Improving Students' Listening Comprehension by Using Storytelling

(A Classroom Action Research at the Eighth Grade of SMP N 5
Surakarta in the Academic Year 2011/2012)

A THESIS

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ABSTRACT

Dian Ferykawati. **Improving Students' Listening Comprehension by Using Storytelling (A Classroom Action Research at Eighth Grade of SMP N 5 Surakarta in the Academic Year 2011/ 2012).** Thesis, Surakarta: Teacher Training and Education Faculty of Sebelas Maret University 2012.

The objectives of the research are: (1) to identify does and to what extent the use of storytelling improve the students' listening comprehension at the eighth grade students of SMP N 5 Surakarta; and (2) to describe the class situation when storytelling are implemented in the listening class.

The research was carried out at SMP N 5 Surakarta. It was conducted from October 3rd, 2011 to November 24th, 2011. The method used in this research is a classroom action research. The action research was carried out in two cycles with total 9 meetings. Every cycle consists of several steps: identifying problem, planning, implementing, evaluation, and reflection. In collecting the data, the researcher used observation, questionnaires, interviews, field notes, diaries, photograph, and tests. The tests were conducted before the action (pre-test) and after the action (post-test). For qualitative data which were collected from the observation, interviews, and questionnaires such as description, interpretation, reflection towards what was happening in the teaching and learning process were analyzed using subjective analysis. Meanwhile, the quantitative data are analyzed through internal validity and internal reliability including pre-test and post-test in cycle 1 and 2. The researcher analyzed the mean score of each test to find out the improvements of students' listening comprehension after the action was conducted.

The research findings show storytelling could improve: (1) The students' listening comprehension: (a) The students are able to find the main idea; (b) They are able to find the explicit meaning; (c) They are able to find the implicit meaning; (d) They could find the reference of the pronoun; and (e) They are able to find the meaning of the words used; and (2) Class situation including: (a) the teaching and learning process became more enjoyable for the students; and (b) the situation in class became fun.

This research showed there are improvements in students' listening comprehension and situation of the class. For that reason, it is recommended that the English teacher should create an enjoyable situation in the teaching and learning process so that the students can involve actively in class. By using storytelling technique, the students will not be bored and the teaching and learning process well, and the objectives can be achieved.

ABSTRAK

Dian Ferykawati. **Meningkatkan Pemahaman Siswa dalam Mendengarkan dengan Menggunakan Storytelling (Tindakan Penelitian di Kelas VIII SMP N 5 Negeri Surakarta, Tahun Akademik 2011/2012)**. Skripsi, Surakarta: Fakultas Keguruan dan Pendidikan Universitas Sebelas Maret 2012.

Tujuan dari penelitian ini adalah (1) untuk mengidentifikasi peningkatan pemahaman siswa dalam mendengarkan selama dan setelah pelaksanaan storytelling pada siswa kelas 8 SMP N 5 Surakarta dan (2) untuk menggambarkan apa yang terjadi dalam kelas ketika storytelling digunakan dalam proses belajar dan mengajar.

Penelitian ini dilakukan di SMP N 5 Surakarta. Penelitian dilakukan dari bulan Oktober, 3, 2011 sampai November, 24 2011. Metode yang digunakan dalam penelitian ini adalah penelitian tindakan kelas. Penelitian dilakukan dalam dua siklus dengan total 8 kali pertemuan. Setiap siklus terdiri dari beberapa tahapan, identifikasi masalah, perencanaan, pelaksanaan, evaluasi, dan refleksi. Dalam pengumpulan data, peneliti menggunakan observasi, kuesioner, wawancara, catatan lapangan, foto, dan tes. Tes dilakukan sebelum proses belajar dan mengajar dimulai dan sesudah proses belajar dan mengajar dilakukan. Peneliti menganalisis nilai rata-rata setiap tes untuk mengetahui peningkatan pemahaman siswa mendengarkan setelah proses belajar dan mengajar dilakukan.

Untuk mengidentifikasi apakah storytelling dapat meningkatkan kemampuan pemahaman siswa dalam mendengarkan dan mengidentifikasi situasi kelas saat storytelling diimplementasikan, penelitian menunjukkan bahwa storytelling dapat meningkatkan: (1) Kemampuan pemahaman siswa dalam mendengarkan: (a) Siswa mampu menemukan gagasan utama, (b) Siswa mampu menemukan informasi rinci; (c) Siswa mampu menemukan makna implisit (d) Siswa mampu menemukan referensi dari kata ganti, dan (e) Siswa mampu menemukan arti kata sukar, (2) Peningkatan situasi kelas meliputi: (a) Pengajaran dan proses belajar menjadi lebih nyaman bagi para siswa, dan (b) Situasi di kelas menjadi lebih menyenangkan.

Penelitian ini menunjukkan ada perbaikan dalam pemahaman siswa dalam mendengarkan dan peningkatan situasi kelas. Untuk itu, disarankan bahwa guru bahasa Inggris harus menciptakan situasi yang menyenangkan dalam proses belajar mengajar sehingga siswa dapat terlibat secara aktif di dalam kelas. Dengan menggunakan teknik storytelling, para siswa tidak akan merasa bosan. Secara otomatis, proses belajar mengajar dapat berjalan dengan baik dan tujuan dapat dicapai.

THE APPROVAL OF THE CONSULTANS

This thesis has been approved to be examined by the board of the Thesis Examiners of the Teacher Training and Education Faculty of Sebelas Maret University as a partial fulfillment of the requirements for the Undergraduate Degree Education in English.

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THE APPROVAL OF THE EXAMINERS

This thesis has been examined by the board of examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of requirements for the Undergraduate Degree of English Education.

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commit to user

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MOTTO

A teacher is a model to his students

DEDICATION

This paper is dedicated to:

My beloved father and mother

My beloved twin nephews and younger sister

My inspiration, Koko

My beloved aunt, Siti

My beloved students in the eighth grade of SMP N 5 Surakarta
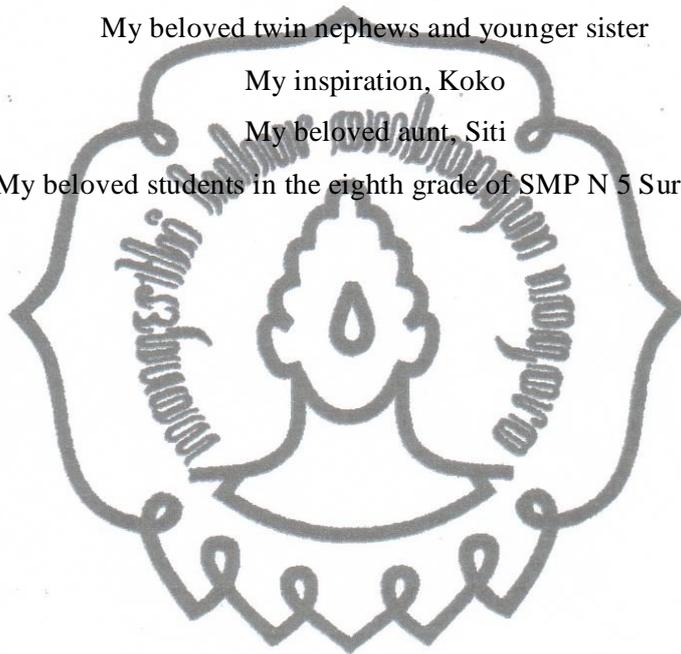
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Needless to say, this paper is still far from being perfect. The writer will accept gratefully every comment and suggestion. Hopefully, this thesis will give benefit for everyone who concerns with action research.

Surakarta, June 2012

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CHAPTER I
INTRODUCTION

A.   Background of the Study

In the process of teaching and learning English, students' ability in mastering the four language skills is getting more and more important each day. These involve receptive skills; listening skill (understanding the spoken language), reading skill (understanding written language), speaking skill (producing spoken language), and writing skill (producing written language). Unfortunately, most of Indonesian education institutions are concerned with the teaching of written language. In fact, mastering speaking skill is very important in communication. In order to master the spoken language, we must be able to speak and listen to spoken language.

Listening is one of the fundamental language skills. It is a medium through which children, young people and adults gain a large position of their education, their information, their understanding of the world and of the human affairs, their deals, sense of the value and their appreciation. In language learning, listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

This decoding skill is an aural competence which is not easy to be mastered. Many learners gain difficulties in mastering listening skill. It is an active skill, because listeners do not only receive the things they hear but also do a great constructive work and interpretative work by integrating the information with the real world knowledge. Heijden (2003: 14-15) states that there are two knowledge points of listening comprehension learning, that is knowledge of the syntax of the target language and the knowledge of the real world.

Many language educators assume that listening is automatically acquired while the learners learn to speak a language. Rost (1994: 1) states that unlike speaking, however, through which we can record a child's first words and even measure the fluency of a person's contribution to a conversation, listening is less directly observed and less noticeable in both its development and its everyday use.

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However, students need to learn how to listen to improve their listening comprehension.

