



**IMPROVING THE EIGHTH GRADE STUDENTS' LISTENING COMPREHENSION
ACHIEVEMENT BY USING RECORDED MONOLOGUE AT SMP ISLAM (SMI)
LUMAJANG IN THE 2013/2014 ACADEMIC YEAR**

THESIS

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JEMBER UNIVERSITY
2014**



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THESIS

Presented as One of the Requirement to Obtain S1 Degree of the English
Education Program of the Language and Arts Department
Faculty of Teacher Training and Education
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2014

DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved parents, Suparman and Wiwik Mulyani, thanks for your love and support. This thesis is dedicated to you for your unconditional love.*
- 2. My beloved brothers, Abdul Jalil Muviddin and Muchammad Abdullah Faqih.*

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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COMPREHENSION ACHIEVEMENT BY USING RECORDED
MONOLOGUE AT SMP ISLAM (ISLAM) IN THE 2013/2014
ACADEMIC YEAR**

THESIS

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, April 30th 2014

Writer

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SUMMARY

Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Recorded Monologue at SMP Islam (SMI) Lumajang in the 2013/2014 Academic Year; Irma Shufiyah, 080210491002; 2014; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research is a classroom action research that was conducted collaboratively by the researcher with the English teacher. The action used Recorded Monologue to improve the eighth grade students' listening comprehension achievement at SMP Islam (SMI) Lumajang. The teacher gave information that the students' listening test score of class VIII B was 68 because they had difficulty in understanding the message of the text. The teacher wanted to increase the students' listening score. Because of these reasons this research was conducted.

To overcome such problem above, the researcher and the teacher agreed on using Recorded Monologue to improve the students' listening comprehension which was shown in their improved achievement.

The objectives of this research were to improve the eighth grade students' listening comprehension achievement by using Recorded Monologue at SMP Islam (SMI) Lumajang as well as their active participation.

The data in this research was gathered by administering listening comprehension achievement test and by having observation in the class in each cycle.

The research design was Classroom Action Research (CAR) with cycle model. Each cycle consists of four stages of activity: planning of the action, implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action.

This research was conducted at SMP Islam (SMI) Lumajang. The eighth grade students' of SMP Islam (SMI) Lumajang, especially VIII-B class were the research subject of this research.

Based on the results of the data analysis and discussion, it could be concluded that the use of recorded monologue of recount text in teaching listening could improve the eighth grade students' listening comprehension achievement of SMP Islam (SMI) Lumajang in the 2013/2014 academic year. It was proven by the results of listening comprehension tests in cycle 1 and cycle 2. 15 students or 62.5% of 24 students in cycle 1 and 18 students or 75% of 24 students in cycle 2 achieved the standard score required by the school that is 70. Therefore, in both cycles, the target for product evaluation had been achieved.

Considering the results of the listening comprehension achievement test taught by using Recorded Monologue, it was concluded that Recorded Monologue could overcome the problems in listening. For that reason, the English teacher of that school is suggested to use Recorded Monologue to teach English especially listening to the students.