and infrastructures were more sufficient. The establishment and development SMP N 2 Rumbia could not be separated from all of

the principals that had led this school. The principals that had been led this school are:

- a) Hasyim As'ari, S.Pd. (2016 – 2018)
- b) Sahad Pangidowan Wijiono, S.Pd. (2018 – Present)

b. Teacher and Official at SMP N 2 Rumbia Center Lampung

Teacher and Official at SMP N 2 Rumbia, the numbers of teachers and official employers in SMP N 2 Rumbia Centre Lampung in the academic year of 2022/2023 are that can be identified as follows:

Table 4.1

**The Teacher and Official at SMP N 2 Rumbia Centre Lampung
in The Academic Year of 2022/2023**

NO	NAME	OCCUPUTION
1	Sahad Pangidowan Wijiono, S.Pd.	Headmaster
2	Ahmad Masruri, S.Pd	Teacher
3	Rijal Ertanto L, S.Pd	Teacher
4	Niswatul Khoiroh, S.E	Teacher
5	Abdul Mutholib, S.A.P	Teacher
6	Suci Rahmawati, S.Sy	Teacher
7	Hasan Basri, S.Pd	Teacher
8	Ahmad Masruri, S.Pd	Teacher
9	Muhamad Kholid, S.Pd	Teacher
10	Irmayani, S.Pd	Teacher
11	Muhammad Yusuf khoirudin, S.Pd	Teacher

NO	NAME	OCCUPATION
12	Novian Kemiliano, S.Pd	Teacher
13	IinWahyuni, S.Pd	Teacher
14	Hendra Rizkiya, S.Pd	Teacher
15	DikiPangestu, S.E	Official Employe

Source: Documentation of The Profile of SMP N 2 Rumbia Centre Lampung 2023.

c. The Quantity of the Students SMP N 2 Rumbia

There are 126 students of SMP N 2 Rumbia. The seven graders consist of two classes with 52 students. The eight graders consist of two classes with 47 students, and the nine graders consist of one classes with 27 students. The quantities of the students at SMP N 2 Rumbia that could be identified as follows:

Table 4.2

Students Quantity of SMP N 2 Rumbia In The Academic Year 2022/2023

VII	VIII	IX	The total of the class VII + VIII + IX
52	47	27	126

Source: Documentation of The Profile of SMP N 2 Rumbia Centre Lampung 2023.

d. The Shcool Identity and The Map of of SMP N 2 Rumbia.

School Identity of SMP N 2 Rumbia

Number of School : 10801872

Name of School : SMP N 2 Rumbia

Adress : Jl.Tugu Ijo Nomor 1 Binakarya Putra, Rumbia,
Center Lampung, Lampung.

Postal Code : 34157

Email : smpn2rumbialamteng@gmail.com

e. The Building of SMP N 2 Rumbia

The facilities of SMP N 2 Rumbia Centre Lampung are 1 Headmaster, 1 teacher room, 5 classrooms, and the etc, can be seen on the table below:

Table 4.3

Building of SMP N 2 Rumbia Centre Lampung in The Academic Year 2022/2023

No	Names of Building	Total
1	Headmaster Room	1
2	Teacher Room	1
3	Classroom	5
4	Administration Room	1
5	Students Council	1
6	Computer Laboratorium	1
7	Library	1
8	Mosque	1
9	Art room	1
10	Canteen	1
11	Kitchen	1
12	Toilet	4
13	Student Parking Area	1

Source: Documentation of The Profile of SMP N 2 Rumbia Centre Lampung 2023.

2. The Description of Research Data

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consist of two meetings and each meeting takes 2x45 minutes. Each cycle comprised of planning, action, observation and reflection. In relation to manage the class the researcher made lesson plan. The action of this research was done by using short srory to improve the students' listening skills.

a. Pre-Test

The researcher conducted a pre-test on Monday, May 05th, 2023. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their Listening Skills before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choice consisted 10 items. Then, the students' pre-test results of the students' as follow:

Table 4.4
The Students' Listening Skills Pre-Test Result

No	Name	MMC	Score	Note
1	AFZ	70	60	Incomplte
2	AZ	70	50	Incomplte
3	CT	70	80	Complete
4	FN	70	50	Incomplte
5	GW	70	40	Incomplte
6	IN	70	50	Incomplte
7	LS	70	70	Complete
8	NDN	70	50	Incomplte
9	MDN	70	40	Incomplte
10	MAH	70	40	Incomplte
11	NS	70	50	Incomplte
12	NAQ	70	50	Incomplte
13	NFN	70	70	Complete
14	ROF	70	50	Incomplte
15	RLN	70	40	Incomplte
16	SLM	70	40	Incomplte
17	SK	70	40	Incomplte
18	SZL	70	70	Complete
19	WMA	70	60	Incomplte
20	YMP	70	50	Incomplte
21	ZSN	70	50	Incomplte
22	ZS	70	40	Incomplte
23	ZA	70	40	Incomplte
24	ZAA	70	50	Incomplte
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			1370	
Average			53	
Highest Score			80	
Lowes Score			40	

Source: The pre-test result of Listening Skillstenht graders of SMP N 2 Rumbia Centre Lampung, Monday, May 5th, 2023.

Based on the table above, it can be seen that 6 from 20 students were complete, besides 20 students were incomplete. The average from the data was 57. To know about percentages' from the score of pre-test can be seen on the table as follows:

Table 4.5
The Frequency of Student's Grade in Pre-Test

No	Grade	Frequency	Percentages	Explanation
1	≥ 70	6	23 %	Complete
2	< 70	20	77 %	Incomplete
Total		26	100%	

Source: The pre-test result of Listening Skillstenth graders of SMP N 2 Rumbia Centre Lampung 2023.

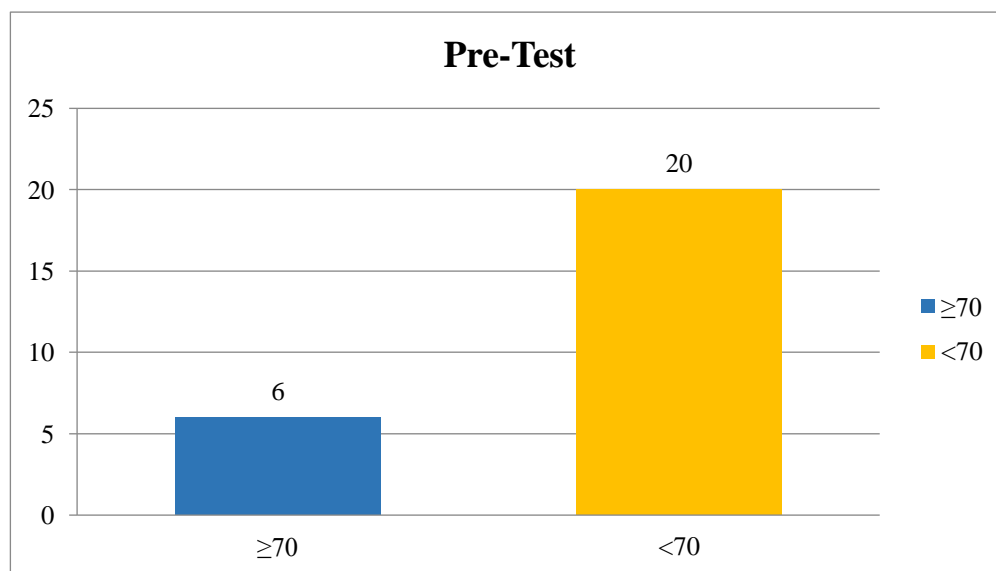


Figure 4.3 The Percentage of the Students' Grade Pre-test

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP N 2 Rumbia Centre Lampung was 70. It can be seen that only 6 students (23%) got score up to the standard, and then 20

students (77%) got score less than the standard. That is the reason the researcher used Audio Book to improve the student's listening skills.

b. Cycle 1

1) Planning

Based on the result pre-test score, the researcher has identified and found the problems after taking the student's pre-test score. After that, the researcher prepared several things related to the teaching and learning process in the classroom such as English subject lesson plan, the material, and the observation sheet that contains about list of students' name and their learning activities and evaluation.

