



**THE EFFECT OF STORYTELLING BY USING BIG PICTURE BOOKS
ON THE FIRST YEAR STUDENTS' LISTENING COMPREHENSION
ACHIEVEMENT AT SLTP NEGERI 1 PROBOLINGGO
IN THE 2003/2004 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain the S1 Degree at the
English Education Program of the Language and Arts Department of
Faculty of Teacher Training and Education, Jember University



| | | |
|------------|-------------|-------|
| Asal: | | Class |
| Terima: | 03 FEB 2004 | |
| No. Induk: | | |
| Pengantar: | | |

By :

Anugerah Wahyu Setyorini

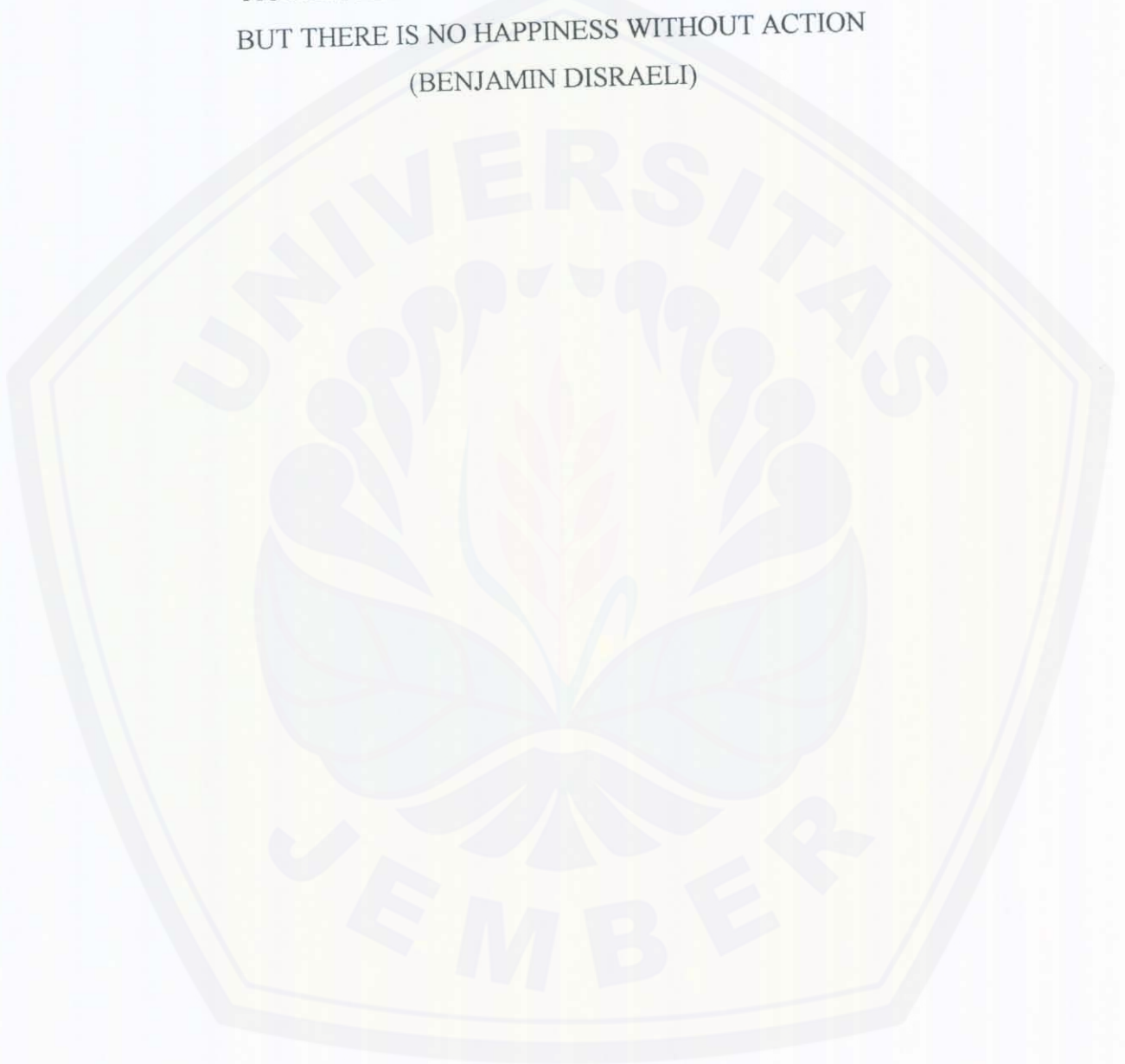
980210401297

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2003

Motto:

ACTION MAY NOT ALWAYS BRING HAPPINESS,
BUT THERE IS NO HAPPINESS WITHOUT ACTION
(BENJAMIN DISRAELI)



DEDICATION

This thesis is honourably dedicated to:

My beloved father Moch Zaini and my mother Kartini
who always pray and support me to be a good daughter. I love you more than the
words I can say

My older brothers Cak Wiwit, Cak Dyan, Cak Johan and family,
who make me become a strong woman

My sweetest little nieces Ayu, Alia, Cita, Fava and Risa,
who always make me laugh.

My great affectionate Om Momo
who accepts me completely the way who I am.
You know how big you mean to me.

My beloved sisters Mbak Ninov, Rodyah, mbak Yoen, dik Eni, dik Acit,
JAWA'S FAMILY
No day without your jokes.

My great best friends
Wardah, the Twin, Hnix, Pite, Fufu, Arin, Trix, Ucix , Hadi, Ilzam
ESA
It was the best time you spent with me.

Dewa Band, Richard Clayderman, The Cranberries. Mozart. Music is my life,
Thanks for the inspiration that you gave to me through your songs.