Listening is very important in language learning. Students understand the content of spoken language by listening. The relationship between listening and language learning is that language learning depends on listening. Listening provides the aural input and enables learners to interact in spoken language. Rost (1994: 148) states that teaching listening is an important part of second language teaching. Most teaching methodologies emphasize the role of listening in language learning.

Listening is not a simple process. In order to understand the content of spoken language, students require some of listening skill. Listening involves psychological skill, such as recognizing between sounds, parsing speech into constituent parts and processing the discourse in term of cohesion, logic and relevant underlying schemas. Rost (1994: 148) states that listening can be taught as component skills. Furthermore, students' listening ability can be improved by developing their listening comprehension.

In teaching listening, students can be said that they are master the listening comprehension if they are able to answer the comprehension questions on the discourse. Brown (1977: 146-147) states that to show that you had understood a text , at least in part, an ability to memories the discourse, to identify a specific word which had been uttered, to determine preceding noun phrase, a particular pronoun referred to, and to identify the meaning of the words. Ideally, in listening comprehension the students should be able to: (1) find the main idea, (2) find the explicit meaning, (3) find the implicit meaning, (4) find the reference of the pronoun, and (5) find the meaning of the words used.

In teaching listening, students usually encounter some difficulties, such as: (1) cannot find the main idea (the students had difficulty in finding the main idea from the story); the students always identify the main idea from the title, not from the content of the story, for example, the story entitled "*Going Fishing*", they also state that the main idea from the story is going fishing; (2) cannot find the explicit meaning (the students still cannot focus in deciding what is happening at any

given time); students just guess rather than focus on listening to the story, for example, in the sentences "*When I reached school, my name was taken down by the teacher. He scolded me for being late. To my humiliation, I was made to stand outside the class*", the question is "*What did the teacher do for the first time when the writer reached school?*". Almost the students answered "*The teacher punish the writer to stand outside the class*"; (3) cannot find the implicit meaning (the students are still confused in summing up the implied meaning in a sentence or a story), for example, in the sentence "*My first trip was from 15 until 19 October*", the question is "*How many days did the writer spend in his first trip?*". Only a few students who answered correctly; students only guess the implied meaning rather than using the clues in the story; (4) cannot find the reference of the pronoun (the students cannot find the right pronoun); students do not use the proper way to find the pronoun, for example, in the sentence "*My uncle asks me to go fishing with him, in the river near his house. He told that the scenery **there** is beautiful.*", the question is "*What does the underlined word refer to?*. Almost the students answer "*house*"; and (5) cannot find the meaning of the words used (the students cannot interpret difficult words); students do not try to interpret the difficult words based on the context, for example, in the sentence "*My parents took me to the festival. They did not want to **miss** it*", when the students asked to translate the words "*miss*", almost the students answered "*rindu*".

The problems which were faced by students in learning listening may also be caused by many factors, such as teacher, crowded class situation, and students. From the students, sometimes they did not pay attention to their teacher and preoccupied with their own activities, they chatted with their friend, and they did not ask when finding the difficulties. From the teacher, sometimes she only applied one technique with the same learning step and she does not try to use other technique with the different learning step to develop the skill they teach in process teaching and learning. The other is because of the lack of the students' vocabularies and the students' listening strategy. They tried to understand the content of spoken language word by word, rather than to link what they hear and find the clue information. Besides, the teaching technique and teaching material

are the main factors causing the lack of students' listening comprehension. The technique which was used by the teacher is telling text twice or three times and followed by several questions, rather than giving specific task to the students before listening. It makes the students confused with their listening purpose.

One of the techniques that can be applied by the teacher is storytelling. To overcome the problems the writer brings forward the technique of teaching listening using storytelling, to improve the students' listening comprehension. It facilitates the students to get better mastery of listening. The writer wants to make the students interested in studying listening through storytelling because almost all students like story, it can bring much joy and give the students opportunities to understand the sentences easily.

Ellis and Brewster (1991: 1) states that children enjoy listening to stories in their mother tongue and understand the conventions of narrative. For example, as soon as they hear the formula 'Once upon a time …' they know what to expect next. It means stories are motivating and fun, and can help develop positive attitudes towards the foreign language and language learning, so that they can create a desire to continue learning.

Furthermore, Eades (2006: 12) also explains that listening to stories can reduce stress in the class, promote literacy and listening skill, help children to develop thinking strategies and promote their social and emotional development – and all while they engage in a rewarding and enjoyable activity.

Listening to story can motivate the students in learning foreign language. Besides stories are motivating, rich in language experience and inexpensive, they can create desire to continue learning. If the students listen carefully and are able to understand the story well, they will be enthusiastic to listen to the next story. And then the students will make an effort to find the meaning so that they listen to the story with purpose. After finding the meaning in a story, automatically they will be able to comprehend it.

Take a note in storytelling can help students to develop their listening comprehension. In this session, the teacher told the title of the story and the students were asked to predict the possible words that they might hear. By telling

the title, the students automatically have been able to find the general idea from the story. In the first listening, as they were listening to the story, they were circling those words that they have predicted correctly and they were asked to write down a one-sentence which is described the story. They were also asked to make a list of the events in sequence. Here, the students have been able to find the explicit meaning from the story. Next, they were asked to make a note of the parts of the text that cause confusion which will require special attention in the second listening. And in the second listening, students were listening to the parts that have caused confusion, write down any new information, and also write down any new words they hear, they were also asked to make an outline from the story. Here, in the second listening, the students are be able to find more explicit meaning and they have been able to find the main idea from the story. Besides, they have been able to guess the meaning of the word used based on the text that they have written down. In the third listening, the students are asked to write down the sentence before and in which the reference appears and also write down any new information. Here, in this step the students will be able to find the reference of the pronoun. After they get all of the detail information, they are asked to retell the story using the list of the events in sequence which they have written down by their own words. By using the clues in every sentences which they have written down and guides from the teacher, they will be able to find the implicit meaning from the story.

Based on the pre-research conducted in the eighth grade students of SMP N 5 Surakarta, the researcher finds that the students in learning English have low listening skill as stated by the teacher. The eighth grade students of SMP N 5 Surakarta have mean score 5.59 in the first test, while the minimum score is 7.00. It means that the mean score is less than the minimum score.

Based on the description above, the researcher is inspired to conduct an action research at the eighth grade students of SMP N 5 Surakarta. Through action research, the teacher and the researcher observed the students' problem; and observed the student's listening comprehension improvement by the action research's cycle. Hopkins (1993: 1) states that Classroom Action Research (CAR)

is an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumption of educational theory in practice, or as a means of evaluating and implementing whole school priorities. This study is aimed at the improvement of the students' listening comprehension using storytelling.

B. The Problem Statements

The problems of this research can be formulated as follows:

1. Can storytelling improve the students' listening comprehension?
2. What happens to the class situation when English storytelling is applied in teaching listening?

C. The Objectives of the Study

Based on the problem statement, the writer has some objectives of the study, they consist of three:

1. To identify the improvement of the students' listening comprehension during and after implementation of storytelling at the eighth grade students of SMP N 5 Surakarta.
2. To describe what happens to the class situation when English storytelling is used in teaching and learning of listening comprehension.

D. Benefits of the Study

The research is expected to gain a clear result which is informative and has beneficial contribution to all readers in general and the following parties in particular.

1. For the writer; it can be an opportunity to apply her knowledge which is gained from the lectures.
2. For students; the students' English listening comprehension will increase, the students are trained to be capable in listening using storytelling, and the students are motivated to listen story frequently.
3. For teachers; the research result using action research can help the teacher to choose the most effective technique of teaching listening comprehension.

There are many ways of teaching listening but not all of them are very helpful to the students. Story telling is one of the techniques which can improve students' listening comprehension.

4. For the other researcher, it can be a reference for further similar study.

CHAPTER II
LITERATURE REVIEW

In this chapter, the main concepts dealing with the research will be presented as the basic description in understanding the theory used in this research. The concepts in this research are about the theoretical description of listening comprehension and the teaching listening using storytelling.

A. The Theoretical Description of Listening Comprehension
1. The Nature of Listening

According to (Howatt and Dakin, 1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

Underwood (1997: 5) states that listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out the meaning of the texts. When speakers use words, they are using particular words in particular ways on particular occasions, and not simply to understand the words themselves. To understand the message from spoken language, it is not enough to just understand the words themselves; instead the coming sound needs to be processed involving any available cues like background noises, the speakers, the setting to construct meaning.

Listening is different from hearing. Listening is always an active process in which listeners engage the attention and the activity of constructing a message although they appear to be inactive while listening. It involves a deep understanding of meanings that are sent to us in the form of sounds, words, and sentence and these have to be processed by the brain. Listening demands attention and a focus towards an action or activity which you would like to do after listening. Hearing on the other hand, is thought of as passive condition. Hearing

is simply the act of perceiving sound by the ear. Rost (1994: 2) states that listening is a process that is triggered by our attention. The purpose of attention is to help us to organize and use what we see and hear.

2. Types of Listening

In creating successful listening, it is very essential to expose a variety of types of listening activities to the students. Brown (2006: 6) state that there are three types of listening activities:

1. Listening for the main idea

It is listening skill to understand general meaning of passage.