2) Acting

a) The First Meeting

The first meeting was conducted on , May 5th 2023, and was followed by 26 students. The meeting was started by praying, greeting, checking student's attendance lists, giving motivation, and asking about student's conditions.

At first, the researcher explained about Audio Book to students, how to apply Audio books. Then, the researcher gave the students a Audio Book, a narrative text titled "Frog and Mouse". The researcher explains the characteristic of Audio Book that usually begins with the words like ' Once upon a time..' or "One day..". The researcher pleased the students to

listen carefully. After that, the researcher gives some questions to students, What is the story about? Students also answer that A story about the frog and the mouse. Who is the main character of the story? The students implied that the story tells about “An accident happened to the frog and the mouse”. The researcher and the students discussed the setting of the audio books, the researcher asked the students: “where did the incident occur?” the students answered: “ in the hole and under the water“. the researcher repeats the characters and keywords and then asks students to follow. The researcher and the students discuss the main event part by part asking the students: “why did the frog and the mouse found died up on the air?” The students replied : “ because The Hawk put them there up on the tree .”. The researcher also gave a conclusion from the story "that Don't be a rude friend", then the researcher asked the students for opinions about the story that had been explained. Students answered “ this story is a very good Sir, because gives a good moral message that is not to be ungodly".

Then, the researcher closed the teaching learning process by greeting the students.

b) The Second Meeting

The second meeting was conducted on Wednesday, May 10th 2023 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking the attendance list and asking the students' condition.

At first the researcher explained about Audio Book to students, how to apply Audio books. Then, the researcher gave the Audio book of the audio books, a narrative text titled "Frog and Mouse". The researcher explains the characteristic of Audio Book that usually begins with the words like 'Once upon a time..' or "One day..". The researcher asked the students to imagine the story about, after that the researcher gave some questions to the students, how many characters in the story, the students also answered there are 3 characters, the first was The Frog, second one is The Mouse, and then The Hawk. The researcher and the students discussed the setting of audio books. The researcher asked the students : "where did the event occur? The students answered : "in a deep forest". The researcher repeats the characters and keywords and then asks students to follow. The Researcher and the students discuss the main event part by part by asking the students : "How does the Frog kill the Mouse?". The students replied : "He tied his foot and the mouse's foot together, and then he

jumped right back into the water without untying the rope". The researcher gave the conclusion of the story "Don't be a rude friend, never". Then the researcher asked for opinions from students about the story that was explained. Students also answered "this story very good Sir, as always. Because it gives a good moral message which doesn't ever promise if you can't keep it".

The next activity was closing, the meeting ended with greeting.

c) Post-Test I

Post-Test I was conducted on Wednesday May 10th 2023. The researcher gave post-test I with similar task on pre-test before. The researcher gave listening test for students. There were 10 multiple choice. The students' post-test I result can be seen as follow :

Table 4.6**The Students' Listening Skill IsPost-Test I Result in Cycle I**

No	Name	MMC	Score	Note
1	AFZ	70	70	Complete
2	AZ	70	60	Incomplte
3	CT	70	80	Complete
4	FN	70	80	Complete
5	GW	70	50	Incomplte
6	IN	70	60	Incomplte
7	LS	70	70	Complete
8	NDN	70	60	Incomplte
9	MDN	70	50	Incomplte
10	MAH	70	50	Incomplte
11	NS	70	70	Complete
12	NAQ	70	70	Complete
13	NFN	70	70	Complete
14	ROF	70	60	Incomplte
15	RLN	70	50	Incomplte
16	SLM	70	50	Incomplte
17	SK	70	50	Incomplte
18	SZL	70	80	Complete
19	WMA	70	80	Complete
20	YMP	70	60	Incomplte
21	ZSN	70	60	Incomplte
22	ZS	70	50	Incomplte
23	ZA	70	50	Incomplte
24	ZAA	70	60	Incomplte
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			1.630	
Average			63	
Highest Score			80	
Lowest Score			50	

Source: the result of students Listening Skills post-test I cycle I on Wednesday, May 10th 2023.

Table 4.7
The Frequency of Students Grade in Post-Test I

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	11	42%	Complete
2	< 70	15	58%	Incomplete
	Total	26	100 %	

Source: The result of post-test I at SMP N 2 Rumbia on Wednesday, July 10th 2023.

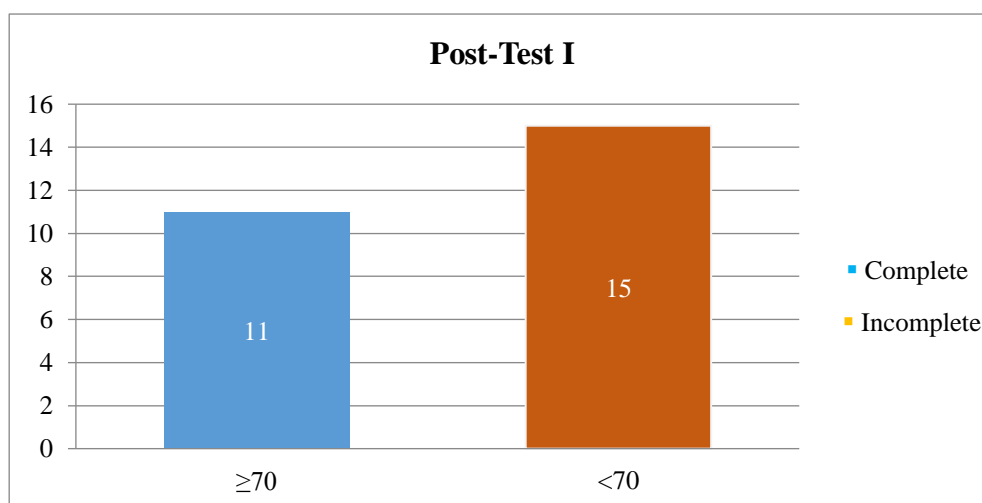


Figure 4.4 The Percentage of the Students' Grade Completeness on Post-test I

Based on the table, it could be inferred that there were 11 students (42%) who passed the post-test I and 15 students (58%) who failed the post-test. The highest score was 80 and the lowest score was 50. Based on the post-test I results, the researcher calculated the average grade that is 63. The criterion of students who successful in mastering the material was students who got minimum mastery criteria of subject English is 70. Then, 60% students could achieve the improvement score above 70.

3) Observing

The observation was done by researcher during teaching and learning process. The researcher observed the student's learning activities at classroom.

Table 4.8
Table of Result Student's Activities Cycle I

No	Student's Activities	Frequency	Percentages
1	Read and comprehend the story	20	77%
2	Mention the characters of the story	15	57%
3	Answer the question based on the story	17	65%
Total		199%	
Average Percentage		66%	

Source: the result of student's activities Cycle 1 on Wednesday, July 10th 2023.