CONSULTANTS' APPROVAL SHEET

**THE EFFECT OF STORYTELLING BY USING BIG PICTURE BOOKS
ON THE FIRST YEAR STUDENTS' LISTENING COMPREHENSION
ACHIEVEMENT AT SLTP NEGERI 1 PROBOLINGGO
IN THE 2003/2004 ACADEMIC YEAR**

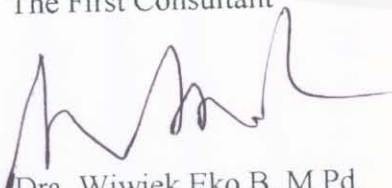
THESIS

Presented as one of the requirements to Obtain the S-1 Degree
at English education Program of the Faculty of Teacher Training and Education
Jember University

Name : Anugerah Wahyu Setyorini
Student Number : 98 – 297
Level : 1998
Department : Language and Arts Education
Program : English

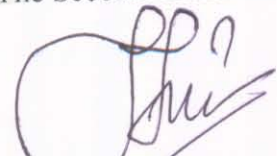
Approved By:

The First Consultant



Dra. Wiwiek Eko B, M.Pd.
NIP. 131 475 844

The Second Consultant



Dra. Siti Sundari, MA.
NIP. 134 759 842

APPROVAL SHEET

This thesis is examined and approved by the examination committee of the Faculty of Teacher Training and Education, Jember University

Day : Friday
Date : January 9th 2004
Place : The first building of FKIP

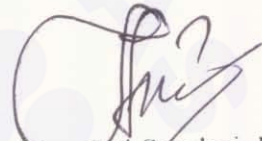
Examiners Team

Chair Person



Drs. Sugeng Ariyanto, MA
NIP. 131 658 398

Secretary



Dra. Siti Sundari, MA
NIP. 131 759 842

The members


1. Dra. Made Adi Andayani T, MEd
NIP. 131 832 325

2. Dra. Wiwiek Eko Bindarti, MPd
NIP. 131 475 844



The Dean




Drs. H. Dwi Suparno, M. Hum
NIP. 131 274 727

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT who granted me the blessing, mercy, and grace to me. So I am able to finish the thesis entitled “ The Effect of Storytelling by Using Big Picture Books on the First Year Students’ Listening Comprehension Achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 Academic Year.

I do realize that this thesis could not be completed without the guidance of the following persons to whom I owe a great deal support, motivation, and valuable suggestion. At this time, I would like to show my deepest appreciation and sincere thanks to the following people:

1. Drs. H. Dwi Suparno, M.Hum. The Dean of the Faculty Teacher Training and Education.
2. Dra. Suhartiningsih, M.Pd. The Chairperson of the Language and Arts Education Department.
3. Dra. Siti Sundari, MA. The Chairperson of the English Education Program.
4. Dra. Wiwiek Eko B, M.Pd. The first consultant and Dra. Siti Sundari, MA. The second consultant, who gave guidance and careful correction in the finishing of my thesis.
5. Budi Wahyu Rianto, S.Pd, the Principal of SLTP Negeri 1 Probolinggo who gave permission to conduct the research.
6. Dwi Hendrarini, S.Pd, the English teacher of SLTP Negeri 1 Probolinggo who helped me conduct the research.

Jember, January, 2004

The Writer

TABLE OF CONTENTS

| | Page |
|--|------|
| TITLE | i |
| MOTTO | ii |
| DEDICATION | iii |
| CONSULTANTS' APPROVAL SHEET | iv |
| APPROVAL SHEET | v |
| ACKNOWLEDGEMENT | vi |
| TABLE OF CONTENTS | vii |
| APPENDICES | x |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| ABSTRACT | xiii |
| | |
| I. INTRODUCTION | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Problem Formulation of the Study..... | 3 |
| 1.2.1 Major Problem..... | 3 |
| 1.2.2 Minor Problems..... | 3 |
| 1.3 Operational Definition of the Terms..... | 3 |
| 1.3.1 Storytelling | 4 |
| 1.3.2 Big Picture Books..... | 4 |
| 1.3.3 Students' Listening Comprehension Achievement..... | 4 |
| 1.4 The Objective of the Study..... | 5 |
| 1.4.1 Major Objective..... | 5 |
| 1.4.2 Minor Objectives..... | 5 |
| 1.5 The Significances of the Study..... | 5 |
| | |
| II. RELATED LITERATURE REVIEW | 7 |
| 2.1 Story..... | 7 |

| | | |
|-------------|---|-----------|
| 2.2 | Storytelling..... | 8 |
| 2.2.1 | The Values of Teaching Storytelling..... | 9 |
| 2.2.2 | The Techniques of Storytelling..... | 10 |
| 2.3 | Big Picture Books..... | 11 |
| 2.3.1 | The Elements of Big Picture Books..... | 11 |
| 2.3.2 | Guidelines for Creating Big Picture Books..... | 15 |
| 2.4 | Listening Process..... | 16 |
| 2.4.1 | The Influences of Listening Process..... | 16 |
| 2.5 | Listening Comprehension..... | 18 |
| 2.6 | Listening Comprehension Skills..... | 18 |
| 2.6.1 | Listening for Finding General Information..... | 19 |
| 2.6.2 | Listening for Finding Specific Information..... | 22 |
| 2.7 | The Effect of Storytelling by Using Big Picture Books on Students Listening Comprehension Achievement..... | 23 |
| 2.8 | Hypothesis..... | 25 |
| 2.8.1 | Major Hypothesis..... | 25 |
| 2.8.2 | Minor Hypotheses..... | 25 |
| III. | RESEARCH METHODOLOGY..... | 26 |
| 3.1 | Research Design..... | 26 |
| 3.2 | Area Determination Method..... | 28 |
| 3.3 | Respondent Determination Method..... | 29 |
| 3.4 | Data Collection Methods..... | 29 |
| 3.4.1 | Tests..... | 30 |
| 3.4.2 | Interview..... | 31 |
| 3.4.3 | Documentation..... | 31 |
| 3.5 | Data Analysis Method..... | 31 |
| IV. | RESEARCH RESULTS AND DISCUSSIONS..... | 33 |
| 4.1 | The Primary Data..... | 33 |
| 4.2 | Data Analysis and Hypothesis Verification..... | 33 |

| | |
|--|-----------|
| 4.2.1 Major Hypothesis..... | 41 |
| 4.2.2 Minor Hypothesis..... | 41 |
| 4.3 Degree of Relative Effectiveness..... | 42 |
| 4.4 The Results of Supporting Data..... | 43 |
| 4.4.1 The Homogeneity-test..... | 43 |
| 4.4.2 The Results of Interview..... | 44 |
| 4.4.3 The Results of Documentation..... | 44 |
| 4.5 Discussion..... | 45 |
| V. CONCLUSIONS AND SUGGESTIONS..... | 47 |