2. Listening for specific information

It is listening skill to catch certain information of passage.

3. Listening between the lines

It is the most difficult skill in listening activities. If listeners want to imply meaning from the material, they must listen between lines. It means, that the listeners should think about the given meaning even though the specific words are not translated.

Rost (1994: 3) mentions that types of listening are as follows:

1. Listening for information

Listening to all detail information of passage.

2. Listening for result

Listen to recognize the information of passage.

It consists of assignment, direction, explanation, announcement, lecture, and speeches.

Galvin in Rost (1994: 121) identifies four categories of listening as follows:

1. Transactional listening: learning new information

2. Interactional listening: recognizing personal component of message.

3. Critical listening: evaluating reasoning and evidence).

4. Recreational listening: appreciating an event.

Brown (1994: 242-244) states that there are six types of listening as follow:

1. Reactive: role that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

2. Intensive:

   a. Students listen for cues in certain choral or individual drills.

   b. The teacher repeats a word or sentence several times to "imprint" in the students' mind.

   c. The teacher asks the students to listen to a sentence or a longer stretch of discourse and to notice a specified element, for example intonation, stress, a contraction, and a grammatical structure.

3. Responsive:

   a. Asking questions

   b. Giving commands

   c. Seeking clarification

   d. Checking comprehension

4. Selective: in longer stretches of discourse such as monologue, the task of the student is not to process everything that was said but rather to scan the material selectively for certain information.

5. Extensive: this performance describes aims to develop a top-down listening, global understanding of a spoken language.

6. Interactive: perform all five of the above types of listening as learners actively participate in discussion, debates, conversation, role-plays, and other pair and group work.

Furthermore, Derrington and Groom (2004: 42-43) mention there are five types of listening as follows:

1. Informative listening

   The listeners' aim is to concentrate on the message being given.

2. Appreciative listening

   The listener gets a pleasure or satisfaction from listening to a certain type of story for example.

3. Critical listening

The listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker.

4. Discriminative listening

The listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc.

5. Emphatic listening

The listener tends to listen rather than talk.

Moreover, Rost (1994: 3) summarizes that there are two type of listening. They are interactional listening that involves a response to others and non-interactional listening which is not involving a response.

3. Listening Problems

In constructing a successful listening, the first step that should be taken is identifying students' learning problem. Lundsteen in Rost (1994: 119) has documented four common listening disorders among pupils:

1. Acuity of hearing

Some listeners have physical problems which prevent them from participating fully or owing to environmental problems (such as noise), are not hearing what is said.

2. Discrimination and auditory perception

Some listeners have problems with auditory memory (recalling what they have just heard) and sequential memory (recalling the correct sequence of words or utterances they have just heard).

3. Attention and concentration

Many listeners have difficulties following instruction owing to apparent deficits in attention and correction and concentration. Such pupils may not be adapting well to the numerous distraction in a typical classroom.

4. Comprehension

Numerous listeners have difficulties with different aspects of listening comprehension:

1) Factual or literal comprehension (identifying what was said or what facts were stated)

2) Interpretation (categorizing new information or seeing cause-effect relationship between facts

3) Critical listening (applying what they have heard and problem solving

4) Evaluational listening (appreciating or commenting critically on what they heard

Anderson and Lynch (1988: 42) find that the difficulties of listening are the following:

1. The ability to recognize the topic of conversation from the native speakers

2. The ability to make a prediction about likely developments of the topic which he will have to respond

3. The ability to recognize and signal when he has not understood enough of the input to make a prediction or a response.

Brown (1977: 145) states that the problems of listening are the following:

1. Recognizing the code: the problems for the students that they were not able to use the phonological code sufficiently well to identify which words were being used by the speaker and how these organized into sentence.

2. Processing the complete text: the problem for the students that they were not able to understood what they had listened to.

3. Problem with memorize

Anderson and Lynch (1988: 5) also suggest the following listening problems:

1. The listeners may not hear adequately what has been said, for example to complete background noise or unfamiliarity with the speakers' accent.

2. Speech may contain words or phrases that the listeners can hear adequately but are unable to understand because of serious problems with the syntax or semantics of the foreign language.

3. There are times when the listeners are perfectly able to hear and understand the speaker but may have "switch off" consciously or unconsciously.

4. There are messages that attend to be fully comprehend and from which listeners tries to construct a coherent interpretation.

Brewton (1962: 20-21) has proposed some suggestion which will help the learners to listen intelligently and thoughtfully, such as:

1. Be ready to listen

2. Listen with open mind

3. Listen from beginning

4. Listen from the main ideas

5. Listen for the supporting details

6. Take notes and summarize ideas as listener listens

4. Effective Listening

To make listening effective Richard and Renandya (2005: 24I) give some suggestions:

a. Material should be based on a wide range of authentic text. Both monologue and dialogue.

b. Schema building task should precede the listening.

c. Strategies for effective listening should be incorporated into the material.

d. Learners should be given opportunities to progressively structure their listening by listening to a text several time and by working trough increasingly challenging listening task

Meanwhile in order in decide whether teaching learning process is effective. Criteria for effectiveness need to be identified. Brown (I994: 292) states that there are many different measures of course effectiveness and each measure can be used be different purpose. For examples:

1. Mastery at objectives; one of the effectiveness of a course is "How far have the objectives been achieved?" To know whether the students have mastered the objective at the end of the course can he assessed by the teacher's observing students' during the process and recording on a scale.

2. Performance on test; it is to measure the achievement. Such test might be unit tests given at the end of each unit of teaching material.

3. Measures of acceptability: a course might lead to satisfactory achievement of its objectives and good levels of performance on exit tests yet still he rated negatively by teachers or students.

4. Retention rate or enrolment rate.

5. Efficiency of the course; this may be a reflection of the number of problem that occurred and the time spent.

Although Richard used the criteria of the effectiveness to measure the effectiveness of an English course, it can be used in measure the effectiveness of teaching learning process of language teaching, especially in listening.

5. Micro and Macro Skill in Listening

Richard in Brown (1994: 241-242) provides a list of micro skills attending to smaller bits and chunks of language, in more of a bottom-up process, and macro skill focusing on the larger elements involved in top-down approach to a listening tasks.

The micro skills from Richard are as follows:

1. Discriminate among the distinctive sounds of English.

2. Retain chunks of language of different lengths in short-term memory.

3. Recognize English stress patterns, words in stressed and unstressed positions, rhythmic structures, intonation contours, and their roles in signalling information.

4. Recognize reduced forms of words.

5. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.

6. Process speech at different rate of delivery.

7. Process speech containing pauses, errors, corrections, and other performance variables.

8. Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.

9. Detect sentence constituents and distinguish between major and minor constituents.

10. Recognize that a particular meaning may be expressed in different grammatical forms.

11. Recognize cohesive devices in spoken discourse.

And the following are the macro skills – the skills of listening focusing on larger elements in top-down approach that are adapted from Richard:

1. Recognize the communicative functions of utterance according to situations, participants, goals.

2. Infer situations, participants, goals using real-world knowledge.

3. From events, ideas, and so on, describes, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

4. Distinguish between literal and implied meanings.

5. Use facial, kinesics, body language, and other nonverbal clues to decipher meanings.

6. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

Basically, listening is an activity done by listeners to process what is heard into meaning. Listeners catch incoming sound then process in memory using some strategies to construct meaning.

6. Developing Listening Skill

In second language instruction, the consistent and systematic use of listening practice, through the use of oral interaction, by itself, constitutes a viable holistic approach to language teaching. However, beyond this holistic view, we can also take more analytic view of the kinds of specific listening skills that learners need to develop. Rost (1994: 142) identifying component skills as follows:

a. Discriminating between sounds

b. Recognizing word

c. Identifying stresses word and groupings of words

d. Identifying functions (such as apologizing) in conversation

e. Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gesture and relevant objects) in order to construct meaning

f. Using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning

g. Recalling important words, topic, and ideas

h. Giving appropriate feedback to the speaker

i. Reformulating what the speaker has said

To be successful in listening, listeners involve an integration of the component skills above. In this sense, listening is a co-ordination of the component skills, not the individual skills themselves. A person's listening ability is the integration of these perception skills, analysis skills, and synthesis skills.