Based on table student's activities, it could be concluded that there were 19 students (77%) are able to read and comprehend the story. 9 students (57%) are able to mention the characters of the story and 14 students (65%) are able to answer the question based on the story.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher Used and calculated all the processes like students' pre-

test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follows:

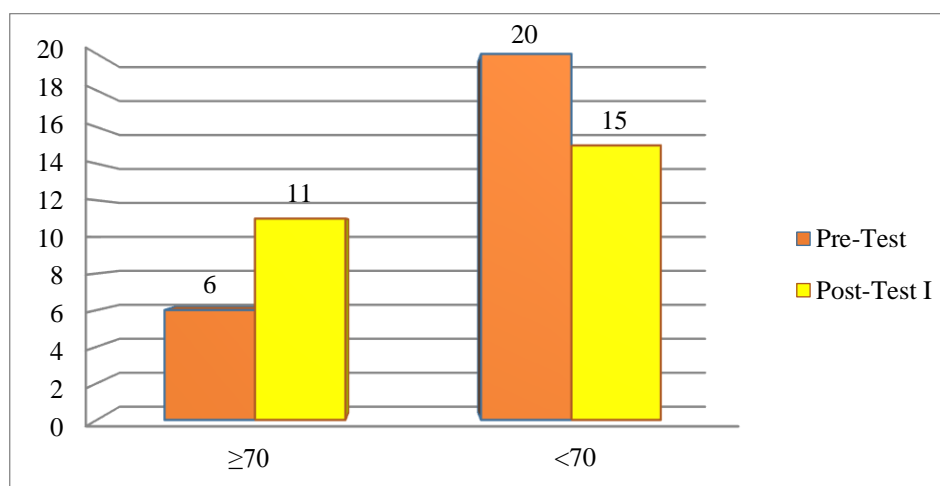
Table 4.9
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

	Low Score	High Score	Total Score	Average Score
Pre-Test	40	80	1370	53
Post-Test I	50	80	1630	63

Table 4.10
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

No	Description	Test	
		Pre-Test	Post-Test I
1	Complete	6	11
2	Incomplete	20	15
Total		26	26

Then, the graph of comparison students' Listening Skills based on the result of pre-test and post-test I in cycle I could be seen as follow:



Figur 4.6 The Comparison of Percentage of the Students' Grade Completeness based on Pre-test and post-test I

The table and the graphic above, in pre-test it could be seen that total from 26 students, it could be concluded that 23% or 6 students were able to achieve the minimum mastery criteria that is ≥ 70 . Then the students who did not achieve the minimum mastery criteria were 77% or 20 students among interval < 70 . In post-test I, it could be concluded that 42% or 11 students among the interval ≥ 70 students, was complete the minimum mastery criteria. Then those who were not able to achieve the minimum mastery criteria were 58% or 15 students among interval < 70 . The average grade of pre-test was 57 and average grade of post-test I was 63. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful. Because of the indicator of success could not be achieved yet that was 70% of the total students must pass the criteria.

Regarding to the result of student's post-test I grade and the observation of student's learning activities in cycle I it caused of give a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they get difficulties to answer the question and some students achieved failure in test of cycle I. Therefore, the researcher had to continue in cycle II which consists of planning, acting, observing, and reflecting.

c. Cycle 2

1) The First Meeting

a) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, student's attendance list.

b) Acting

The first meeting in cycle II was conducted on Monday May 5th 2023. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. the topic of this meeting is the teacher given example of audio books.

The topic of this meeting about Audio Bookto students, how to apply Audio books. Then, the researcher gave the text

of the students' audio books, a narrative text entitled "Roro Jonggrang". The researcher explains the characteristic of Audio Book that usually begins with the words like 'Once upon a time..' or "One day..". The researcher asks the students to remember the traditional story first, after that the researcher gives some questions to students, how many characters in the story. Students also answer that there are 2 characters first, Roro Jonggrang who has the character "good manners, not keeping promises" and Bandung Bondowoso who characterized as "gallant, powerful, arrogant, arrogant, and cruel". The researcher and the students discussed the setting of audio books, the researcher asked the students : "where did that event take place?. The students answered "in the Kingdom of Java". the researcher repeats the characters and keywords and then asks students to follow. The Researchers and the students discuss the main event part by part by asking the students : "How does roro jonggrang fool the jin bondowoso?" students replied : "roro jonggrang hit mortar and burned straw to fool the john bondowoso". The researcher also gave a conclusion of the story "do not breaking promises", then the researcher asks students for opinions about the story that has been explained. Students answered "this story is very good sir,

because it gives a good moral message that is never give any promise if you can't keep it” .

The next activity was closing, the meeting ended with greeting.

2) The Second Meeting

a) Planning

The researcher prepared several things in the teaching and learning process such as lesson plan, students attendance list, text narrative.

b) Acting

The second meeting in cycle II was conducted on Wednesday, May 17th 2023. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. The researcher giving some explanation more about audio books.

The topic of this meeting about Audio Book to students, how to request Audio books. Then, the researcher gave the text of the students' audio books, a narrative text titled " The Boy Who Cried "Wolf ". The researcher explains the characteristic of Audio Book that usually begins with the words like ' Once upon a time..' or "One day..". The researcher asked the students to read first, after that the researcher gave some questions to the students, how many characters in the story, the

students also answered there are 3 characters, the first The Shepherd who had the character "rascal" and the villagers with the character of "very kind", and also the wolf with the character of "wild". The researcher and the students discussed the setting of audio books. The researcher asked the students :”where did the event occur?”. The students answered "in the grass field". The researcher repeats the characters and keywords and then asks students to follow. The researchers and the students discuss the main event part by part by asking the students : “Why does The boy shouted for help?”. The students answered, because his wants to trick the villagers”. The researchers gave conclusion from this story "We must not trick anyone for many times, because when the things really happen to us no one will believe it", then researchers ask opinions of students about the story that has been explained. Students answered “this story is very good Sir, because it gives a good moral message that is we must always help to help”. The next activity was closing, the meeting ended with greeting.

Table 4.11**The Students' Listening Skills Post-Test II Result in Cycle II**

No	Name	MMC	Score	Note
1	AFZ	70	80	Complete
2	AZ	70	80	Complete
3	CT	70	90	Complete
4	FN	70	80	Complete
5	GW	70	60	Incomplte
6	IN	70	80	Complete
7	LS	70	80	Complete
8	NDN	70	80	Complete
9	MDN	70	60	Incomplte
10	MAH	70	70	Complete
11	NS	70	80	Complete
12	NAQ	70	80	Complete
13	NFN	70	80	Complete
14	ROF	70	70	Complete
15	RLN	70	60	Incomplte
16	SLM	70	60	Incomplte
17	SK	70	70	Complete
18	SZL	70	90	Complete
19	WMA	70	90	Complete
20	YMP	70	70	Complete
21	ZSN	70	80	Complete
22	ZS	70	70	Complete
23	ZA	70	60	Incomplte
24	ZAA	70	80	Complete
25	ZAN	70	80	Complete
26	ZAS	70	80	Complete
Total			1.960	
Average			75	
Highest Score			90	
Lowest Score			60	

Source: The result of post-test II at VIII of SMP N 2Rumbia on Wednesday, May 17th 2023.

Table 4.12
The Frequency of students' Grade in Post-test II

No	Grade	Frequencies	Percentage	Explanation
1	≥ 70	21	81%	Complete
2	< 70	5	19%	Incomplete
	Total	26	100 %	

Source: The result of post-test II of Tenth grade at smp N 2 Rumbia Friday, July 23th 2021.

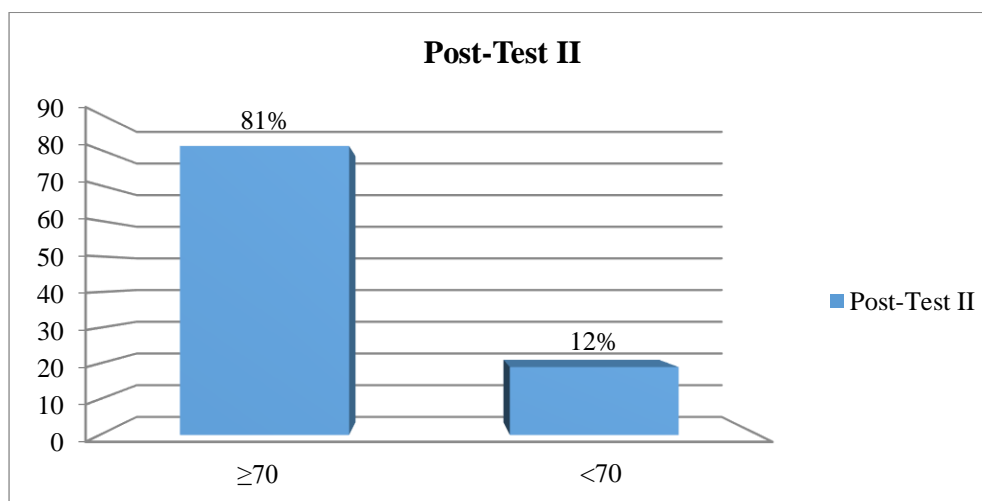


Figure 4.10 The Percentage of the Students' Grade Completeness on Post-test II

Based on the result above, it could be inferred that 23 students (88%) were successful and 3 other students (12%) were not successful. Based on the post-test II results, the researcher calculated the average grade that is 76. It was higher than post-test I in cycle I.

c) Observing

The researcher watched the teaching and learning process.