BIBLIOGRAPHY

APPENDICES

1. Research Matrix
2. Guide of Supporting Data Instruments
3. Homogeneity –test
4. Students' Answer Sheet of Homogeneity-test
5. Lesson Plan I
6. Budi's Daily Activities (big picture book material)
7. Budi's Daily Activities (script for the experimental group)
8. Budi's Daily Activities (script for the control group)
9. Question of Budi's Daily Activities
10. Students' Answer Sheet of Budi' Daily Activities
11. Lesson Plan II
12. Button (big picture book material)
13. Button (script for the experimental group)
14. Button (script for the control group)
15. Question of Button
16. Students' Answer Sheet of Button
17. Post- test (Listening Test)
18. Students' Answer Sheet of Post-test
19. Answer Keys
20. The Distribution of Listening Test Items
21. The Results of Homogeneity - test
22. The List of Personnel of SLTP Negri 1 Probolinggo
23. The List and Names of Respondents
24. Permit for Conducting the Research from FKIP
25. Consultation Sheets

THE LIST OF TABLES

| No | Names of Tables | Page |
|----|--|------|
| 1 | The Tabulation of the Students' Scores of Post-test on Listening Comprehension Achievement of the Experimental and Control Groups. | 36 |
| 2 | The Tabulation of the Students' Scores of Post-test on Listening Comprehension Achievement of the Experimental Group. | 34 |
| 3 | The Tabulation of the Students' Scores of Post-test on Listening Comprehension Achievement of the Control Group. | 36 |
| 4 | The Results of ANOVA | 41 |

THE LIST OF FIGURES

| No | Names of Figures | Page |
|----|--|------|
| 1 | Common Shape of Big Picture Books | 10 |
| 2 | Animals and Objects Shape of Big Picture Books | 11 |
| 3 | The Binding of Big Picture Books | 11 |
| 4 | Display Faces of Big Picture Books 1 | 12 |
| 5 | Display Faces of Big Picture Books 2 | 12 |
| 6 | The procedures of the research design | 25 |

ABSTRACT

Anugerah Wahyu Setyorini. 2003. The Effect of Storytelling by Using Big Picture Books on the first Year Students' Listening Comprehension Achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 Academic Year.

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1. Dra. Wiwiek Eko B, M.Pd.
2. Dra. Siti Sundari, MA.

Storytelling is an interesting teaching learning activity for students to get deep impression on the stories. In this case, storytelling by using big picture books is very effective to assist the teacher to facilitate teaching listening and improve students' listening comprehension achievement. The research was conducted to investigate whether there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year. Quasy experimental design by using control group post-test only design was used in this research. The respondents were taken from two classes that have closest mean difference from the population of first year students. Then, they were determined as an experimental group and a control group by lottery. The treatments were given to the experimental group that is teaching listening through storytelling by using big picture books twice. Meanwhile, the control group was taught listening through storytelling without using big picture books. To get the primary data listening comprehension test was administered to both groups after the treatments. Meanwhile, homogeneity test, interview and documentation were used to get the supporting data. The primary data were analysed by using t-test formula with the significant level 5%. The results showed that the statistical value of t-test was higher than that of the t-test critic ($2,36 > 1,98$). It means that there was a significant effect of storytelling by using big picture books on the students' listening comprehension achievement. The experimental group who was taught listening by using big picture books got better scores of listening test than the control group who was taught listening without using big picture books. Based on the results of the research, the English teachers are suggested to utilize big picture books for storytelling especially in teaching listening comprehension to make the teaching learning process run more effectively and to improve the students listening skill.

Key words: Storytelling, Big Picture Books, Listening Comprehension Achievement

I. INTRODUCTION

This chapter presents some aspects underpinning the topics of the study. It includes background of the study, problems of the study, operational definitions of the variable, objectives of the study and the significances of the study.

1.1 Background of the Study

As one of the international languages, English is used as the instrument of communication among people all over the world. It has an important role in human life, such as science, education, health and many others. Considering the importance of English, it has been taught as a foreign language which is gaining the popularity over the world (Ghosn,Ed.,2002:172). In Indonesia, English as the first foreign language has been regarded in the curriculum of education as one of the compulsory subjects which is taught to the students of junior and senior high schools and as a local content in elementary schools.

Teaching English involves four language skills, namely: listening, speaking, writing and reading (Heaton,1988:8). All these language skills are presented integratedly (Lawson in Davies,1996:111). In the Basic Course Outline of the English Curriculum, (1994:3) it is stated that the ultimate goal of teaching English is to make the students have abilities to listen, speak, write and read that emphasizes on reading comprehension. During this time, language teaching is spent in communication, where the teacher gives explanation and the students actively listening to the teacher's explanation. Scott and Ytreberg (1990:21) confirm that students start learning a foreign language by hearing and listening to language as the main source of foreign language. According to Rankin (1928), in Cox (1999:151), listening is the most commonly activity for students in learning English around them. Listening at school has 45 percent in language activities, speaking about 30 percent followed by reading about 16 percent and the last is writing about 9 percent.

In fact, students still rarely gets listening activities, so that they face difficulties in listening to English texts (Cox,1999:152). Teaching listening to young language learners, especially the first year students of junior high school is

considered as the main point for English teachers to create an attractive atmosphere in teaching learning process and make the students enjoy their listening activities. In addition, the English teachers have responsibility to arouse the students' motivation. As it is stated by Burden and Byrd (1999:43) that motivating students to learn is a vital teaching role. Therefore, the teachers can motivate the students to participate in the class activities. Hence, it is necessary to choose an applicable technique in teaching listening to motivate students and improve their listening skill.

Since young language learners are interested in listening to stories, the storytelling technique create an interesting atmosphere in teaching listening comprehension skill (Scott and Ytreberg:28). Storytelling, according to Patricia (1998), in Kasbolah (1993:44) is motivating and giving fun, imaginative, useful in linking fantasy and the imagination with children's world. Furthermore, telling children stories (storytelling) will be an attractive activity in teaching listening if it is accompanied by pictures (Wright,1989:60). It is formed in an attractive book such as a big picture book, in order that students are directly involved in the story (Lynch,1986:4). Stewig (1980:102;) confirms that a big picture book as a picture book can make students figure out the new words and sentence structures by comparing spoken texts with the illustration. The big picture book offers many amusing and fantastic stories and illustration in which the students like (Woodhouse, in Hancock and Hill,1987:78). A big picture book for storytelling can support students' participation in listening activities in order to gain listening comprehension skill. Based on the Basic Course Outline of the 1994 English Curriculum, the listening comprehension skill covers listening for finding general information and listening for finding specific information.