Perception skills	Analysis skills	Synthesis skills
Discriminating sounds Recognizing word	Identifying grammatical units identifying pragmatic units	Connecting linguistics and other cue Using background knowledge

LISTENING ABILTY
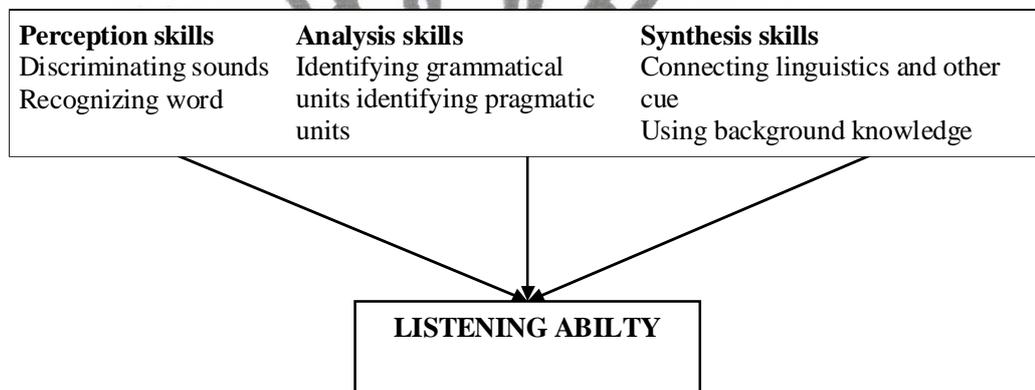
According to Rost (1994: 118) there are several steps in developing listening skills in schools. The steps are summarized as follows:

1. Recognizing the importance of listening and its pervasiveness in learning.

2. Identifying listening problem

3. Preparing students for listening tasks

4. Relating task to listening roles

5. Incorporating listening exercise into the school curriculum

6. Helping students with persistent listening problem

Rost (1994: 146) has proposed some general guidelines for teachers in order to help learners develop their listening skill as follow:

a. Talk to the class using English

b. Help the learners develop an awareness of how they listen, their different purposes for listening

c. Provide support encourage

d. Introduce a range of listening inputs

e. Encourage the learners to become independent, to seek out listening opportunities on their own outside of the classroom

f. Before each class, design listening activities that will engage the learners

7. The Nature of Listening Comprehension

Brown and Yule (1983: 58) states that listening comprehension is where the listener could actually learn the text as he heard in, he would probably be said to have understood it. It means that listening in this process is to make sense to what is heard and to understand what is heard.

Brown (1977: 8) states that the traditional model of listening comprehension supposes that there is an idea in a speaker's head; he or she encodes this into words; the listener hears the speakers' word; he or she 'understand' them. It means that the listeners now have the idea which the speaker originally had. Understanding in this model presupposes an exchange of ideas, mediated by language.

Thus, nature of listening comprehension means that the learner should be encouraged to concentrate on an active process of listening for meanings. He should also know that not every clue is equally important to the message. Therefore, even when the listener misses a piece of language, he or she needs not worry, there is other a good chance that other clues will make him understand the message, or at least, enough of the message for his or her own aim.

Brown (1997: 10) states that students learn language starting from recognizing phonetic sounds, identifying the sounds as phonemes, and sorting out the morphological structure (by identifying plural endings so on until become a word). Then, by understanding the same procedure, the students recognize the word into a phrase, a noun phrase, and continued by building up structures until having a sentence. After that, they interpret a short paragraph until a long paragraph, from a long paragraph in to the whole text.

According to Brown (1997: 150), there are two processes of learning to listen:

1. Bottom-up processing

   The bottom-up processing assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful unit which is called phonemes, to complete text. According to this view, phonemic units decoded and strung together to form words, words are strung together to form phrases, phrases are strung together to form utterances, and utterances are strung together to form complete, meaningful text.

2. Top-down processing

   The top-down view suggests that the listeners actively reconstruct the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listeners use prior knowledge of the context and situation within which listening takes place to make sense of what he or she hears.

Based on the theories above, the researcher formulated that listening comprehension is ability in which a listener tries to understand and tries to get the meaning of what the speakers has spoken by interpreting the sound coming to the listeners correctly. Therefore, students can be said that they are master the listening comprehension if they are able to: (1) find the main idea, (2) find the explicit meaning, (3) find the implicit meaning, (4) find the reference of the pronoun, and (5) find the meaning of the words used.

8. The Process of Listening Comprehension

With a greater understanding of language quality and the development of teaching theory, there has been recognition of the process of listening comprehension as needing greater emphasis.

Listening is an invisible mental process, making it difficult to describe. However, it is recognized by (Wipf, 1984) which states that listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, understand intention and retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance. According to (Rost, 2002), defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they already know.

9. The Teaching of Listening Comprehension

Krashen (2007: 1) states that second language acquisition theory and the development of foreign language competency rely heavily on two salient features; language learning and language acquisition. Language learning refers to learning foreign language knowledge consciously, including lessons in pronunciation, grammar, and vocabulary. The language acquisition process is similar to what occurs when children acquire their mother tongue, when language competence is gained through natural language communication, normally with the stimulation of much language information. Krashen maintains that language acquisition is much more effective than language learning, since, in language acquisition, learners really do break the fetters of mother tongue and use second language to express thoughts and to communicate freely.

In the teaching of listening comprehension, especially of English listening, teachers can apply both bottoms-up and top-down strategies, which are usually,

apply by beginners. The students are introduced to words, phrases, and sentences as well as the pronunciation and the intonation. Furthermore, the top-down strategies can also be applied. In using these strategies in teaching listening comprehension, teachers start by telling the students the story and asking them to memorize the whole story and later learn to deal with individual words. The use of these strategies in teaching listening comprehension appears in the teaching process which applies three steps, i.e. pre-listening activities, while-listening activities, and post-listening activities.

Rost (2006: 20) states that pre-listening is a stage where the students do some activities before they listen to the text. This activity provides students with some background information that can help the students understand what will they listen more easily.

Rost (2006: 20) states that whilst-listening is the stage where the students are asked to do some activities during the time the students are listening to the text. The purpose of the activities is to help the students develop the skills of electing message from the spoken language.

Finally, Rost (2006: 20) states that post-listening is the stage where activities related to a particular listening text are done after the main listening instruction is completed. At this stage the students have time to think, to discuss, and to write.

10. Construct of Listening Comprehension

Brown (1977: 146-147) states that to show that you had understood a text , at least in part, an ability to memories the discourse, to identify a specific word which had been uttered, to determine preceding noun phrase, a particular pronoun referred to, and to identify the meaning of the words. Therefore, students can be said that they are master the listening comprehension if they are able to: (1) find the main idea, (2) find the explicit meaning, (3) find the implicit meaning, (4) find the reference of the pronoun, and (5) find the meaning of the words used.

Based on the theories above, the researcher formulated that listening comprehension is ability in which a listener tries to understand and tries to get the

meaning of what the speakers has spoken by interpreting the sound coming to the listeners correctly. Listening is producing a sequence of events in particular order and linked together, so that the listeners tries to catch every detail information from the story in order to understand who told by the speaker, what is told, when it happens, and where it happens. Listening is process in which a listeners tries to get the point of what the speakers has spoken so that the listeners can draw conclusion in order to understand the moral values and implied meaning of the story.

B. Recount Text
1. The Definition of Recount Text

Mun. et al (2008: 6) state that definition of recount in term of English language teaching. They state that a recount is a piece of writing that tells events in a chronological sequence. A recount text is like a narrative text in that you have to write a story, but in recount the story is real. The story may be an event that took place in a particular day, and you are the narrator of the whole events. The order of the events is very important.

From the definition above, it can be concluded that recount is a piece of writing which tells real thing in daily life with chronological sequence from the beginning to the end of events.

Mun. et al (2008: 6) state that the communicative purpose of recount text is to record or provide factual information of an events happened in the past. Besides, Astuti (2010: 38) states that the purpose of a recount text is to retell past events or to sequence events in the order they happened. Based on the two definitions, it can be concluded that the communicative purpose of a recount text is to tell something happening in the past with chronological steps from the beginning until the end of the real events.

Cicik and Marta (2012: 40) state that the characteristics of recount text are as follows:

1. Using noun and pronoun: *I*, *my sister*, and *my friends*.
2. Using action verbs: *look*, *go*, and *laughed*.
3. Using past tense: *last Friday*, *I stayed*, and *He spent*.
4. Using conjunction to arrange the events: *when*, *then*, and *after*.
5. Using linking verb: *was*, *were, saw*, and *heard.*

Examples of a recount text according to Mun. et al (2008: 6) are article, police report, newspaper report, historical accounts, letters, journals, incidents reports, and diary entries.

Mun. et al (2008: 7) also state that there are two kinds of recount text, as follows:

1) Personal recount: consisting of letter, diary or journal, and writing up of a trip or activity.
2) Impersonal recount: consisting of newspaper report, magazine article, non-fiction book, and biography.

2. The Organization of Recount Text

According to Mun. et al (2008: 7), recount text consists of three main parts, as follows:

1. Orientation: this part presents the background information on the who, when, and where of the event.
2. Events or sequence of events: the events are presented in chronological order.
3. Re-orientation: the events starts to end, and the writer may provide an opinion of what has happened.

C. Storytelling

1. The Definition of Storytelling

Serrat (2008: 10) states that storytelling is the vivid description of ideas, beliefs, personal experiences, and life-lessons through stories or narratives that evoke powerful emotions and insights.

In addition, Zaro and Salaberri (1995: 5) state that storytelling is a relaxed and entertaining activity and so it becomes enjoyable for everyone who in turn creates a better attitude in the learner towards learning and using the language.

From the definitions above, it can be concluded that storytelling is the art of telling story which is relaxed and entertaining activity. In storytelling, simpler language is used, sentences are constructing shorter and things are repeated more redundantly to make the listeners easier in following it, if person learns this art, he or she find enjoyment and satisfaction.