The researcher observed the pupils' learning activities in the classroom:

Table 4.13
Table of result student's activities cycle II

No	Student's Activities	Frequency	Percentages
1	Read and comprehend the story	23	88%
2	Mention the characters of the story	20	76%
3	Answer the question based on the story	20	76%
Total Students		26	
Average Percentage		80%	

Source: the result of student's activities Cycle II on Friday, July 23th 2021.

In cycle II, the pupils' learning activity was enhanced, as seen in the table above. 26 students (86%) were able to read and grasp the narrative, which was a high percentage of the students' learning activity. 25 learners (or 80%) are able to name the main characters in the narrative. Students are able to answer the question based on the tale in 25 cases (83 %t).

d) Reflecting

The result of learning process in cycle II the researcher analyzed that generally by using Audio Book Media, in Listening Skills was improved.

The researcher and collaborator examined and computed all of the processes, including the student's post-test II grade and observation of student learning activities, at the conclusion of this cycle. The following table compares the post-test I and post-test II grades of pupils.

Table 4.14
The Comparison between Post-Test I Grade and Post-Test II Grade

	Low Score	High Score	Total Score	Average Score
Post-Test I	50	80	1630	63
Post-Test II	60	90	1960	75

Table 4.15
The Comparison of Students' Grade in Post-Test I and Post-Test II

No	Description	Test	
		Post - Test I	Post - Test II
1	Complete	11	21
2	Incomplete	15	5
Total		26	26

Then, the graph of comparison students' Listening Skills post-test I grade and post-test II grade could be seen as follow:

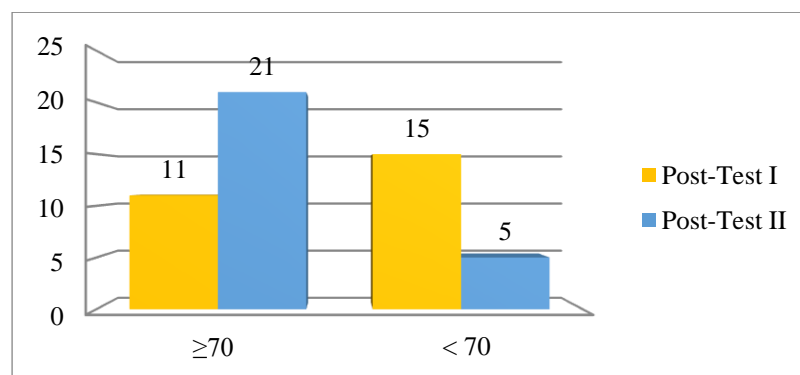


Figure 4.12 The Percentage of Comparison of Students' Grade on Post-test I and Post-test II

Based on the graph above, it can be deduced that 21 students (81%) passed post-test II and 5 students (19%) failed it. There was an improvement between post-test I and post-test II, as can be shown. The average post-test I score is 63, while the average post-test II score is 75. It implies that the research's success indicator was met since 70 percent of the students were able to obtain a grade of 70. The kids' Listening Skills has increased, according to the results.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely

passed the indicators of success. It means that Audio Book Media improve the students' Listening Skills.

B. Discussion

The researcher used Audio Book to make students are able to read the text in learning English and made students mastery Listening Skills. There was an increasing score of the students' pre-test, post-test I and post test II in cycle I and cycle II. This is the result score, as follows:

Table 4.16

The Result Score of Students' Pre-test, Post-test I and Post-test II

No	Name	Cycle I		Improving %	Cycle II		Criteria
		Pre-test	Post-test I		Post test II	Improving %	
1	AFZ	60	70	17%	80	50%	Improve
2	AZ	50	60	20%	80	60%	Improve
3	CT	80	80	0%	90	14%	Improve
4	FN	50	80	60%	80	60%	Improve
5	GW	40	50	25%	60	50%	Improve
6	IN	50	60	20%	80	75%	Improve
7	LS	70	70	0%	80	60%	Improve
8	NDN	50	60	20%	80	60%	Improve
9	MDN	40	50	25%	60	14%	Improve
10	MAH	40	50	25%	70	40%	Improve
11	NS	50	70	40%	80	50%	Improve
12	NAQ	50	70	40%	80	50%	Improve
13	NFN	70	70	0%	80	75%	Improve
14	ROF	50	60	20%	70	29%	Improve
15	RLN	40	50	25%	60	50%	Improve
16	SLM	40	50	25%	60	40%	Improve
17	SK	40	50	25%	70	60%	Improve
18	SZL	70	80	14%	90	75%	Improve
19	WMA	60	80	33%	90	50%	Improve

20	YMP	50	60	20%	70	60%	Improve
21	ZSN	50	60	20%	80	14%	Improve
22	ZS	40	50	25%	70	14%	Improve
23	ZA	40	50	25%	60	50%	Improve
24	ZAA	50	60	20%	80	60%	Improve
25	ZAN	70	70	0%	80	14%	Improve
26	ZAS	70	70	0%	80	60%	Improve
Total		1370	1630	544%	1960	1217%	
Average		53	63	21%	75	47%	

From the increasing each cycle, it could be know that the used of Audio Book media Because the kids were able to read the narrative material, they were able to increase their Listening Skills, they could improve their Listening skill. It can be seen from the average 53 to 63 in cycle I, become 75 in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 70.

Tabel 4.17
Frequency Complete of the Students' Score on Pre-test, Post-test I,
Post test II

Name	Frequency	Percentage	Category
Pretest	6	23%	Complete
Post Test 1	11	42%	Complete
Post Test 2	21	81%	Complete

Source: The result of post-test I at SMP Negeri 2 Rumbia

Based on the explanations for the pre-test, cycle I, and cycle II. The number of pupils who met the standard increased from the pre-test to the post-test I, and from the post-test I to the post-test II. From six students (23%)

in the pre-test to eleven students (42%) in post-test I, and then to twenty-three students (81%) in post-test II.

The students' overall grade and total grade of the students who passed the least improved after the pre-test, post-test I, and post-test II. The researcher determines that the research is effective and that cycle II can be completed because the success indicator of 70% of students obtaining a grade of 70 has been reached.

Table 4.18
The Increasing Result of the students' activities in Cycle I & Cycle II

No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Read and comprehend the story	77%	88%	11%
2.	Mention the characters of the story	57%	76%	19%
3.	Answer the question based on the story	65%	76%	11%
Total		199%	240%	41%
Average		66%	80%	14%

The increasing result of the students' learning activities in cycle I and cycle II are improve. Read and comprehend from 77% become 88%, mention the characters of the story from 57% become 76%, The students are able to answer the question based on the story from 65% become 76%. The result of students' activities in cycle I and cycle II, there are improvement in students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the used *Audio Book*, there was an improvement in the teaching and learning process of listening as well as the students' listening skills. The findings of the research in Cycle 1 and Cycle 2 were presented below:

1. The implementation of the *Audio Book* improved students' Listening Ability. It helps the students read strategically and allowed them to have practices, identify meaning and function of the sentence.
2. The implementation of the *Audio Book* improved students' learning activity. The students were encouraged to be active in giving their ideas. They discussed their Listening and used the media to find out the contents in the story such as the title, beginning, plot, characters and settings to understand the text.

B. Suggestion

In light of the foregoing results and consequences, several recommendations are made to the English instructor, students, and other scholars.

1. To English Teachers

It is suggested that teachers use *Audio Book Media* in teaching English, particularly in Listening, so that students can improve their ideas in class and understand the material delivered by the teacher. This will automatically increase student motivation in the learning process and

encourage them to try their hardest to accept the material taught by the teacher. They should also think about the text's theme, which has an impact on pupils' Listening excitement.