Based on informal interview conducted with the English teacher of first year at SLTP Negeri 1 Probolinggo (as a preliminary study before the research is conducted), the big picture books for storytelling in teaching listening have never been used by the English teacher. She/He uses only her/his expression or tape recorder. Thus, students often get difficulties in listening to stories.

Referring to the explanations described above, a research on teaching listening through storytelling by using big picture books entitled “The Effect of Storytelling by Using Big Picture Books on the First Year Students’ Listening Comprehension Achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 Academic Year” was conducted.

1.2 Problem Formulation of the Study

Based on the background of the study, the problems of the study could be formulated as follows:

1.2.1 Major Problem:

1. Is there any effect of story telling by using big picture books on the first year students’ listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year?

1.2.2 Minor Problems:

1. Is there any effect of story telling by using big picture books on the first year students’ listening comprehension achievement in finding general information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year?
2. Is there any effect of story telling by using big picture books on the first year students’ listening comprehension achievement in finding specific information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year?

1.3 Operational Definition of the Terms:

To avoid the different perspective between the writer and the readers of the following terms used in the title are defined operationally. The terms are storytelling, big picture books and listening comprehension achievement.

1.3.1 Storytelling

Storytelling is one of the techniques of teaching listening in which the teacher tells a story aloud in front of the students by using expressions such as gestures, voices, sounds, mime and varying intonation (Zaro and Salaberri,1995:314).

1.3.2 Big Picture Books

A big picture book in this research was used for the experimental group. A big picture books is a picture book in big sizes, about 50 cm wide and 70 cm tall. Beside its' size, A big picture book represents its elements including shape, page layout in order to support the story. The forms of the big picture books are vertical rectangle and the face of animal such as the face of a cat, etc.

In teaching listening through storytelling, the teacher previously shows the cover that includes the title and picture heading. After that, s/he opens the book page by page to tell the story by expressing mime, varying intonation and pointing pictures in the big book to the class in order that the students are able to understand how the story works from the beginning until the end.

The teaching of storytelling by using big picture books in this research was conducted two times as the treatments. The stories were chosen based on themes and sub themes in the Basic Course Outline of the 1994 English Curriculum. The theme chosen was "Family Life". In this research, big picture books were used to stimulate the students' background knowledge to infer the sentences orally in order to improve their listening comprehension achievement.

1.3.2 Students' Listening Comprehension Achievement

Listening comprehension achievement in this study indicates the students' scores of listening comprehension, test, covering the following two aspects: (1) finding the general information, (2) finding the specific information. Listening for finding general information is listening for finding the substance or gist of the text. Specific information is the facts and idea that prove or explain the main idea of the paragraph.

1.4 The Objectives of the Study

Referring to the background and the problems of the study, the objectives of this study are formulated as follows:

1.4.1 Major Objective

To know whether there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri I Probolinggo in the 2003/2004 academic year.

1.4.2 Minor Objectives

1. To know whether there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement in finding general information of texts at SLTP Negeri I Probolinggo in the 2003/2004 academic year.
2. To know whether there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement in finding specific information of texts at SLTP Negeri I Probolinggo in the 2003/2004 academic year.

1.5 The Significances of the Study

It is expected that the results of the study will give important inputs to the following people:

1. The Writer

The results are useful as an input for the writer to enhance the writer's experience and knowledge about the importance of storytelling by using big picture books in teaching listening

2. The Teachers

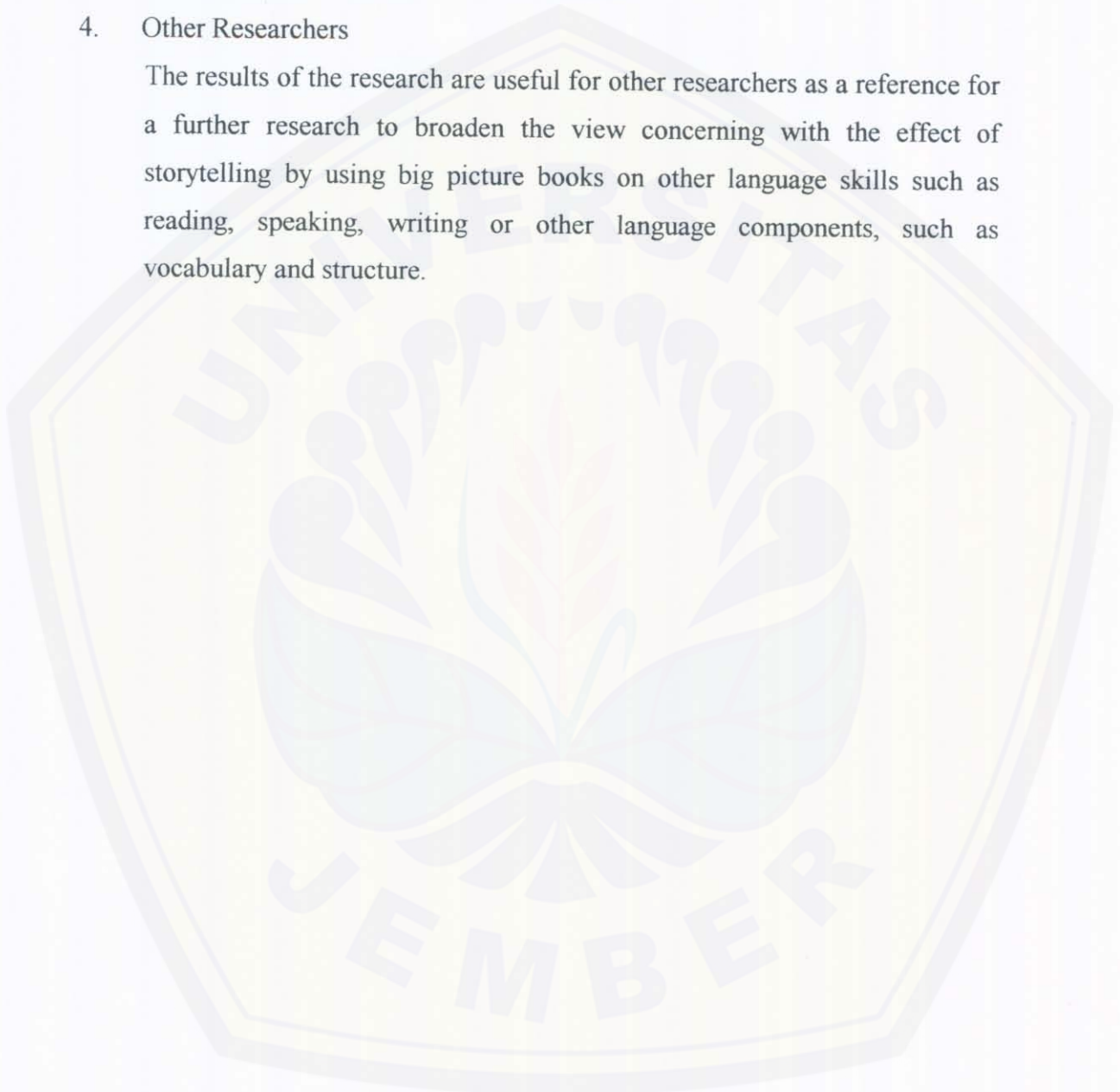
The results are significant for the English teachers as an input or information to develop the teaching of listening by applying storytelling using big picture books to improve the students' listening comprehension skill.