2. The Use of Storytelling in Teaching Listening

Storytelling has always been used as an aid in teaching language. Especially in teaching listening. Storytelling can be used with the group learners of children, teenagers and adults. Although it is difficult which are the main topics or areas of interest high school students. It seems clear that they prefer working with contemporary stories that relates to their world and the world around them. The use of storytelling for high school student by no means loses its value but rather take on a different focus that includes more stories that are complex and more activities that sophisticated.

Storytelling is often for listeners because ideally, the story is intrinsically engaging and the listener wants to know what is going in happen next. Zaro and Salaberri (2003: 3) state that storytelling is closely linked to certain attitudinal factors that should not be overlooking. Firstly, the motivation that the learners toward the foreign language. This is vital creating a more permanent good attitude towards language learning. Secondly, the activities based on stories develop an attitude of co-operation learners and at the same time helps they feel confident in using the foreign language.

3. The Importance of Storytelling

Hamilton and Weiss (2007: 1) state the reasons why use storytelling as a teaching tool:

a. Storytelling is the oldest form of education. Cultures have always told tales as a way of passing down beliefs, tradition, and history to future generation.

b. Stories are the way we store information in the brain. A list of facts will be forgotten, but stories are remembered. Stories also help us to organize information.

c. Storytelling stimulates the imagination.

d. Stories go straight to the heart. Because students are emotionally involved and truly enjoy storytelling, it can help to create a positive toward the learning process.

e. Storytelling develops listening skill. Storytelling help students develop concentration, and the pure pleasure that they experience while listening to a story helps them to associate listening with enjoyment.

Eades (2006: 13-16) also states the importance of storytelling as follows:

a. Storytelling is enjoyable

b. Storytelling is creative

c. Storytelling is responsive

d. Storytelling is flexible

e. Storytelling is an emotional event

From the statements above, the writer can conclude that stories in language teaching have been approved to be one of teaching technique that helps students, especially young learners, to know and to understand a language. It can provide an ideal introduction to the foreign language which is presented in a context that is familiar to the students. Stories can also be the starting- point for a wide variety of related language and learning activities.

4. Techniques of Storytelling

In composing amusing atmosphere in storytelling, appropriate technique should be selected. Ellis and Brewster (1991: 27-32) suggest techniques to present story to the listeners as follows:

1. Reading the story aloud

   The activities included are:

   1) Practice reading the story aloud several times before reading it to the students.

   2) Making sure everyone can see both your face and the illustration in the story.

   3) Read slowly and clearly. Give your pupils time to think, ask questions, and look at the picture (if followed by picture), make comments. However do vary the pace of your voice when the story speeds up.

   4) Encourage your pupils to take part in the storytelling by repeating key vocabulary item and phrases.

   5) Use gestures, mime, facial expressions, varied pace and tone. Adapt your voice to the different characters as much as you can to help convey meaning and to keep you pupils' attention.

2. Using cassette

   The activities included are:

   1) Make sure that all pupils can hear cassette clearly.

   2) Help the students to make the story come alive through use of intonation, gesture, mime, and by making maximum use of the illustration to help convey meaning.

   3) Play the cassette twice or three times.

   Zaro and Salaberri (1995: 5) states that one way of telling stories is simply to read them aloud or to listen to pre-recorded tapes. However, storytelling in its true form only takes place when the story is told to the class face to face when the storyteller can use illustration, visual aids, and even mime and gesture to help comprehension.

   The techniques mentioned above suggest that in presenting story to the students, teacher should apply certain ways that place students in a relaxed and enjoyable way. The storyteller should be aware that children have only limited concentration span so that the choosing of telling story techniques should always consider the students' condition.

5.   Choosing Stories

Before telling the story to the listeners, story needs to be chosen. There are several considerations in choosing a story. According to Zaro and Salaberri (1995: 60), the considerations are:

1. Choose stories which relate to target areas in the syllabus, to areas of language, and socio-cultural aspects.

2. Choose stories of interest not only to the class, but to yourself too as you are the person who is going to tell the story. In general, if you are interested in the story you are telling, you will tell it better.

3. Choose activities which best support the story and not vice versa. The most important criterion is to choose an interesting story.

4. Avoid overly long or dense stories if you intend to tell them to the class face to face. Limit the story to ten minutes' telling time, including the use of gesture or visuals.

After once a story has been selected, the second steps is to adapt the level of the language to suit the class before it can be used in class. Ellis and Brewster (1991: 16) classified some guidance to distinguish the levels of difficulty as follows:

1. Gives an indication of language level based on the length and linguistic complexity of the text.

2. Gives an indication of language level based on the difficulty of the activities described in the notes for each story.

3. Gives an indication of language level based on the language level.

6. Advantages and Disadvantages of Using Storytelling

According to Doyle (2011: 1) there are several advantages in the using of storytelling as the technique for teaching listening, as follows:

1. To sharpen the listeners' imagination

   The listeners will make their own visualization from any story they heard.

2. Giving effective media for listeners to learn moral values and ethnics as well as stimulate them to have empathy.

3. To grow the listeners' reading interest. Hearing a lot of stories is potential in growing their interest in reading books. They might start from any story books as their reading material.

Woodhouse (2008: 65) find that the advantages of using storytelling are the following:

a. Gaining the students' attention.

b. Enables the students to be exposed to a moral dilemma or a problem solving exercise.

c. Students can use storytelling to share stories of success and develop a sense of community.

d. Enhancing the use of imagination and concentrates the mind.

e. Enhancing critical thinking.

Woodhouse (2008: 67) also find that the disadvantages of using storytelling are the following:

a. When using a long story, it will require a long time.

b. It may not suit with the learning style.

c. It requires visualization skills.

D. Rationale

Learning English is not easy. Learning English means mastering the four language skills, they are listening, speaking, reading, and writing. This study focuses on listening skill as it is the foundation of learning language. People might not be able to speak, to read, to write without learning to listen first. Although listening is important, unfortunately it tends to neglected. It is a due to assumption that listening skill is automatically acquired when the learners learn to speak language.

In teaching listening, students usually encounter some difficulties, such as they cannot find the main idea, cannot find the explicit meaning, cannot find the

implicit meaning, cannot find the reference of the pronoun, and cannot find the meaning of the words used.

The problems which were faced by students in learning listening may also be caused by many factors, such as teacher, crowded class situation, and students. From the students, sometimes they did not pay attention to their teacher and preoccupied with their own activities, they chatted with their friend, and they did not ask when finding the difficulties. From the teacher, sometimes she only applied one technique with the same learning step and she does not try to use other technique with the different learning step to develop the skill they teach in process teaching and learning. The other is because of the lack of the students' vocabularies and the students' listening strategy; they tried to understand the content of spoken language word by word, rather than to link what they hear and find the clue information. Besides, the teaching technique and teaching material are the main factors causing the lack of students' listening comprehension. The technique which was used by the teacher is telling text twice or three times and followed by several questions, rather than giving specific task to the students before listening. It makes the students confused with their listening purpose.

In fulfilling the learners' need to master listening skill, storytelling can be among choices of techniques. Listening to story can motivate the students in learning foreign language. Besides stories are motivating, rich in language experience and inexpensive, they can create desire to continue learning. If the students listen carefully and are able to understand the story well, they will be enthusiastic to listen to the next story. And then the students will make an effort to find the meaning so that they listen to the story with purpose. After finding the meaning in a story, automatically they will be able to comprehend it.

Take a note in storytelling can help students to develop their listening comprehension. In this session, the teacher told the title of the story and the students were asked to predict the possible words that they might hear. By telling the title, the students automatically have been able to find the general idea from the story. In the first listening, as they were listening to the story, they were circling those words that they have predicted correctly and they were asked to

write down a one-sentence which is described the story. They were also asked to make a list of the events in sequence. Here, the students have been able to find the explicit meaning from the story. Next, they were asked to make a note of the parts of the text that cause confusion which will require special attention in the second listening. And in the second listening, students were listening to the parts that have caused confusion, write down any new information, and also write down any new words they hear, they were also asked to make an outline from the story. Here, in the second listening, the students are be able to find more explicit information and they have been able to find the main idea from the story. Besides, they have been able to guess the meaning of the word used based on the text that they have written down. In the third listening, the students are asked to write down the sentence before and in which the reference appears and also write down any new information. Here, in this step the students will be able to find the reference of the pronoun. After they get all of the detail information, they are asked to retell the story using the list of the events in sequence which they have written down by their own words. By using the clues in every sentences which they have written down and guides from the teacher, they will be able to find the implicit meaning from the story.

It can be seen now that the use of storytelling can improve students' listening comprehension. Storytelling improves listening comprehension in the way that it gives the students' fun as well as it facilitates students' learning process in amusing way and without any pressure. Besides, teaching language using storytelling may create interesting and motivating atmosphere within the activities.

E. Hypothesis

Based on the theories mentioned above, the hypothesis can be formulated as follow: Students' listening comprehension can be improved by using storytelling.

CHAPTER III
RESEARCH METHODOLOGY

A. The Setting and the Time of the Research

The research took place at SMP N 5 Surakarta. The research was conducted from October to November 2011.