2. To the Students

Students must regulate their emotions in order to have a positive attitude toward English classes. They must understand what is most significant in order to comprehend the content. Consistently exercising and equipping themselves with the proper Listening strategy will help them better grasp the material and expand their vocabulary. They should also take a more active role in the teaching and learning process. They should also be able to manage their time to work in couples, groups, or alone.

3. To Other Researchers

This study focuses solely on the usage of Audio Book Media to help students improve their Listening Skills. As a result, it is advised that additional scholars investigate this medium utilizing a variety of study methods, such as experimental or correlational studies.

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APPENDIX

SILABUS

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/ Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p>	<p>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><i>Struktur text (gagasan utama dan informasi rinci)</i></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan 		<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat

	<p>orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p>Unsur kebahasaan</p> <ol style="list-style-type: none"> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>). (2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i> (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>. (4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i> (5) Kata kerja untuk menyatakan keadaan 	<p>unsur kebahasaan dari setiap teks tersebut.</p> <p>Menanya Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. 	<p>menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik) Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, 	<ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailynenglish.com - http://americanenglish.state.gov/file/ae/resource_files - http://learnenglish.britishcouncil.org/en/
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	<p>dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> • Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda 	<p>ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. <p>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p>	<p>- https://www.google.com/</p>
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		<p>yang dideskripsikan</p> <ul style="list-style-type: none"> - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan 	<p>Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. • Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda. • Lembar soal dan hasil tes 		
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		<p>unsur kebahasaan yang sesuai konteks.</p> <p>asosiasi</p> <ul style="list-style-type: none">• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.			
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		<p>Mengkomunikasikan</p> <ul style="list-style-type: none">• Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).• Siswaberupaya berbicara secara lancar denganucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang			
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		<p>benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none">• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			
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Appendix

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Eksperimental Class

Jenjang/sekolah : SMP N 2 Rumbia

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VIII/2

Waktu : 2 x 45 menit (1 pertemuan)

Jenis Teks : Narrative

Skill : Listening

A. Standar Kompetensi

- 2 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks narrative.

C. Indikator

- 2.2.1 Mengidentifikasi berbagai informasi / makna yang terdapat dalam teks berbentuk narrative
- 2.2.2 Mengidentifikasi fungsi sosial teks narrative
- 2.2.3 Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative

D. Tujuan Pembelajaran

Diperdengarkan sebuah teks narrative siswa dapat:

- 2.2.1.1 Mengidentifikasi gambaran umum teks lisan berbentuk narrative
- 2.2.1.2 Mengidentifikasi informasi rinci tersurat dalam teks lisan berbentuk narrative
- 2.2.1.3 Menentukan rujukan - kata tertentu dalam teks lisan berbentuk narrative
- 2.2.2.1 Menentukan tujuan komunikatif teks monolog berbentuk narrative.
- 2.2.3.1 Menentukan langkah retorika teks monolog berbentuk narrative
- 2.2.3.2 Mengidentifikasi ciri - ciri kebahasaan teks lisan berbentuk narrative

E. Materi Pembelajaran Teks Narrative

• Social function

to entertain and to deal with actual or vicarious experience in different ways

• Struktur

Susunan teks narrative terdiri dari:

1. Title/ Judul
2. Generic Structure
 - a. Orientation (setting the scene, telling who/what, when, where?)
 - b. Complication (Telling what problem did the characters have)
 - c. Resolution (Telling how was the problem solved)
3. Language Feature/ Ciri-ciri Kebahasaan
 - a. Focus on specific or individualized participants
 - b. Use of material processes
 - c. Use of Relational and mental processes
 - d. Use of temporal conjunctions and temporal circumstances.
 - e. Use of past tense

• **Materi**

Frog and Mouse

There once was a frog and a mouse who were very good friends. They did not have the same kind of house to live in. The mouse lived in a hole in the ground and the frog lived in the water. The frog could live in the water, but the mouse could not. When they wanted to visit, the frog would have to come out of the water. When their visit was finished, the frog would hop back into the water, and the mouse would run back into his hole in the ground. One day the frog came out to visit with the mouse. Wickedness entered into his heart. He got some rope and tied his foot and the mouse's foot together. He was just playing around. But, after the frog finished visiting, he jumped right back into the water without untying the rope. He had totally forgot that his feet were still tied together to the mouse's. The mouse could not live in water, and it died. After a while the mouse got bigger and came out to the top of the water. A hawk saw him and, with a fly down, took both the dead mouse and the live frog up into the air. The hawk alighted in a tree and ate both of them. They both met death.

1. What is the story about?
 - A. A story about the frog and the mouse
 - B. An accident happened to the frog and the mouse
 - C. The frog and the mouse life
 - D. The frog and the mouse died
 - E. The frog and the mouse relationship
2. Who is the main character of the story?
 - A. The frog
 - B. The mouse
 - C. The hawk
 - D. The frog and the mouse
 - E. The mouse and the hawk
3. Where is the frog lives?
 - A. In the hole
 - B. In the air

- C. In the water
 - D. In the land
 - E. In the swamp
4. Where is the mouse lives?
- A. In the hole
 - B. In the air
 - C. In the water
 - D. In the land
 - E. In the swamp
5. Who killed the mouse and the frog?
- A. An eagle
 - B. A lion
 - C. An owl
 - D. A hawk
 - E. A wolf
6. The word “wickedness” has the closest meaning with...?
- A. Crazyness 51
 - B. Foolishness
 - C. Idea
 - D. Cruelty
 - E. Naughtiness
7. Who did not have the same kind of house to live in?
- A. The frog and the eagle
 - B. The frog and the mouse
 - C. The frog and the hawk
 - D. The hawk and the eagle
 - E. The hawk and the mouse
8. Who jumped right back into the water without untying the rope?
- A. The hawk
 - B. The mouse
 - C. The frog
 - D. The Eagle
 - E. The Ant
9. How did the end of the story?
- A. The frog and the mouse kill the hawk
 - B. The frog and the mouse free from the hawk
 - C. The frog and the mouse become friendship
 - D. The frog and the mouse died
 - E. The frog and the mouse live
10. What is the moral value of the story?
- A. Don't be a rude friend
 - B. Don't be greedy
 - C. Don't be cruel
 - D. Don't be sly
 - E. We should help our friends

F. Model/ Metode Pembelajaran

- a. Pendekatan pembelajaran : Pendekatan saintifik
- b. Model pembelajaran : Pembelajaran Penemuan (Discovery Learning)
- c. Metode pembelajaran :
 - a) Pemberian rangsangan (Stimulation);
 - b) Pernyataan/Identifikasi masalah (Problem Statement);
 - c) Pengumpulan data (Data Collection);
 - d) Pembuktian (Verification), dan
 - e) Menarik simpulan/generalisasi (Generalization).

