



**IMPROVING GRADE XI IPA 2 STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT BY USING BRITISH
COUNCIL RECORDED STORIES AT SMAN 1 ARJASA
JEMBER**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND ADUCATION
JEMBER UNIVERSITY**

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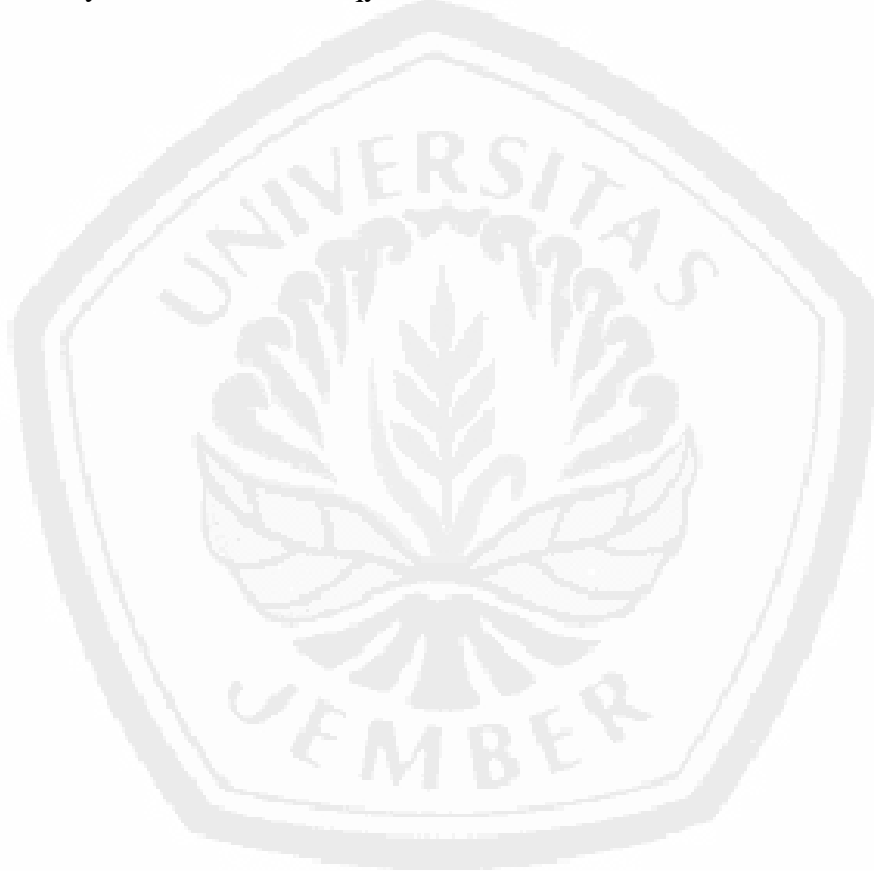
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, MN. Atok Urrohman and my beloved mother, Suyatmi.
2. My beloved husband, Heru Saputra
3. My dearest daughter, Zhafira Maulida Hasanah
4. My dearest sisters, Rizqy Anissah and Lisanul Ummah



CONSULTANTS' APPROVAL

IMPROVING GRADE XI-IPA-2 STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT BY USING BRITISH COUNCIL RECORDED STORIES AT SMAN 1 ARJASA JEMBER

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Finally, I accept the responsibility for any weaknesses, which may remain. Any critics from those who really want to have the thesis better improved would be wisely considered

Jember,

The Writer
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SUMMARY

Improving Grade XI-IPA-2 Students' Listening Comprehension Achievement by Using British Council Recorded Stories at SMAN 1 Arjasa-Jember; Indah Pusporini; 050210491149; 2011; 4 pages; English Education Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the class XI-IPA-2 students' listening comprehension achievement and to improve their active participation in listening classes in SMAN 1 Arjasa-Jember in the 2010/2011 academic year. Based on the results of preliminary study through interview with the English teacher on 27th July 2010, it was known that the class XI-IPA-2 students still had problems in listening comprehension. Their average score was 65 whereas the standard score of requirement is 70. The percentage of students who could achieve standard score requirement was 29%. On the contrary, there were 71% of students who still could not achieve standard score requirement.

Based on the classroom observation done by the researcher on 28th July 2010, some of those students lack in listening comprehension because they did not pay attention to the English teacher when the English teacher explained the lesson. Moreover, they seldom answer the questions of the English's teacher. When the English teacher asked him/her questions, they were confused and tend to ask the answer to their mates, rather than trying to answer the question by themselves. They seemed less motivated in following the teaching learning process. So, they did not understand the English teacher's explanation. The students were less expressed to the speaker which usually used in the recorded material for listening.

This classroom action research consisted of two cycles in which each cycle covered the stages of planning the action, implementation the action, classroom observation and reflection of the action. The first Cycle was conducted in three meetings, in which listening comprehension test conducted in the forth meeting. The data about the students' listening comprehension achievement were collected trough listening comprehension test. Observation was used to monitor the students' active

participation in the teaching learning process of listening by using British Council Recorded Stories.

From the results of classroom observation in Cycle 1, the percentage of the students who actively participate in teaching learning process of listening was 57%. In the second meeting there were 64% students who actively participated in the teaching and learning process of listening. Meanwhile, there were 69% students who actively participated in the teaching and learning process of listening in the last meeting. It means that process evaluation has already achieved namely at least 50% students participate in the teaching learning process of listening. Moreover, product evaluation was successful. The results of listening comprehension test showed that 52,38% students who got score more than 70. It means that the results of listening comprehension test in Cycle 1 has already achieved the research target that is at least 50% of students got score at least 70. Although the result of Cycle 1 has already achieved the research target, the second Cycle was conducted to know the consistency of the result of the actions.

Based on the results in the first meeting in Cycle 2, there were 74% students who actively participate in the teaching learning process of listening. Meanwhile, the percentage of the students' listening comprehension test in Cycle 2 was 66,7%. It means that the target of the research that is 50% of the total students got score at least 70 have already achieved. It means that the result of students' listening comprehension achievement in Cycle 2 was improved.

Based on the results above, it could be concluded that the use of British Council Stories could improve the class XI-IPA-2 students' listening comprehension achievement and improve the students' active participation in the teaching learning process of listening at SMAN 1 Arjasa-Jember in the 2010/2011 academic year. Then, it is suggested to the English teacher also to use recorded materials as one of the alternative technique in teaching listening to improve the teaching quality of listening, the students' listening comprehension achievement and students' active participation during the teaching learning process of listening.