3. The Students

The treatments given to the students are useful for them to sustain their motivation in listening to storytelling by using big picture books to improve their listening comprehension achievement.

4. Other Researchers

The results of the research are useful for other researchers as a reference for a further research to broaden the view concerning with the effect of storytelling by using big picture books on other language skills such as reading, speaking, writing or other language components, such as vocabulary and structure.



II. RELATED LITERATURE REVIEW

This chapter represents the review of the aspects related to the research topics. They are story, storytelling, big picture book, listening process, listening comprehension, listening comprehension skill, the effect of storytelling by using big picture books on students' listening comprehension achievement, hypothesis.

2.1 Story

Story is a systematic account of a happening or something that has a setting, a plot or purpose, characters, and meaning (Petty and Jensen, 1980:322). According to Hennings (1997:105) story has story elements namely (1) Characterization, (2) Setting, (3) Plot, (4) Theme. Characterization is dealing with the characters that are presented in story. Setting is dealing with a definite sense of place in which the story takes place. Plot is dealing with an exciting story which carries the reader to be able to follow the story. Plot is also called as episode. Plot in picture book is relatively simple, as it tends to be one event, one central problem, in order that the reader will find the outcome easily. Theme or story line in this research is dealing with underlying idea of particular information.

According to Jacob (1955:194), in Spodek *et al* (1991:250) the story criteria are as follows:

1. fresh or well paced plot. The plot must be simple and straight- forward (in chronological order). The development of the plot must be easy to follow.
2. have unique individually character. Description of character is simple and clear. The characters might be imaginary or fantastical, but characters must also be logical and relevant.
3. must have delineated character. It must be shown in detail (strong performance)
4. have predictable outcome in order that students are able to guess and follow the storyline.

For appearance of the story, the sentences must be simply told and are often repeated in order that students will be familiar with it and it is facilitating the students' interaction between their knowledge and the spoken text. Therefore, the topic or story line must be appropriate with the age of the learner.

2.2 Storytelling

Story is a vital role in children's language development (Vacca *et al* (1991:173). Stories provide the effective communicative activities in an English class (Misra and Sylvester,Ed.,1990:43). Telling a story to children is an activity to build their perception about the importance of communication.

Storytelling is one of the techniques of teaching listening in which the teacher tells a story aloud in front of the students by using expressions such as gestures, voices, sounds, mime and varying intonation (Zaro and Salaberri,1995:314). By using storytelling in the process of language acquisition, children are going to develop language easily. The children are engaged to react the language creatively. Therefore, children feel deeply enjoyable and interested in learning language. Storytelling presents imagination and fantasy vividly. In this case, Halliwell (1992:7) confirms that children are intended to involve their imagination and fantasy. Hennings (1997:176) informs that instead of storytelling, children learn to put words together to express ideas in mind, enhance voice and bodies to express ideas, know kinds of visuals to explain or clarify messages and extend story to predict. Hennings also states that storytelling provides the children with excellent opportunities to organize their thoughts, communicate effectively with others.

Most children like stories. Brewer (1992:221) says that most children like stories around family, school experiences, family adventures, animal stories and about friends. The stories that children are familiar with will activate their background knowledge to gain comprehension of the story.

In this research, the stories were chosen based on the themes and sub-themes in the Basic Course Outline of the 1994 English Curriculum for Junior High School for the first semester of the first grade. The theme was "Family Life" with the sub-themes were "daily activities" and "pets".

2.2.1 The Values of Teaching Storytelling

Concerning with the important role of storytelling in language development to young language learners, it is suggested to engage storytelling in the process of language teaching. Rinvoluceri (Ed.,1983:34) and Hennings (1997:177) point that storytelling is a part of teaching. Storytelling is one of the techniques of teaching listening in which the teacher tells a story aloud in front of students by using expressions such as gestures, voices, sounds, mime and varying intonation (Zaro and Salaberri,1995:314). Teaching storytelling to students as young language learners provides many values. According to Coody (1983) in Spodek *et al* (1991:260), values in teaching storytelling are as follows:

1. The students are introduced to come of the best literature.
2. The students are acquainted with many cultures around the world.
3. The students are presented with many characters.
4. The students' vocabularies are enriched and expanded.
5. The students' listening comprehension skills are improved.
6. The students are provided with valuable information and knowledge.

Storytelling tells a story that is a part of literature containing moral and social value. As pointed by Cooper and Collins (1991), in Hennings (1997:176) storytelling emerges a sense of wonder of life. Stories that are presented in storytelling tell cultures from other countries. Storytelling presents stories in which characters are described in many traits such as, desirable traits and undesirable traits. Through storytelling, the teacher can help students create positive attitudes and have feeling of humanist. By storytelling, the teacher as the storyteller tells a story aloud, while students listen to the story, which is supported by teacher's voice, sound, intonation and gesture. Hence, storytelling is proposed to develop the teaching of listening. By listening to stories, students are getting unforgettable information and knowledge easily because getting information by storytelling emerges relax situation. It is supported by Zaro and Salaberry (1995:25) that assert storytelling is a relaxed and entertaining activity. In this case, Satchwell and Silva (1995:29) confirm that storytelling in the foreign language is an enjoyable to motivate students in language learning.

