



**IMPROVING CLASS VIII C STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT BY USING
STORYTELLING AT SMPN I MLANDINGAN
SITUBONDO IN THE 2010/2011
ACADEMIC YEAR**

THESIS

Composed to fulfill one of the requirements to obtain S1 degree at the English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

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JEMBER UNIVERSITY
2012**

DEDICATION

This thesis is dedicated to people who had inspired me to finish my thesis.

They are:

1. My beloved father, H. Akhmad Fauzan, thanks for everything ;
2. My beloved mother, Hj. Siti Ummi Faize, thanks for everything;
3. My beloved husband, Hadi Prayitno, S.Pd, thanks for your love and suggestion;
4. My beloved son, Tarangga Ijlal Alvaro, I love you ;
5. My beloved sister, Halisa.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأُ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

In the name of Allah , the Entirely Merciful, the Especially Merciful

Recite, and your Lord is the most Generous – {3}

Who taught by the pen – {4}

Taught man that which he knew not {5}

(Al-'alaq verses 3-5)¹

¹ (<http://www.quran.com/96>)

CONSULTANTS' APPROVAL

IMPROVING CLASS VIII C STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT BY USING STORYTELLING AT SMPN I MLANDINGAN SITUBONDO IN THE 2010/2011 ACADEMIC YEAR

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SUMMARY

Hamila, 2012, '**Improving class VIII C Students' Listening Comprehension Achievement By Using Storytelling At SMPN I Mlandingan Situbondo in the 2010/2011 Academic Year**', English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

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Key Words: Listening Comprehension Achievement, Storytelling.

This Classroom Action Research was intended to improve class VIII C students' listening comprehension achievement at SMPN I Mlandingan Situbondo in the 2010/2011 academic year by using storytelling. The subjects of this research were class VIII C that was determined purposively. That class was chosen because their listening score was the lowest. This research was done in two cycles, in which each cycle covered four activities namely planning the action, implementing the action, class observation and reflecting the action. The main data about the students' listening comprehension were collected by using listening test and class observation in each cycle. The supporting data were collected by conducting interview and documentation. The result of the mean score of listening test by using storytelling with mimes, gestures, voices and varying intonation in cycle I was (M=68). This mean score did not achieve the target mean score. Therefore, the actions were continued to cycle II, that was listening through storytelling by using mimes, gestures, voices and varying intonation accompanied by picture. The result of the mean score of listening test in cycle II (M=75) was better than in cycle I (M=68). It means that the students' listening comprehension achievement improved in cycle II. The observation was done to observe the students participation in joining the listening lesson by using storytelling. The result of the observation in cycle I was 30% (meeting I) and 40% (meeting II) of the subject were active. It means that target of

participation in this research (70%) had not been achieved. The result of the observation in cycle II was 56,6% (meeting IV) and 76,6% (meeting V) of the subjects were active in joining the listening lesson by using storytelling. It means that the target observation requirement in this research had been achieved in cycle II. Based on the result, it could be conclude that the use of storytelling could improve the students' listening comprehension achievement in terms of finding specific information. Then, it is suggested to the English teacher to use storytelling as an alternative technique in teaching listening since it could motivate the students to enjoy the lesson and improve their listening comprehension achievement.

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First and foremost, I would like to express my greatest gratitude to ALLAH SWT who granted me blessing, mercy, and grace so that I am able to finish the thesis entitled 'Improving Class VIII C Students' Listening Comprehension Achievement by Using Storytelling at SMPN I Mlandingan Situbondo in the 2010/2011 Academic Year.

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7. The Headmaster of SMPN I Mlandingan, Fathollah, M.Pd. who had given me permission to conduct the research.
8. The English teacher of Grade VIII C of SMPN I Mlandingan, Siti Fatimah, S.Pd. who helped me and gave good cooperation during my research.

Finally, I have done the best for this thesis, in fact this thesis is far from perfect, but I wish it will be useful for me and for the readers. Suggestion for the improvement of this thesis will be highly appreciated.

Jember, January 2012

Hamila

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