G. Media, Alat, dan Sumber Pembelajaran

- a. Proyektor
- b. Video
- c. Speaker

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1) Guru menyampaikan salam dan selanjutnya peserta didik menjawab.2) Guru memimpin do'a sebelum memulai pelajaran.3) Guru mengecek kehadiran peserta didik4) Guru melakukan ice breaking yang akan membuat siswa menjadi relax5) Guru memberitahukan bahwa akan ada reward di akhir pelajaran6) Guru menanyakan kepada siswa: Have you ever read stories by your parents when you were a child?	20 menit
Inti	<ol style="list-style-type: none">1) Guru memutar video "Frog and Mouse"2) Guru meminta siswa menjawab pertanyaan tuntunan secara aktif<ol style="list-style-type: none">a) Have you ever watched this video?b) Do you enjoy it?	60 Menit

	3) Siswa mengerjakan student worksheet 4) Siswa dibimbing guru bersama-sama mendiskusikan jawaban mereka. 5) Siswa dan guru mendiskusikan tentang gambaran umum dalam teks narrative 6) Siswa dan guru mendiskusikan tentang fungsi sosial dalam teks narrative 7) Siswa dan guru mendiskusikan langkah retorika dalam teks narrative	
Penutup	1) Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan tentang materi yang telah dipelajari. 2) Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 3) Guru mengucapkan salam dan menutup pertemuan	10 Menit

I. PENILAIAN HASIL PEMBELAJARAN

Penilaian proses

a. Lembar Pengamatan Sikap

Aspek yang Dinilai	Catatan				Skor
	K	C	B	SB	
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					K = < 60 C = 60 – 69 B = 70- 79 SB = 80 – 100

Pedoman penilaian:

- Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

- Kadang-kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

- Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

- Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik = 80 - 100

B = Baik = 70 – 79

C = Cukup = 60 - 69

K = Kurang = < 60

b. Penilaian Hasil

No.	Nama Siswa	Predikat		
		Very Good (100-90)	Good (89-80)	Needs Work (79-70)
1				
2				
3				
Dst				

Mengetahui,
Guru Bahasa Inggris

Rumbia, 10 Mei 2023
Peneliti

Eko Suprianto , S.Pd
NIP.....

Aditya Putra Bayu
SN. 1701070062

Appendix 2

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Controlled Class

Jenjang/sekolah: SMP N 2 Rumbia

Mata Pelajaran: Bahasa Inggris

Kelas/semester: VIII/2

Waktu : 2 x 45 menit (1 pertemuan)

Jenis Teks : Narrative

Skill : Listening

A. Standar Kompetensi

- 3 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks narrative.

C. Indikator

- 2.2.1 Mengidentifikasi berbagai informasi / makna yang terdapat dalam teks berbentuk narrative
- 2.2.2 Mengidentifikasi fungsi sosial teks narrative
- 2.2.3 Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative

D. Tujuan Pembelajaran

Diperdengarkan sebuah teks narrative siswa dapat:

- 2.2.1.1 Mengidentifikasi gambaran umum teks lisan berbentuk narrative
- 2.2.1.2 Mengidentifikasi informasi rinci tersurat dalam teks lisan berbentuk narrative
- 2.2.1.3 Menentukan rujukan - kata tertentu dalam teks lisan berbentuk narrative
- 2.2.2.1 Menentukan tujuan komunikatif teks monolog berbentuk narrative.
- 2.2.3.1 Menentukan langkah retorika teks monolog berbentuk narrative
- 2.2.3.2 Mengidentifikasi ciri - ciri kebahasaan teks lisan berbentuk narrative

E. Materi Pembelajaran Teks Narrative

• Social function

to entertain and to deal with actual or vicarious experience in different ways

- **Struktur**

Susunan teks narrative terdiri dari:

1. Title/ Judul
2. Generic Structure
 - d. Orientation (setting the scene, telling who/what, when, where?)
 - e. Complication (Telling what problem did the characters have)
 - f. Resolution (Telling how was the problem solved)
3. Language Feature/ Ciri-ciri Kebahasaan
 - f. Focus on specific or individualized participants
 - g. Use of material processes
 - h. Use of Relational and mental processes
 - i. Use of temporal conjunctions and temporal circumstances.
 - j. Use of past tense

- **Materi**

Roro Jonggrang

Once upon a time there was a king named Prabu Boko who reigned in Prambanan. Prabu Boko is a giant Galaxy. He has a daughter named Roro Jonggrang. Roro Jonggrang. It borders with the Kingdom of Boko there is a Kingdom named Pengging also. One day the King of Pengging also want to expand the territory of his Kingdom, so he sent his son Bandung Bondowoso, led an army of attacking the Kingdom of Prambanan. Bandung Bondowoso who defeated Boko even killed King Boko. Bandung Bondowoso who else lived in the Palace. He fell in love with Roro Jonggrang and asks the girl to become his consort. Roro Jonggrang does not like to be the wife of Bandung Bondowoso who had killed his father. He was looking for a reason to be able to resist on it with delicate Pengging also Prince. Eventually he met Bandung Bondowoso and said, "I want to be your wife, but as a requirement you must make two wells and a thousand temples overnight." Although the terms of the proposed Roro Jonggrang impossible met others, Bandung Bondowoso directly said yes. He collected a delicate creatures that became his men and started to dig wells and build the temple. Bandung Bondowoso and his men worked very quickly. In a short time they had completed a well and hundreds of temples. Roro Jonggrang watched anxiously from afar. He thought hard to find how to thwart the efforts of Bandung Bondowoso. Roro Jonggrang's server calling any and told them to burn straw and beating a dimple. The fire of straw burned to make the atmosphere becomes light and the sound of the mortar well surprisingly rowdy delicate creatures that are at work. They thought the day was morning. They fled, leaving Bandung Bondowoso and wells and temples which are not yet finished. Bandung Bondowoso who attempted to call them back, but they still leave her. Roro Jonggrang encountered Bandung Bondowoso and asked, "your time is up, Bandung. If my temple already done?" Bandung Bondowoso was very angry because he knows Roro Jonggrang have thwart her hard work, but he was trying to hold back, "of course the temple is finished. If you do not believe, please calculate yourself." Roro Jonggrang temple as unaccompanied counting one by one. It turns out that Bandung Bondowoso who has successfully completed nine hundred ninety-nine temples. "You failed, Bandung. Still less one temple again," said Roro

Jonggrang. Bandung Bondowoso who ride the blood, “If you’re not cheating, I could definitely finish the temple for you, a thousand Jonggrang,” he said. “Well, I indulge your appetites. Be you, Roro Jonggrang Temple, keseribu! “the curse of the Bandung Bondowoso Then the Roro Jonggrang else transformed into stone statues are very beautiful and wonderful, the stones arranged one after the other by itself form the temple, around the image. Until now the stone statue of Roro Jonggrang gorgeous can we see in the main temple at Prambanan.

F. Model/ Metode Pembelajaran

- a. Pendekatan pembelajaran : Pendekatan saintifik
- b. Model pembelajaran : Pembelajaran Penemuan (Discovery Learning)
- c. Metode pembelajaran :
 - a) Pemberian rangsangan (Stimulation);
 - b) Pernyataan/Identifikasi masalah (Problem Statement);
 - c) Pengumpulan data (Data Collection);
 - d) Pembuktian (Verification), dan
 - e) Menarik simpulan/generalisasi (Generalization).

G. Media, Alat, dan Sumber Pembelajaran

- a. Proyektor
- b. Video
- c. Speaker

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Guru menyampaikan salam dan selanjutnya peserta didik menjawab. 2. Guru memimpin do’a sebelum memulai pelajaran. 3. Guru mengecek kehadiran peserta didik 4. Guru melakukan ice breaking yang akan membuat siswa menjadi relax 5. Guru memberitahukan bahwa aka nada reward di akhir pelajaran 6. Guru menanyakan kepada siswa: Have you ever read stories by your parents when you were a child? 	20 menit
	<ol style="list-style-type: none"> 7. Guru memutar audio “Frog and Mouse” 	

Inti	8. Guru meminta siswa menjawab pertanyaan tuntunan secara aktif <ol style="list-style-type: none"> a. Have you ever watched this video? b. Do you enjoy it? 9. Siswa mengerjakan student worksheet 10. Siswa dibimbing guru bersama-sama mendiskusikan jawaban mereka. 11. Siswa dan guru mendiskusikan tentang gambaran umum dalam teks narrative 12. Siswa dan guru mendiskusikan tentang fungsi sosial dalam teks narrative 13. Siswa dan guru mendiskusikan langkah retorika dalam teks narrative	60 Menit
Penutup	14. Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan tentang materi yang telah dipelajari. 15. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 16. Guru mengucapkan salam dan menutup pertemuan	10 Menit

II. PENILAIAN HASIL PEMBELAJARAN

Penilaian proses

a. Lembar Pengamatan Sikap

Aspek yang Dinilai	Catatan				Skor
	K	C	B	SB	
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					K = < 60 C = 60 – 69 B = 70- 79 SB = 80 – 100

Pedoman penilaian:

- Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
- Kadang-kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

- Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

- Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik = 80 - 100

B = Baik = 70 – 79

C = Cukup = 60 - 69

K = Kurang = < 60

b. Penilaian Hasil

No.	Nama Siswa	Predikat		
		Very Good (100-90)	Good (89-80)	Needs Work (79-70)
1				
2				
3				
Dst				

Mengetahui,
Guru Bahasa Inggris

Rumbia, 10 Mei 2023
Peneliti

Eko Suprianto, S.Pd
NIP.....

