

**USING STORYTELLING AUDIO IN TEACHING LISTENING
COMPREHENSION TO THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 4 LEMPUING**

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
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THESIS

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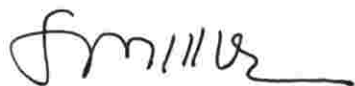
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Dr. H. Rusdy AS., M.Pd

Motto:

- *Success needs a process.*
- *Mistakes teach how to get the better.*
- *The more you give, the more you will get.*
- *Always be yourself no matter what they say and never be anyone else even if they look better than you..*

This is Dedicated to:

- *My beloved parents Shokimin and Ngatini, thanks for your love, prayer, support, advice, attention, and motivation, You are my everything.*
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ABSTRACT

Amin, Tri Ajeng Nurul. 2017. *Using Storytelling Audio in Teaching Listening Comprehension to the Eighth Grade Students at SMP Negeri 4 Lempuing*- Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors : (I) Sherly Marliasari, S.Pd., M.Pd, (II) Dian Septarini, S.Pd, M.Pd.

Key words: Storytelling, Audio, Listening.

This thesis was entitled “Using *Storytelling Audio* In Teaching Listening Comprehension To The Eighth Grade Students at SMP Negeri 4 Lempuing”. The objective of this study was to determine whether or not using storytelling was an effective way to teach listening comprehension to the Eighth Grade Students at SMP Negeri 4 Lempuing. The population of the study was all the Eighth Grade Students at SMP Negeri 4 Lempuing consisting of 49 students from two classes. The samples were 49 students which were divided into two groups, an experimental group and a control group. The test consisted of 30 questions which were multiple choice questions. The data obtained were analyzed by using t-test. The result of data analysis showed that t-obtained was 2.973, with the critical value 1.684, at the significance level of 5% and df 47. Since t-obtained was higher than critical value, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that there was a significant difference between the students who were taught by using *Storytelling Audio* and those who were not. In this case, using storytelling audio in teaching listening comprehension to the eighth grade students at SMP Negeri 4 Lempuing was effective.

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Palembang, 17 February 2018

The writers

TANA.

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CHAPTER I

INTRODUCTION

This chapter presented: (1) background, (2) problem of the study, (3) objective of the study, (4) significance of the study, (5) hypotheses of the study.

1.1 Background

Listening comprehension is one of the most important modalities fundamental of the four skill in language learning. According to Etman and Zaidan (2009), listening is the basis for the development of all the other skills and the main channel through which the students make initial contact with the target language and its culture. Though active listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. Though listening skill is very important for some language learners, it is considered to be the most difficult language skill.(p.1)

In learning listening, many students have problems in understanding and answering the questions given, because they have limited vocabulary. In keeping with the facts that the writer get from the international journal (Procedia Social And Behaviour Science), there are some problems that the students have in listening.

Underwood (1989) organizes the major problems as follows:

1. Lack of control the speed at which speakers speak,
2. Not being able to get things repeated,
3. The listener's limited vocabulary,

4. Failure to recognize the “signals,”
5. Problems of interpretation,
6. Inability to concentrate,
7. Established learning habits.(p.1)

In spite of the importance of listening, students still have some difficulties in listening activities. Their difficulties can be influenced by many factors, such as the lack of mastery vocabulary, their knowledge of the language and background language are poor, they lack of motivation in listening activities, they feel bored, and sometimes the content of the listening’s texts are difficult to answer.

In other word, the problem of teaching and learning listening is that students still lack of grammar and vocabulary. They still do not understand how and when the language used. In listening process, it makes students get difficulties to understand the meaning or the point of what the speaker said.

To develop students’ listening comprehension, a teacher needs to give different kinds of listening activities in different situations. One of those kinds is storytelling. According to Philips (2000), storytelling is an effective educational tool that features strongly across all cultures since human language evolve.(p.1) Maxine (2002) also states that storytelling is unique experince that enable us to convey through the language of words, aspects of ourselves and other, and the real or imagined worlds, that we inhabit. Stories enable us to come to know these worlds and our place in them given that we are all, to some degrre, constituted by stories:

stories about ourselves, our families, friends and colleagues, our communities, our cultures, our place in history.(p.31) Therefore, storytelling is an art and technique that strengthen and enhance students' skill especially in listening comprehension skill. Sometimes, the content of the listening texts are difficult to answer and listening activities are not interesting enough for students because the teaching technique is used by teacher. Based on the reasons, the writer conducted listening comprehension through storytelling. By using storytelling, the writer hopefully helped students develop an understanding, concent, focus and enjoy in listening activities.

Based on the statements above, the writer was conducted a study entitled "Using Storytelling Audio in Teaching Listening Comprehension to the Eighth Grade Student at SMP Negeri 4 Lempuing"

1.2 Problem of The Study

As the writer discussed above, listening has been hard skill for many students, there were some problems of comprehending listening . The problems were that students were bored and got difficulty in listening activities. They were not able to understand listening materials easily and clearly. The lack of vocabulary also generated students hardly understand the words also they listened. Their knowledge of the language and background language were poor. They lack of motivation in listening activities. As guidance in doing this study, the limitation and the formulation of the problem were presented below.

1.2.1 Limitation of The Problem

The study was limited on using storytelling audio in teaching listening comprehension to the Eighth Grade Students at SMP Negeri 4 Lempuing.

1.2.2 Formulation of the Problem

Based on the limitation of the problem above, the writer formulated her study into the following question “is it effective to use storytelling audio in teaching listening comprehension to the Eighth Grade Students at SMP Negeri 4 Lempuing?”

1.3 Objective of the Study

Based on the problem stated , the objective of this study was to find out whether or not using storytelling audio is an effective way in teaching listening comprehension to the eighth grade students at SMP Negeri 4 Lempuing.

1.4 Significance of the Study

The result of this study hopefully would useful for teachers of English to have an alternative technique in teaching listening activities to their students. For students, this technique could motived student to enjoy in listening activities. For other researchers, the result of the study gave beneficial information and references for other researchers who would conduct research about teaching listening comprehension through storytelling. For the writer herself, by doing this study, the writer obtained more knowledge and new experiences.

1.5 Hypotheses of the Study

According to Fraenkel and Wallen (2012), hypothesis is simply put a prediction of the possible outcomes of a study.(p.83). The writer proposes two hypotheses in this study. They were alternative hypothesis (H_a) and the null hypothesis (H_o).

1. (H_a) : There is effective to use *Storytelling Audio* strategy on the Eighth Grade Students' listening comprehension achievement and the students who were not taught *Storytelling Audio* strategy at SMP Negeri 4 Lempuing.
2. (H_o) : There is no effective to *Storytelling Audio* strategy on the Eighth Grade Students' Listening and the students who were not taught *Storytelling Audio* strategy at SMP Negeri 4 Lempuing.



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