2.2.2 The Techniques of Storytelling

By considering to the importance of storytelling in teaching, particularly in language teaching, teacher is demanded to have ability in telling a story. According to Petty and Jensen (1980:324-325), there are some techniques that are involved in managing a teacher to be a good storyteller:

1. Teacher as a storyteller should learn the story well before telling it.
S/He should practice the story in order to perform it as familiar as possible to the audience, because telling the story is like telling the experience. Practice it as if teacher experiences it. In order to tell a story well, the storyteller must have knowledge of events, situation, and content of the story.
2. Teacher as a storyteller should closely communicate with students.
S/He looks into students' eyes and makes eye contact in order to convince their perception dealing with the way of the story. The teacher as the storyteller can focus on students and immediately responds to their reactions. Students enjoy watching the storyteller, and a good storyteller likes to be able to look directly at the students. Students usually prefer enjoying storytelling by sitting in circle, perhaps on the floor, and grouped closely around the teacher. This situation makes the teacher gets closer to students. It is also confirmed by Fisher and Terry (1977:161-162) that say storytelling is high individual contact.
3. Teacher as a storyteller must know how to present the story.
S/He must feel the mood of story and convey it to the students. The words used must be well chosen. Sometimes it uses the teacher's words and another time the characters' words. In presenting language, teacher must speak clearly, speak up, so students will pay attention to her/his presentation. Particularly, teacher shows her/his voice volume for different part of story, and controls breath. Jalongo (1992:146) adds to give pauses and changes the tempo effectively in presenting language.

Those storytelling techniques bring the story alive. In general, presenting storytelling depends on the way teacher in preparing it. Naturally, teacher is a model and if s/he takes pleasure in telling the stories, students will learn what a teacher does (Petty and Jensen,1980:322).

2.3 Big Picture Books

Children become more effective language users by responding to the literature (Hennings,1997:13). Otherwise, students will probably take a distance to love books and stories. Books open other world to students and enhance their experiences (Scott and Ytreberg,1990:49). In providing books for students as young learners is more interesting and motivate students if teacher uses big picture books in which meaning is communicated through pictures (Hennings,1997:117). Brewer (1992:221) informs the picture book covers all kinds of interesting topics relating to children family, school experiences, family adventures, animal stories, fantasy, and friends.

In principle, Stewig (1980:102) defines a big picture book as the picture book in big size (50 cm wide and 70 cm tall) which story is told through pictures. The big picture book must show the characters, setting, and action. Thus, it must make both a visual and a verbal judgement.

2.3.1 The Elements of Big Picture Books

A big picture Book is simply a book in which the story and pictures are important (Stewig,1980:97). According to Stewig (1980:97;117) a big picture book consists of physical format (visual element). Those parts of element work together to produce an artistic unit rather than appeal in each element.

a. Physical format

Physical format is related to how a book is made. The components in making the book that is used by children should assess the effectiveness of the book the designer that covers: 1) *shape and size*, 2) *binding*, 3) *type face*, and 4) *page layout*.

1. *Shape and Size*

A book designer chooses a book shape to enhance the story and pictures. There are some options to make available shapes ; horizontal rectangle, vertical rectangle, or square. The common shape of the book is rectangle.



figure 1. Common Shape of Big Picture Books

In addition, there are other options in creating the shape of big picture book as teacher makes for storytelling material. Anyway, big picture books can be formed in uncommonly shapes. It is still attractive and interesting. According to Vacca *et. al.* (1991:164) it is formed based on the story, such as a story about animals, objects etc. These are the examples



figure 2 Animals and Objects Shape of Big Picture Books

Those big picture book shapes are interesting for students in order to attract them in following the story. The shape of big picture book includes its cover that probably gives students' first impression to comprehend the story.

Related to the shape of the book is size. The big book size could be in big size. The larger book (six and one-half inches wide and twelve inches tall or more) makes the book more effective. The larger picture book or big picture book is designed for storytelling in a large group (Vacca *et al.*, 1991:80).



2. *Binding*

The binding in making a big picture book is designed to provide an attractive appearance of the book (Stewig,1980:103). It should consider visual impression in designing cover. The cover of the book should be representative of the book itself, sometimes it is designed in cloth cover, for example, a cloth-cover in quasi-oriental design introduces the reader about culture described in the story. Instead, a cloth-cover in binding a book, at times the book is bound in a paper-over-board (hard paper), which is unbreakable and inexpensive rather than cloth-cover. Meanwhile, Vacca *et.al* (1991:164) give an idea in binding a book. The big picture books may be bound in the form of ring book, fold out book or stapled book.

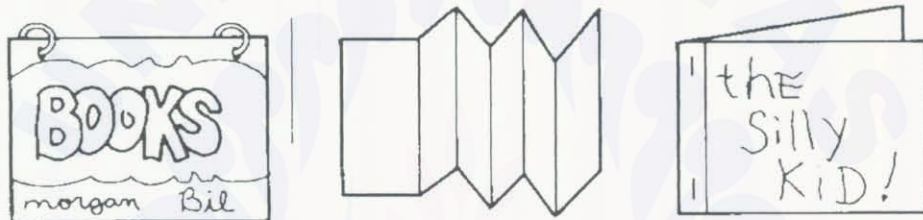


Figure 3. The Binding of Big Picture Books

3. *Display Faces*

It is important in the account of display faces. It deals with unusual shape of letters that are usually used on the title page and section heading. These are the examples of display faces:

Children and Literature
CHILDREN AND LITERATURE
Children and Literature
Children and Literature
CHILDREN AND LITERATURE

Figure 4. Display Faces of Big Picture Books 1

Display faces will enhance the message of the book (Stewig,1980:106). For genuine example of using display face is the picture book "Toad" written by Anne and Harlow Rockwell



by
Anne & Harlow Rockwell

Figure 5. Display Faces of Big Picture Books 2

The elaborate illustration of bumpy frogs as display faces and the simple type face used for the author's name s complement each other.