B. The Subject of the Research

The subject of this research was the eighth grade students of SMP N 5 Surakarta in the 2011/2012 academic year.

C. The Method of the Research

In this study, the method of the research was classroom action research. Rapoport (1970) in Hopkins (1993: 44) explains that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework. In addition, Kemmis (1983) in Hopkins (1993: 44) also explains that action research is a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practice, their understanding of these practice, and the situation in which the practices are carried out. Similarly, Ebbutt (1985) in Hopkins (1993: 45) states that action research is about the systematic study of attempts to improve educational practice by groups of participants and by means of their own practical actions and by means of their own reflection upon the effects of those actions.

From the definitions above, classroom action research in this study then means an educational attempt which is done by the writer to improve students' listening comprehension in SMP N 5 Surakarta by using storytelling.

The research was conducted by the teacher herself and a collaborator. In this research, both qualitative and quantitative methodologies were applied. The qualitative methodology is used to describe the process of teaching and learning

listening. The quantitative is used to identify the improvement of the students' listening comprehension based on the scores of the tests given twice.

D. The Model of Action Research

The model of classroom action research used in this study is based on the model developed by Kemmis and McTaggart (1988: 11-14) in Burns (2009: 8). According to the model the implementation of the classroom action research includes four steps in the following:

1. Planning

   In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider what kind of investigation is possible within the realities and constraints of your teaching situation and what potential improvements you think are possible.

2. Action

   The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

   This phase involves you and your collaborator in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4. Reflection

   At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the 'story' of your research with others as part of your ongoing professional development.

Based on Kemmis and McTaggart (1988) in Burns (2009: 8), the model of classroom action research can be illustrated at figure 3.1 as follows:
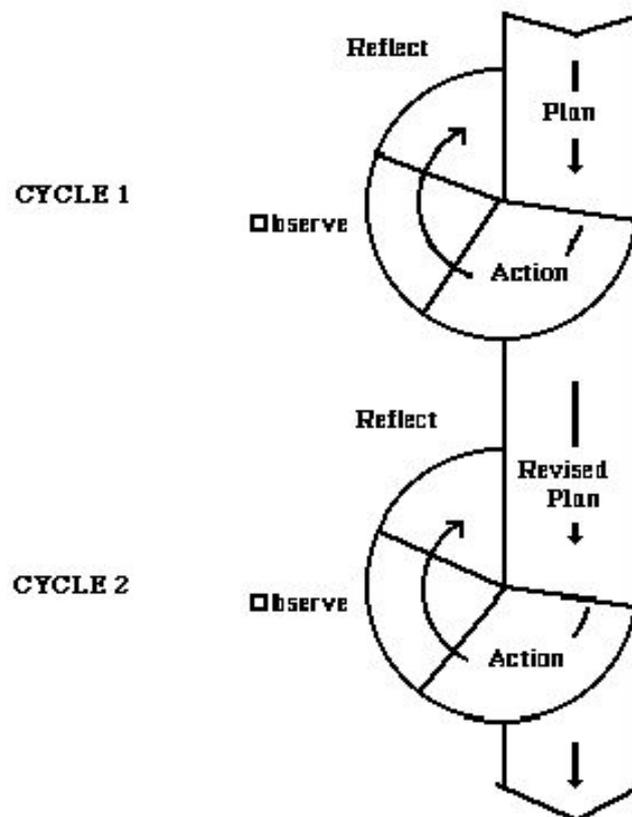
E. The Procedure of Action Research

a. Identifying the Problem

In this stage, the writer as the researcher conducted a preliminary observation at school. The preliminary observation included interview with the English teacher and also the students. Then, a classroom observation was conducted from the preliminary observation, it was identified that the teacher technique in teaching listening was not interesting to the students.

b. Planning the Action

After identifying the problems, the writer made a lesson plan which consisted of teaching steps that would be used in the teaching learning process and prepared teaching material, and observation sheets. Besides, she also prepared

tests. The tests were conducted to find out whether or not the students could improve their listening comprehension. Thus, the tests' result could also be used to identify how effective the technique applied was.

c. Implementing the Action

In this stage, the writer implemented the teaching steps written in the lesson plan. She conducted a listening comprehension teaching by using storytelling technique.

d. Observing the Action

It was carried out after the teaching and learning process to find out the quality of the action. Based on the observation, the writer decided that should be improved in order to reach the goal. During this stage, she took the roles both as a teacher and a researcher. As the researcher, she observed how teaching and learning process ran. While as the teacher, the writer taught the students by using storytelling technique. In this step, the researcher did not only work by herself but she was also helped by her collaborator. The result of the observation was then noted on the researcher observation sheets as the essential data of the observation. The writer also took photographs the teaching and learning process.

e. Reflecting

It was done after the teaching and learning process finished. The writer reflected what she had done. The researcher made an evaluation of all the activities which had been carried out during the teaching and learning process. In this step, she could find the strengths and weaknesses of the action done.

f. Revising the Plan

Based on the strengths and the weaknesses of the teaching learning process which were found in the previous cycle, the writer revised the plan for the following cycle.

F. The Technique of Collecting the Data

In this classroom action research, the techniques of collecting the data were questionnaire, interview, observation, diaries, and test.

1. Qualitative Data

    To collect the data accurately, some methods are used by the researcher, they are:

    a. Questionnaire

    William (2003: 1) states that questionnaire is used in a wide range of setting to gather information about the opinions and behaviors of individuals. Related to this statement, the researcher decides to ask the students to fulfill the questionnaire. The students are asked to read the questions and cross responses.

    b. Interview

    The researcher interviewed the students and also the English teacher about their personal perception, experiences, opinion, and ideas related to all classroom action research.

    c. Observation

    In this research, the observation is used to collect the data about the situation and what is happening in the listening class. It is a technique of collecting data by closely watching and noticing what is happening in the class. The researcher was a teacher who teaches English using storytelling technique and the collaborator is an active participant. The function of collaborator here is to evaluate the teachers' teaching, offer suggestion on the best way to teach, and also help her to create students' motivation in learning English.

    d. Researcher' diaries

    Diaries is a quick way of reporting the observations. They provide continuing accounts of perceptions and thought processes, as well as critical events or issues which have surfaced in the classroom. Diaries and journals contain more subjective and personal reflections and interpretations than the relatively formulized recording of notes. In this research, diaries or journals are written by the researcher as the teacher to record his analysis, interpretation, and reflection. They are used to observe the students' behaviour and development, materials, lesson plans, and everything related with teaching activities.

e. Listening tests

Test is a set of questions or exercises or other instruments to measure knowledge, intelligence, ability of groups or individuals. The researcher conducts tests consisting of post test 1 and post-test 2. Post-test 1 is done after the first cycle ends and the post-test 2 is held in the end of the second cycle. The tests are used to measure students' listening comprehension from the achievement side.

b. Quantitative Data

In this research, the researcher used written test to measure the students' achievement in listening comprehension. She gave pre-test and post-test to know the students' listening comprehension before and after teaching listening using storytelling. It has aim to know whether the students' listening comprehension is improving or not. Before the test is done, the test will be tried out to find the validity and reliability of the test item.

For quantitative data, the researcher applied both, internal validity and internal reliability.

1. Internal validity

$$r = \frac{\overline{X_t} - \overline{X_t}}{s_t} \sqrt{\frac{p_i}{q_i}}$$

2. Internal reliability

$$r_{kk} = \frac{k}{k-1}\left(1 - \frac{\sum s_i^2}{s_t^2}\right)$$

$$s_i^2 = \frac{\sum x_1^2}{n}$$

(Ngadiso, 2006: 1-3).

G. Technique of Analyzing Data

After collected both qualitative and the quantitative data, the next step was analyzing the data. For qualitative data, it analyzed using focusing on the subjective to case data as stated by Lier in Nunan (1989: 6).

1. Our knowledge of what actually goes on in classroom is extremely limited.

2. It is relevant and valuable to increase that knowledge.

3. This only can be done by going into the classroom for data.

4. All data must be interpreted in the classroom context, i.e., the context of their occurrence.

5. This context is not only a linguistic or cognitive one, it is also essentially a social context.

Quantitative data is used to measure students' listening comprehension, by giving pre-test and post-test. The pre-test and the post-test is calculated as follows:

$$\overline{X} = \frac{\sum X}{n} \qquad \overline{Y} = \frac{\sum Y}{N}$$

$\overline{X}$ = means of pretest scores

$\overline{Y}$ = means of posttest scores

N = the number of sample
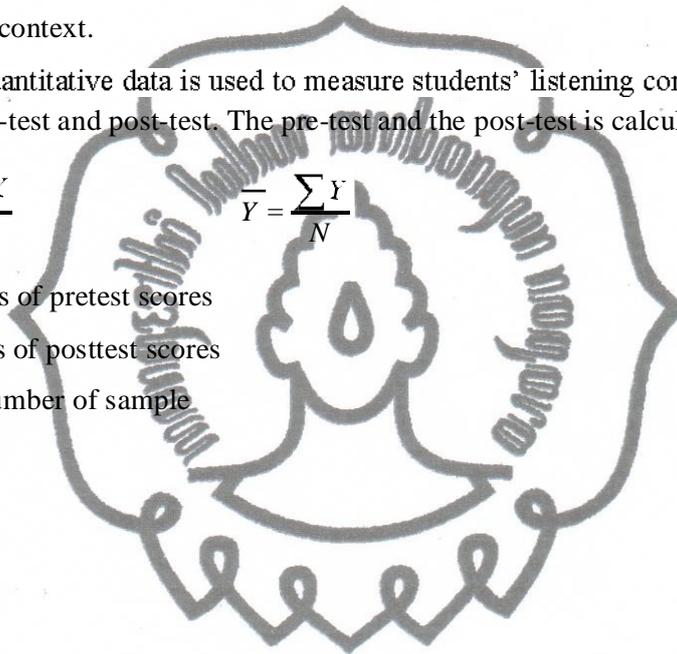
CHAPTER IV
RESEARCH IMPLEMENTATION

This chapter presents the result of the action research. Research findings are found from two cycles.