Aditya Putra Bayu
SN. 1701070062

Appendix 3

Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Controlled Class

Jenjang/sekolah: SMP N 2 Rumbia

Mata Pelajaran: Bahasa Inggris

Kelas/semester: VIII/2

Waktu : 2 x 45 menit (1 pertemuan)

Jenis Teks : Narrative

Skill : Listening

A. Standar Kompetensi

- 4 Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount, narrative dan procedure dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

- 2.2 Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks narrative.

C. Indikator

- 2.2.1 Mengidentifikasi berbagai informasi / makna yang terdapat dalam teks berbentuk narrative
- 2.2.2 Mengidentifikasi fungsi sosial teks narrative
- 2.2.4 Mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative

D. Tujuan Pembelajaran

Diperdengarkan sebuah teks narrative siswa dapat:

- 2.2.1.1 Mengidentifikasi gambaran umum teks lisan berbentuk narrative
- 2.2.1.2 Mengidentifikasi informasi rinci tersurat dalam teks lisan berbentuk narrative
- 2.2.1.3 Menentukan rujukan - kata tertentu dalam teks lisan berbentuk narrative
- 2.2.2.1 Menentukan tujuan komunikatif teks monolog berbentuk narrative.
- 2.2.3.1 Menentukan langkah retorika teks monolog berbentuk narrative
- 2.2.3.3 Mengidentifikasi ciri - ciri kebahasaan teks lisan berbentuk narrative

E. Materi Pembelajaran Teks Narrative

• Social function

to entertain and to deal with actual or vicarious experience in different ways

- **Struktur**

Susunan teks narrative terdiri dari:

1. Title/ Judul
2. Generic Structure
 - g. Orientation (setting the scene, telling who/what, when, where?)
 - h. Complication (Telling what problem did the characters have)
 - i. Resolution (Telling how was the problem solved)
3. Language Feature/ Ciri-ciri Kebahasaan
 - k. Focus on specific or individualized participants
 - l. Use of material processes
 - m. Use of Relational and mental processes
 - n. Use of temporal conjunctions and temporal circumstances.
 - o. Use of past tense

- **Materi**

The Boy Who Cried Wolf!

Once there was a shepherd boy who had to look after a flock of sheep. One day, he felt bored and decided to play a trick on the villagers. He shouted, "Help! Wolf! Wolf!"

The villagers heard his cries and rushed out of the village to help the shepherd boy. When they reached him, they asked, "Where is the wolf?" The shepherd boy laughed loudly, "Ha, Ha, Ha! I fooled all of you. I was only playing a trick on you."

A few days later, the shepherd boy played this trick again. Again he cried, "Help! Help! Wolf! Wolf!" Again, the villagers rushed up the hill to help him and again they found that boy had tricked them. They were very angry with him for being so naughty.

Then, sometimes later, a wolf went into the field. The wolf attacked one sheep, and then another and another. The shepherd boy ran towards the village shouting, "Help! Help! Wolf! Help! Somebody!"

The villagers heard his cries but they laughed because they thought it was another trick. The boy ran to the nearest villager and said, "A wolf is attacking the sheep. I lied before, but this time it is true!"

Finally, the villagers went to look. It was true. They could see the wolf running away and many dead sheep lying on the grass.

1. Who cries wolf to villagers?
 - a. A wolf
 - b. A shepherd**
 - c. A sheep
 - d. Villagers
2. He felt bored and decided to play a trick on the...?
 - a. A wolf

- b. A shepherd
 - c. A sheep
 - d. Villagers**
3. What is the story about?
 - a. The frog and the eagle
 - b. The frog and the mouse
 - c. The boy who cried wolf**
 - d. The boy who cried help
 4. They were very angry, because?
 - a. The mouse was killed by the wolf
 - b. The frog eaten by the wolf
 - c. The boy laughed a lot
 - d. The boy had tricked them**
 5. How did the villagers laugh at the boy?
 - a. A wolf is attacking the sheep
 - b. They thought it was another trick**
 - c. The villagers heard his cries
 - d. The boy played this trick again
 6. Why did shepherd boy run towards the village shouting?
 - a. He saw the storm
 - b. The sheep happy
 - c. The wolf come to says hi
 - d. A wolf is attacking the sheep
 7. They were very angry with him for being so naughty, **him** refers to?
 - a. The wolf
 - b. A shepherd**
 - c. Villagers
 - d. Sheep
 8. What did the boy do when the wolf came?
 - a. He slept
 - b. He hide
 - c. He drank
 - d. He ran to the villages**
 9. From the story we know ...
 - a. Do not be rude to your friend
 - b. Never tells the truth
 - c. The story is wrong
 - d. Never trick to anyone to get sympathy**
 10. Finally, the villagers went to look. It was true, **it** refers to?
 - a. wolf
 - b. sheep
 - c. story**
 - d. wind

F. Model/ Metode Pembelajaran

- a. Pendekatan pembelajaran : Pendekatan saintifik
- b. Model pembelajaran : Pembelajaran Penemuan (Discovery Learning)

c. Metode pembelajaran :

- a) Pemberian rangsangan (Stimulation);
- b) Pernyataan/Identifikasi masalah (Problem Statement);
- c) Pengumpulan data (Data Collection);
- d) Pembuktian (Verification), dan
- e) Menarik simpulan/generalisasi (Generalization).

G. Media, Alat, dan Sumber Pembelajaran

- a. Proyektor
- b. Video
- c. Speaker

H. KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">17. Guru menyampaikan salam dan selanjutnya peserta didik menjawab.18. Guru memimpin do'a sebelum memulai pelajaran.19. Guru mengecek kehadiran peserta didik20. Guru melakukan ice breaking yang akan membuat siswa menjadi relax21. Guru memberitahukan bahwa akan ada reward di akhir pelajaran22. Guru menanyakan kepada siswa: Have you ever read stories by your parents when you were a child?	20 menit
Inti	<ol style="list-style-type: none">23. Guru memutar audio "Frog and Mouse"24. Guru meminta siswa menjawab pertanyaan tuntunan secara aktif<ol style="list-style-type: none">a. Have you ever watched this video?b. Do you enjoy it?25. Siswa mengerjakan student worksheet26. Siswa dibimbing guru bersama-sama mendiskusikan jawaban mereka.	60 Menit

	27. Siswa dan guru mendiskusikan tentang gambaran umum dalam teks narrative 28. Siswa dan guru mendiskusikan tentang fungsi sosial dalam teks narrative 29. Siswa dan guru mendiskusikan langkah retorika dalam teks narrative	
Penutup	30. Guru bersama-sama dengan peserta didik membuat rangkuman/simpulan tentang materi yang telah dipelajari. 31. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 32. Guru mengucapkan salam dan menutup pertemuan	10 Menit

III. PENILAIAN HASIL PEMBELAJARAN

Penilaian proses

a. Lembar Pengamatan Sikap

Aspek yang Dinilai	Catatan				Skor
	K	C	B	SB	
Kedisiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					K = < 60 C = 60 – 69 B = 70- 79 SB = 80 – 100

Pedoman penilaian:

- Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
- Kadang-kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
- Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
- Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

Untuk penilaian Sikap Spiritual dan Sosial (KI-1 dan KI-2) menggunakan nilai Kualitatif sebagai berikut:

SB = Sangat Baik = 80 - 100

B = Baik = 70 – 79

C = Cukup = 60 - 69

K = Kurang = < 60

b. Penilaian Hasil

No.	Nama Siswa	Predikat		
		Very Good (100-90)	Good (89-80)	Needs Work (79-70)
1				
2				
3				
Dst				

Mengetahui,
Guru Bahasa Inggris

Rumbia, 10 Mei 2023
Peneliti

Eko Suprianto, S.Pd
NIP.....