(Stewig, 1980:107)

4. Page Layout

In page layout, it must be considered how to set pictures. There are several considerations in setting picture: colour and proportion. The colour of the pictures may simply use in two colours, black and white, in few colours, or in complex colours (Stewig,1980:98). Actually, children commonly prefer the colourful pictures. Hence, Hennings (1997:117) adds the idea in colouring pictures. Hennings quotes the use of colour in *The Funny Little Woman* by Mosel:

When the funny little woman is tucked cosily in her little house, it is filled with colour; but when she falls down the hole after her dumpling, the under world blooms with colour and the little house appears as a black and white sketch, probably as it remained in the woman's memory while she lived in realm of the oni. Later when she escapes to the upper, real world, the colour lights up again.

In principle, the colour of pictures in big picture books enhances the story meaning. The proportion of the pictures deals with parts of body in correct relation to the whole body or whole objects in accurate scale to the environment. It may create a funny, humorous or fantastic effects that all children like the best. The placement of the pictures in a big picture book is usually arranged on each page both horizontally and vertically (Stewig, 1980:111).

According to Marcus (1977:209), the role of pictures helps children to correct misconceptions from the text given either in spoken or written form. Pictures make an abstract concept become more concrete. Children's concept has limited experiences and sometimes make in accurate interpretation of verbal explanation. Pictures can correct this problem. Moreover, picture builds new experiences and guides to meaning (Gairns and Redman,1986:103). Based on Cullinan (1989) and Huck (1979), in Spodek *et al* (1991:249) ideas, pictures that are relating to the story, provides setting and background needed to accelerate comprehension of an event, a unity of action, a balance of occurrences, or a new frame of reference for situation, then they integrate it with what they have already known.

2.3.2 Guidelines for Creating A Big Picture Book

According to Jalongo (1992:347), there are three steps in creating a big picture book. Those three steps will be explained as follows:

1. Selection

Chose a wordless picture storybook that uses devices, such as repetition and rhyme to help students predict what will happen on the next. Repetition encourages students' mind in memorising the story.

2. Planning

Set the page arrangement to determine the space of pictures. It can be printed in one page or double pages. The style of printing should match the manuscript style. It will be familiar to the students in following the story. Teacher should consider how to fasten the series of pictures with the result being made in the form of a big picture book. Heavy cord, staples, shower- curtain rings, notebook rings, spiral binding, and sewing are some alternatives.

3. Illustration

It is not essential that illustration in teacher's version of the book should match the original one. Creating illustration in a big picture book can be teacher's made pictures by adapting it from the original

picture book. When the drawings are complete, they can be coloured with crayon, markers, oil pastel, watercolour, or coloured pencil.

2.4 Listening Process

Listening involves more than just hearing or paying attention, listening is an active process. Lundsteen (1979), in Jalongo (1992:67) defines listening as a process by which spoken language is converted to meaning in the mind. Further, he defines listening which involves three things as follows:

1. Hearing – it deals how well we hear. It includes the ability to hear, the ability to discriminate sounds, to blend sound together, and to hold sound in memory.
2. Listening – is an act of perception which includes focusing, become aware, and selecting voice or sound from the environment.
3. Auding – is an act of comprehension that begins with hearing and listening. It includes getting meanings from what are heard associating sound to prior knowledge, imagining and appreciating it.

Dealing with listening, Vandergrift (Ed.,1999:168) confirms that listening is a complex active process in which the listener must discriminate sounds, understand vocabulary, and grammatical structures, interpret stress and intonation, keep all of above, finally interpret it based on socio cultural context of the utterance. It is clear enough that listening is an active process of hearing with full attention, comprehension and interpretation for getting information, the messages and the meaning of communication from the speaker.

2.4.1 The Influences of Listening Process

The listening process according to Jalongo (1992:67) is affected by the listener characteristics, speaker characteristics, and situational factors.

1. The listener characteristics
They involve the learner's motivation, experiences, and the ability to use self-monitoring. The learner's motivation derives from students' interest to be actively involved in the presentation of communication.

In this situation, students are motivated to interact and participate. The learner experiences deal with what students know through seeing, listening, and doing over their daily life. It will enhance their conceptual utterances from the spoken text. The ability to use self-monitoring refers to the ability in associating new information with prior knowledge.

2. The speaker characteristics

They involve the speaker's eye contact, nonverbal communication, and the distracting habits. The speaker's eye contact deals with how speaker looks into the eyes of listener. It means that the speaker is eager to give attention and convinces to the listener to what the speaker says or tells. Nonverbal communication deals with the message that is described through gesture, mime, and hand movement. The speaker's distracting habits deals with how speaker presents language to be understandable, not too low volume or any interruption unpleasant voice. The speaker should not speak in monotonous.

3. Situational factors

They involve the presentation of the messages and the use of concrete objects. The presentation of the messages refers to messages that should not be presented for long time, because it will make the listener gets bored. It should be clearly organized. For example, if the topic of the spoken text is presented in an interesting way and suitable with the listener's experiences in their life, of course, it will make them listen attentively. The use of concrete objects refers to what the speaker use to encourage his/her explanation of the messages. For example, pictures and realia can be used as teaching media.

By knowing some influences that affected the listening process, hopefully, teacher is able to contribute on the way listening must be taught. She should prepare the material well and use the appropriate technique in teaching listening so that the teaching objective can be achieved.

2.5 Listening Comprehension

Listening is the first common sense that is learnt by students in learning language. According to Littlewood, (1981:65-67) those students spend their time in listening to the foreign language rather than producing it. Essentially, however, the main goal of listening as receptive skill is listening comprehension. It is constructing meaning by integrating the information of the spoken text with the students' background knowledge. To improve their listening comprehension, Morley in Paulston and Bruder (1976:129) provide a general set of principle in teaching listening comprehension as follows:

1. Listening comprehension lesson must be appropriate with curriculum.
2. Listening comprehension lesson should be constructed step-by-step planning.
2. Listening comprehension lesson should make students actively participate in teaching learning process.
3. Listening comprehension lesson should emphasize on conscious memory work.

Listening comprehension lesson must be appropriate with the curriculum used that is the Basic Course Outline of the 1994 English curriculum for Junior High School. Listening comprehension lesson should be constructed step-by-step planning. This implies that in the teaching of listening should consider to what students to listen to, where students listen to, when students listen to, how students listen to. Listening comprehension lesson should make students actively participate in teaching learning process. It involves their written responses to what they have listened. It should emphasize on conscious memory work. It involves activities in giving post questions in order to recall their memory dealing with the spoken text given. However, listening activities cannot be separated with thinking and remembering.