A. Introduction

In this stage, preliminary activities were conducted in SMP N 5 Surakarta. It took place on October 3, 2011. The activities include observation of the teaching learning process, pretest, and also interview with the English teacher. Based on the pre-test, observation, and interview, the writer identified that the students' listening comprehension was still low. The students had difficulty in finding: (1) the main idea, (2) the explicit meaning, (3) the implicit meaning, (4) the reference of the pronoun, and (5) the meaning of the words used. In addition, the students also seemed uninterested to participate in the teaching learning process. They did not pay attention to their teacher and preoccupied with their own activities, they chatted with their friend, and they did not ask when finding the difficulties.

Table 4.1 Pre-test scores

No	Explanation	Score
1.	Highest score	7.14
2.	Lowest score	2.86
3.	Average	5.59

Table 4.2 the mean scores of each indicator is shown in the following table

No	Indicators	Average score
1.	Find the main idea	6.94
2.	Find the explicit meaning	4.86
3.	Find the implicit meaning	5.90
4.	Find the reference of the pronoun	6.50
5.	Find the meaning of the word used	4.41

There were some factors that may also cause the problems above. First, teacher's technique in delivering materials was not interesting, she only applied one technique with the same learning steps and she did not try to use other

commit to user

techniques with the different learning steps to develop the skill she teach in teaching and learning process. Second, from the students, sometimes they did not pay attention to their teacher and preoccupied with their own activities, they chatted with their friend, and they did not ask when finding the difficulties. Third, crowded class situation. The other is because of the lack of the students' vocabularies and the students' listening strategy. They tried to understand the content of spoken language word by word, rather than to link what they heard and find the clue information. To overcome the problems, the researcher designed a teaching learning process by using storytelling technique.

Table 4. 3 Problems in Listening Comprehension

Problems in Listening Comprehension			
Listening	Teacher	Class	Students
The students had difficulty in finding: the main idea, the detail information, the implicit meaning, the reference of the pronoun, and the meaning of the word used.	1. The teacher only applied one technique with the same step. 2. The teacher's technique was not interesting.	Crowded class situation.	1. The students did not pay attention to their teacher and preoccupied with their own activities. 2. The students chatted with their friend. 3. The students did not ask when finding the difficulties. 4. The lacks of the students' vocabularies and the students' listening strategy.

B. Research Implementation

1. Planning

The writer made lesson plans for cycle 1. She prepared teaching material based on the lesson plans. There were two topics which were based on the syllabus in this cycle. They were experience and holiday.

The teaching of listening comprehension by using storytelling technique was conducted in three steps. They were pre-listening, while-listening, and post-listening. Three meetings were prepared for cycle 1. The meetings were conducted three times a week. The writer also planned post-test to know the students'

listening comprehension after the action research. The tests were multiple choice tests. The list of activities of cycle 1 can be seen in Table 4.4.

Table 4.4 List of activities of cycle 1

No	Activities	Objectives	Indicator	Meeting
1	The teacher tells the title and asked the students to predict the content of the story and write down the possible words that they might hear.	**To grasp students'** attention	Find the general idea	Meeting 1, 2, and 3
2	The teacher tells the story shortly and the students were asked to circle the words that they had written down correctly and also write down a one-sentence which described the story.	**To grasp students'** attention		Meeting 1
3	First listening: find the detail information to make a list of the events in sequence and make a note of the parts of the text that cause confusion which will require special attention in the second listening.	To give students detail tasks after the oral instruction	Find the explicit meaning	Meeting 1, 2, and 3
4	Second listening: students were asked to listen carefully to the parts that have caused confusion, write any new information, make an outline from the story, and write down any difficult words.	To give students detail tasks after the oral instruction	Find the meaning of the words used, find the main idea	Meeting 1, 2, and 3
5	The teacher tells the meaning of the difficult words and asked the students to note it		Find the meaning of the words used	Meeting 1, 2, and 3
6	Third listening: students were asked to write down the sentence before and in which the reference appears and write any new information.	To give students detail tasks after the oral instruction	Find the reference of the pronoun	Meeting 1, 2, and 3
7	Students were asked to retell the story using their own words based on the list of the events in sequence which they had written down.	To make students actively	Find the implicit meaning	Meeting 1, 2, and 3
8	Students were asked to answer the questions on the worksheet	To make students actively doing the tasks	All indicators	Meeting 1, 2, and 3
9	Students were asked to write the answer on the whiteboard	**To grasp students'** attention		Meeting 1, 2, and 3
10	The teacher helped the students correct their mistakes	To give direct feedback		Meeting 1, 2, and 3
11	Students were asked to write the list of events in sequence on the papers on the whiteboard	**To grasp students'** attention	Find the explicit meaning	Meeting 2
12	The teacher summarized the lesson and asked their problem during the lesson	To give direct feedback		Meeting 1, 2, and 3

2. <u>Implementation</u>

The implementation of teaching by using storytelling technique was conducted by the writer as the teacher.

a. First Meeting

The first meeting was conducted on Monday, November 7, 2011. The topic was experience. The story was *An Unforgettable Experience*. The teaching and learning process was divided into three parts, as follows:

1) Opening

First, the teacher opened the lesson with greeting. Then, the students replied the greeting. After that, the teacher checked the students' attendance and the students' readiness and introduced the topic and also explained the purpose of learning.

2) Main activities

a) Pre-listening

First, the teacher conducted a warming up activity by explaining what the recount text is. After that the teacher gave worksheet to all students. Then, the teacher began the activity by telling the title and asked the students to predict the content of the story and they were asked to predict and write down the possible words that they might hear. The students were enthusiastic to answer the question but most of them answered in Indonesia. The teacher then told them the English words. She wrote the students' answers and its English translation on the whiteboard. After that, the teacher was telling the story to them. In the pre-listening, the teacher was telling the story shortly. Then, the students were asked to circle the words that they had written down correctly and they were asked to write down a one-sentence which described the story.

b) While-listening

In the first listening, as the students were listening to the story, they were asked to make a list of the events in sequence. Besides, they were asked to make a note of the parts of the text that cause confusion which will require special attention in the second listening. Next, in the second listening, the students were asked to listen to the parts that have caused confusion, write down any new information, make an outline from the story, and also write down any difficult words they hear. Then, she wrote

the words which they did not know. Then, she told the meaning of the words to them and asked them to note it. Next, in the third listening, they were asked to write down the sentence before and in which the reference appears and also write down any new information.

c) Post-listening

After they got all of the detail information, they were asked to retell the story using the list of the events in sequence which they had written down by their own words. Then, one of them was asked to retell the story. The researcher corrected the students' mistakes in order to be revised in the next meeting. Next, they were asked to answer the questions on the worksheet. Some students were very enthusiastic to do the task. They raised their hands to show their willingness to write the answers on the whiteboard. Then, the teacher helped them correct their mistakes.

3) Closing

The teacher summarized the lesson and asked the students whether they got difficulties or not in the first lesson. Some of them said "Yes, Miss" and some of them said "No, Miss". Then she asked the students about the problem they faced during the lesson. Some of them said, "*Caranya nemuin implicit meaning gimana tho Miss*?", then the teacher gave the explanation what the implicit meaning is and told how to find the implicit meaning of the story. After that the teacher closed the lesson.

b. Second Meeting

The second meeting was on Thursday, November 10, 2011. The topic was experience. The story was *My First Flight*. The teaching and learning process was divided into three parts, as follows:

1) Opening

First, the teacher opened the lesson with greeting. Then, the students replied the greeting. After that, the teacher checked the students'

attendance and the students' readiness and introduced the topic and also explained the purpose of learning.