Aditya Putra Bayu
SN. 1701070062

Students' Pre-Test Grade

No	Name	MMC	Score	Note
1	AFZ	70	60	Incomplete
2	AZ	70	50	Incomplete
3	CT	70	80	Complete
4	FN	70	50	Incomplete
5	GW	70	40	Incomplete
6	IN	70	50	Incomplete
7	LS	70	70	Complete
8	NDN	70	50	Incomplete
9	MDN	70	40	Incomplete
10	MAH	70	40	Incomplete
11	NS	70	50	Incomplete
12	NAQ	70	50	Incomplete
13	NFN	70	70	Complete
14	ROF	70	50	Incomplete
15	RLN	70	40	Incomplete
16	SLM	70	40	Incomplete
17	SK	70	40	Incomplete
18	SZL	70	70	Complete
19	WMA	70	60	Incomplete
20	YMP	70	50	Incomplete
21	ZSN	70	50	Incomplete
22	ZS	70	40	Incomplete
23	ZA	70	40	Incomplete
24	ZAA	70	50	Incomplete
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			1370	
Average			53	
Highest Score			80	
Lowes Score			40	

Students Post-Test I Grade

(Cycle I)

No	Name	MMC	Score	Note
1	AFZ	70	70	Complete
2	AZ	70	60	Incomplete
3	CT	70	80	Complete
4	FN	70	80	Complete
5	GW	70	50	Incomplete
6	IN	70	60	Incomplete
7	LS	70	70	Complete
8	NDN	70	60	Incomplete
9	MDN	70	50	Incomplete
10	MAH	70	50	Incomplete
11	NS	70	70	Complete
12	NAQ	70	70	Complete
13	NFN	70	70	Complete
14	ROF	70	60	Incomplete
15	RLN	70	50	Incomplete
16	SLM	70	50	Incomplete
17	SK	70	50	Incomplete
18	SZL	70	80	Complete
19	WMA	70	80	Complete
20	YMP	70	60	Incomplete
21	ZSN	70	60	Incomplete
22	ZS	70	50	Incomplete
23	ZA	70	50	Incomplete
24	ZAA	70	60	Incomplete
25	ZAN	70	70	Complete
26	ZAS	70	70	Complete
Total			1.630	
Average			63	
Highest Score			80	
Lowes Score			50	

Students Post-Test II Grade

(Cycle II)

No	Name	MMC	Score	Note
1	AFZ	70	80	Complete
2	AZ	70	80	Complete
3	CT	70	90	Complete
4	FN	70	80	Complete
5	GW	70	60	Incomplete
6	IN	70	80	Complete
7	LS	70	80	Complete
8	NDN	70	80	Complete
9	MDN	70	60	Incomplete
10	MAH	70	70	Complete
11	NS	70	80	Complete
12	NAQ	70	80	Complete
13	NFN	70	80	Complete
14	ROF	70	70	Complete
15	RLN	70	60	Incomplete
16	SLM	70	60	Incomplete
17	SK	70	70	Complete
18	SZL	70	90	Complete
19	WMA	70	90	Complete
20	YMP	70	70	Complete
21	ZSN	70	80	Complete
22	ZS	70	70	Complete
23	ZA	70	60	Incomplete
24	ZAA	70	80	Complete
25	ZAN	70	80	Complete
26	ZAS	70	80	Complete
Total			1.960	
Average			75	
Highest Score			90	
Lowes Score			60	

Observation Sheet Of Students Activity

Post Test I Cycle I

N O	Name	Activities		
		1	2	3
1	AFZ	√	√	-
2	AZ	-	-	-
3	CT	√	√	√
4	FN	√	-	√
5	GW	-	√	-
6	IN	√	-	-
7	LS	√	-	√
8	NDN	-	-	√
9	MDN	√	√	-
10	MAH	-	√	√
11	NS	√	-	√
12	NAQ	√	-	√
13	NFN	√	-	-
14	ROF	-	-	√
15	RLN	-	√	√
16	SLM	-	-	√
17	SK	√	-	-
18	SZL	√	-	√
19	WMA	√	-	-
20	YMP	√	-	√
21	ZSN	√	√	-
22	ZS	-	-	√
23	ZA	√	√	√
24	ZAA	√	√	-
25	ZAN	√	√	√
26	ZAS	√	√	√
TOTAL		20	15	16

1. The students are able to listen the story
2. The students are able to mention the characters of the story
3. The students are able to answer the question based on the story

Observation Sheet Of Students Activity

Post Test II Cycle II

NO	Name	Activities		
		1	2	3
1	AFZ	√	-	√
2	AZ	-	√	√
3	CT	√	-	√
4	FN	√	-	√
5	GW	√	√	√
6	IN	√	√	-
7	LS	√	√	-
8	NDN	√	-	√
9	MDN	√	√	-
10	MAH	√	√	√
11	NS	√	-	√
12	NAQ	-	√	√
13	NFN	√	√	√
14	ROF	-	-	√
15	RLN	-	√	-
16	SLM	√	-	-
17	SK	√	-	-
18	SZL	√	√	√
19	WMA	√	√	-
20	YMP	√	√	√
21	ZSN	√	-	-
22	ZS	-	√	√
23	ZA	-	√	√
24	ZAA	√	√	-
25	ZAN	√	-	√
26	ZAS	√	√	√
TOTAL		23	20	20

1. The students are able to listen and comprehend the story
2. The students are able to mention the characters of the story
3. The students are able to answer the question based on the story

The Result Score of Students' Pre-test, Post-test I and Post-test II

No	Name	Cycle I		Improving %	Cycle II	Improving %	Criteria
		Pre-test	Post-test I		Post test II		
1	AFZ	60	70	17%	80	50%	Improve
2	AZ	50	60	20%	80	60%	Improve
3	CT	80	80	0%	90	14%	Improve
4	FN	50	80	60%	80	60%	Improve
5	GW	40	50	25%	60	50%	Improve
6	IN	50	60	20%	80	75%	Improve
7	LS	70	70	0%	80	60%	Improve
8	NDN	50	60	20%	80	60%	Improve
9	MDN	40	50	25%	60	14%	Improve
10	MAH	40	50	25%	70	40%	Improve
11	NS	50	70	40%	80	50%	Improve
12	NAQ	50	70	40%	80	50%	Improve
13	NFN	70	70	0%	80	75%	Improve
14	ROF	50	60	20%	70	29%	Improve
15	RLN	40	50	25%	60	50%	Improve
16	SLM	40	50	25%	60	40%	Improve
17	SK	40	50	25%	70	60%	Improve
18	SZL	70	80	14%	90	75%	Improve
19	WMA	60	80	33%	90	50%	Improve
20	YMP	50	60	20%	70	60%	Improve
21	ZSN	50	60	20%	80	14%	Improve
22	ZS	40	50	25%	70	14%	Improve
23	ZA	40	50	25%	60	50%	Improve
24	ZAA	50	60	20%	80	60%	Improve
25	ZAN	70	70	0%	80	14%	Improve
26	ZAS	70	70	0%	80	60%	Improve
Total		1370	1630	544%	1960	1217%	
Average		53	63	21%	75	47%	

Documentation



CURRICULUM VITAE



The name of writer is Aditya Putra Bayu. He was born on Jakarta , May 11th 1998. He is the first child from Mr Parjiyanto and Mrs Jumiya.

He was enrolled him study at SDN 01 Rantau Jaya Baru, on 2004-2009. After that, he continued him study at SMPN 02 Rumbia, Lampung Tengah, on 2009-2012. Next, he continued him study at SMK Muhammadiyah 1 Rumbia, on 2012-2015. It was long journey to find out him dream. Finally, he was registered as S1 students English Education Department of State Institute for Islamic Studies of Metro, on 2017.

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