2) Main activities

a) Pre-listening

First, the teacher conducted a warming up activity by asking some questions related to the topic. After that the teacher gave worksheet to all students. Then, the teacher began the activity by telling the title and asked the students to predict the content of the story and they were asked to tell their prediction and write down the possible words that they might hear. Some of them said, "*Pergi liburan naik pesawat Miss*". The other said, "*Pergi naek pesawat Miss*" while another said, "*Bandara Miss*". The teacher neither refused nor accepted the predictions. She took all of the students' answers then asked the students to find out the correct answer by listening to her story. The teacher prepared herself for telling the story. She stuck some papers on the whiteboard and numbered them.

b) While-listening

The teacher began telling the story entitled *My First Flight.* In the first listening, as the students were listening to the story, they were asked to make a list of the events in sequence. Finishing the storytelling, she asked them whether or not they caught all of the detail information of the story. All students were quiet. They looked confused with the story. The researcher decided to retell the story. The students seemed to understand the story. Though there were still four or six students, especially those who sat in the back row, who had a chat with the friends next to them. Because there were many students who paid attention than who had a chat, this situation was neglected by her. She continued the story.

After retelling the story, the teacher asked whether they caught all of the detail information or not. All students were quiet, it means that they did not catch all of them. The researcher decided to retell the story again in order they could take a note of the missing information and also write down any difficult words they hear. Then, she wrote the words which they

did not know. Then, she told the meaning of the words to them and asked them to note it.

    c) Post-listening

After they got all of the detail information, they were asked to write the list of the events in sequence on the papers on the whiteboard. Everyone looked shy, but the teacher gave encouragement so they were courageous to come forward to write down their answer. The researcher corrected the students' mistakes. The students were asked to retell the story together and the teacher helped them and she corrected if there were any mistakes.

Next, they were asked to answer the questions on the worksheet. The teacher moved around the class to help them if they had difficulties. There were several students who asked her questions because they did not understand about something. These questions were answered by the teacher loudly so that all students could listen to her explanation. Then, the teacher helped them correct their mistakes. Next, they were asked to write their answer on the white board. After that, the teacher helped them correct their mistakes.

3) Closing

The teacher summarized the lesson and asked the students whether they got difficulties or not. Some of them said "Yes, Miss" and some of them said "No, Miss". The teacher gave reflection from the lesson. Then, she asked the students about the problem they were faced during the lesson. After that the teacher closed the lesson.

c. **Third Meeting**

The third meeting was on Saturday, November 12, 2011. The topic was holiday. The teaching and learning process was divided into three parts, as follows:

1) Opening

First, the teacher opened the lesson with greeting. Then, the students replied the greeting. After that, the teacher checked the students' attendance and the students' readiness and introduced the topic and also explained the purpose of learning.

2) Main activities

a) Pre-listening

First, the teacher conducted a warming up activity by asking some questions related to the topic. After that the teacher gave worksheet to all students. Then, the teacher began the activity by telling the title and asking the students to predict the content of the story and they were asked to tell their prediction and write down the possible words that they might hear. The students gave different kinds of prediction. The teacher neither refused nor accepted the predictions. She took all of the students' answers then asked the students to find out the correct answer by listening to her story. The teacher prepared herself for telling the story.

b) While-listening

The teacher began telling the story entitled *Visiting Bali*. In the first listening, as the students were listening to the story, they were asked to make a list of the events in sequence. Finishing the storytelling, she asked them whether or not they caught all of the detail information of the story. Almost of them looked confused with the story. The researcher decided to retell the story twice in order they could take a note of the missing information, make an outline from the story, and also write down any difficult words they hear. Then, she wrote the words which they did not know. Then, she told the meaning of the words to them and asked them to note it.

c) Post-listening

After they got all of the detail information, they were asked to retell the story using the list of the events in sequence which they had

written down by their own words. Then, one of them was asking to retell the story. The researcher corrected the students' mistakes. Next, they were asked to answer the questions on the worksheet. The teacher moved around the class to help them if they had difficulties. There were several students who asked her questions if they did not understand about something. These questions were answered by the teacher loudly so that all students could listen to her explanation. After giving the times for students to answer the questions, she asked the students to write the answers on the whiteboard. After that, the teacher helped them correct their mistakes.

3) Closing

The teacher summarized the lesson and asked the students whether they got difficulties or not. Some of them said "Yes, Miss" and some of them said "No, Miss". The teacher gave reflection from the lesson. Then, she asked the students about the problem they were faced during the lesson. After that the teacher closed the lesson.

d. Fourth Meeting

After conducting three meetings for two topics, the teacher conducted a post-test, on Monday, November 14, 2011. The aim of this meeting was to evaluate the students' capability in listening comprehension. The mean score of this first post-test was 7.35.

3. Observation

During the implementation of storytelling technique, the researcher and her collaborator observed the teaching and learning process and the students' response toward the technique. The observation was conducted during the teaching and learning process. The observation was very important to do because it could be used to know the students' progress during the implementation of storytelling technique. The focus of the observation is the students, the researcher,

the teaching and learning process, and the class situation. The result of the observation of each meeting in cycle 1 is described as follows:

a. First Meeting

In this first meeting, the students looked eager to follow the lesson. In the opening, all of the students paid attention to the teacher's explanation about the topic and the purpose of learning. In the main activities, the teacher conducted a warming up activity by explaining what a recount text is. After that, the teacher began the activity by telling the title and when the teacher asked the students to predict the content of the story and write down the possible words that they might hear, they were enthusiastic to answer it, although they always used their mother tongue to answer it. When the teacher was telling story to them, all of them paid attention to the story. They made a list of the events in sequence, make an outline from the story, and wrote down any difficult words they hear. From the list of the events that they had written down, they were asked to retell the story by their own words. And from the difficult words, the teacher told the meaning to them and asked them to note it. All of the students were active in doing it. Next, they were asked to answer the questions on the worksheet and on the whiteboard, and the teacher helped them correct their mistakes. In closing, the students asked about the problem they faced during the lesson and the teacher gave the explanation about their problem.

b. Second Meeting

The researcher began the class by introducing the topic and explaining the purpose of learning. In the main activities, the teacher conducted a warming up activity by asking questions related to the topic. In this meeting, the teacher prepared some papers and stuck it on the whiteboard and numbered them. After that, the teacher began the activity by telling the title and the teacher asked the students to predict the content of the story and write down the possible words that they might hear. When the teacher was telling story to them, all of them paid attention to the story, but some students looked confused with the story. Some students were not enthusiastic with the lesson, especially those who sat in the back

row, who had a chat with the friends next to them. Finishing the storytelling, the teacher asked some students to write the list of the events in sequence on the papers and on the whiteboard. Everyone looked shy, but the teacher gave encouragement so they were courageous to come forward to write down their answer. Then, all of the students were asked to retell the story together. Next, they were asked to answer the questions on the worksheet and on the whiteboard, and the teacher helped them correct their mistakes. In closing, the students asked about the problem they faced during the lesson and the teacher gave the explanation about their problem.

c. Third Meeting

The researcher began the class by introducing the topic and explaining the purpose of learning. In the main activities, the teacher conducted a warming up activity by asking questions related to the topic. After that, the teacher began the activity by telling the title and the teacher asked the students to tell their prediction about the content of the story and write down the possible words that they might hear. The students gave different kinds of prediction. After that the teacher was telling story to them, all of them paid attention to the story. They made a list of the events in sequence, make an outline from the story, and wrote down any difficult words they hear. From the list of the even that they had written down, they were asked to retell the story by their own words. And from the difficult words, the teacher told the meaning to them and asked them to note it. Finishing the storytelling, the teacher asked one of the students to retell the story in front of the class. Next, they were asked to answer the questions on the worksheet and on the whiteboard, and the teacher helped them correct their mistakes. In closing, the students asked about the problem they faced during the lesson and the teacher gave the explanation about their problem.

d. Fourth Meeting

In the fourth meeting, Monday, November 14, 2011, the students did the post-test of cycle 1. The post-test was aimed to know the improvement in

students' listening comprehension. The most significant indicators which improved were finding the implicit meaning and the reference of the pronoun. Almost all of them passed the minimal learning achievement criteria (7), although some of them did not pass the minimal learning achievement criteria (7). However, some students still had problems in finding the explicit meaning, the meaning of the word used, and the main idea. For problem in finding the explicit meaning, it is caused by a lack of the students' confidence in answering the questions. It can be seen from the students' answer sheet, they have already answered correctly, but when they saw the other work of friend next to her/him, she/he replaced the answer.

Based on the result of post-test of cycle 1, the researcher reports that the highest score was 8.29 and the lowest was 6.29.

Table 4.5 Post-test 1 scores

No	Explanation	Score
1.	Highest score	8.29
2.	Lowest score	6.29
3.	Average	7.35

Table 4.6 the mean scores of each indicator is shown in the following table

No	Indicators	Average score
1.	Find the main idea	6.94
2.	Find the explicit meaning	6.73
3.	Find the implicit meaning	7.90
4.	Find the reference of the pronoun	8.90
5.	Find the meaning of the word used	6.77

The above data show the students' progress in listening comprehension. The score of finding the main idea is 6.94, the score of finding the explicit meaning is 6.73, the score of finding the implicit meaning is 7.90, the score of finding the reference of the pronoun is 8.90, and the score of finding the meaning of the word used is 6.77. In short, there were three indicators of listening comprehension under the KKM (7), those are: finding the main idea, finding the explicit meaning, and finding the meaning of the word.