2.6 Listening Comprehension skills

Teaching listening should be exposed to listening comprehension skills. It helps students to concentrate on the spoken message (Hennings,1997:169). Listening comprehension skill indicates students to get information both in general and specific information based on the spoken text.

2.6.1 Listening for Finding General Information

Listening for finding general information is listening for finding the substance or gist of the text (Hennings,1997:155). Students are intended to listen to the spoken text carefully because it needs their ability to grasp the meaning for their comprehension. Listening for finding general information can be divided into listening for finding topics and main ideas.

a. Listening for Finding Topic

Listening for finding topics is listening for getting the gist of whole spoken text. It is related to what the story talks about or what the author talks about. According to Petty and Jensen (1980:192), in listening for finding topics, the teacher asks students to listen carefully to what they are going to listen and to think of the one important thing it tells about. Hennings (1997:155) gives an example of the way for finding the topic as follows:

A useful tool that tells us something about the weather is called a thermometer. Thermometers are used to measure the temperature of the air. Another way of saying this is that a thermometer tells us how hot or cold the air is. If you had a thermometer hanging outside your window, you would be able to tell if it was cold enough to need a coat outdoors or if the weather was warm enough for you to wear shorts

Then teacher make question answer strategic as follows:

Teacher: "What is the topic?"

Students: "thermometer"

Teacher: "how do you know?"

Students: "The word thermometer is often repeated"

The topic can be determined from the repeating words. It means that students are able to finding out the topic of the spoken text from the words, which are often repeated. Finally it can be stated that in identifying topic listener does not have to think deeply because it is easy to be identified. However, students should know the important thing that is there only one topic in spoken text and it is always mentioned on text.

b. Listening for Finding Main Ideas

Listening for finding main ideas is listening for getting the gist from a part of story. It might be the main idea of first paragraph and the next paragraph. According to McWhorter (1989:109), the main idea is explicitly stated in the first, middle, and the last of the paragraph

The main idea refers to a statement, which summarizes a paragraph (Raygon, in Cahyono,1997:43). it is also simply the topic sentence but it includes the idea in the supporting sentences.

1. The main idea at the beginning of the paragraph.

Most often the main idea is stated in the first sentence of the paragraph. In this type of paragraph, the writer first states his/her main point and then explains it. The following is an example:

As the sun went down, the **scene from the bridge was beautiful**. It had been a perfect day. Up and own on either side of New York the bright blue water lay gently rippling, while to the south it merged into the bay and disappeared toward the sea. The vast cities spread away on both sides. Beyond rolled the hilly country until it was lost in the mists of the sky. All up and down the harbour the shipping, piers and buildings were still gaily decorated. On the housetops of both Brooklyn and New York were multitudes of people.

(David McCullough in Wiener and Bazerman, 1985:48)

Although the above paragraph contains a lot of information, the main idea is the “the scene from the bridge was beautiful”. All the sentences in the paragraph illustrate the idea by providing many details.

2. The main idea in the middle of the paragraph

The main idea is sometimes stated in the sentence in the middle of the paragraph. In this type of paragraph, the writer begins and ends with examples. The following is an example:

There are 74.5 million television sets in United States, at last one set for 98 percents of all American homes. Forty-

eight percents of all United States homes have more than one set, and some families even have a set of every person in the house. Yet, **despite the fact that the number of television sets in the United States has virtually reached a saturation point, the amount of time spent watching television has declined steadily since 1976.** Explanation vary from the increasingly poor quality of network should to the rising popularity of home video equipment, but the fact remains that we are owning more sets but enjoying them less.

(Wiener and Bazerman, 1985:48)

The main idea of the paragraph above is “despite the fact that the number of television sets in the United States has virtually reached a saturation point, the amount of time spent watching television has declined steadily since 1976”. In this paragraph the writer begins with the fact about television sets in the United States. He/she then states his/her main points and continues with explanation that illustrates the results of poor quality of network.

3. The main idea at the last of the paragraph

The main idea is also stated in the sentence at the last of the paragraph. In this type of paragraph, the writer sums up all details. The following is an example:

At the beginning of this century, only eight percents of marriages ended in divorce. In 1976, just over fifty percents did. The dramatic change does not necessarily mean that people were happy in marriage in the old days and are unhappy today. Expectations have changed, and divorces are now much easier to come by. People who years ago might have suffered along now sever the marriage bound. Yet, however the statistics are interpreted, it is clear that, **there is a reservoir of dissatisfaction in marriages.**

(McWhorter, 1989:108)

The main idea of the paragraph above is “There is a reservoir of dissatisfaction in marriages”. All the sentences in the paragraph support that idea with details. By stating the main idea at the end, the writer summarizes the point of the paragraph.

The locations of main idea have been explained clearly. In this research the main idea that were applied at the first sentence or beginning of the paragraph and main idea at the last of paragraph. It was considered that the first grade of junior high school students was taught the listening comprehension skill by finding the main idea stated at the beginning of the paragraph and finding the main ideas at the last of paragraph as a conclusion.

2.6.2 Listening for Finding Specific Information

Specific information or supporting details work naturally to support the main idea or topic (Hennings,1997:156). McWhorter (1989:113) states specific information is the facts and idea that prove or explain the main idea of the paragraph. In this case, Norton (1990:125) presents some listening activities for finding specific information:

1. Teacher presents a material in a spoken text and asks students to classify the specific information according to some points that they are important, helpful or necessary.
2. Teacher reads a descriptive spoken material aloud to class. Then, he/she asks students to find specific information that mentions, such as characteristic, and possible events.
3. Teacher asks students to describe specific information of characters in familiar stories in written form.
4. Teacher asks students to listen to details carefully that suggest the identities of the characters.

In listening for specific information teacher asks students to listen for supporting ideas of the spoken text. The following example is taken from Petty and Jensen (1980:192):

Every morning father goes to work by bus. He usually leaves the house about seven o'clock. In rainy weather mother drives him to the bus station on her way to work. When the bus reaches the city at seven forty five, father goes to the general office of his company. An elevator carries him to the eight floor. His job sometimes takes hours of extra time, and many evenings he does not arrive home nearly bedtime. Joe and Betty are disappointed when he works at

night, for her frequently helps them with their lesson. If there is time after they have finished studying, the family often plays games.

To recall students' ability in finding specific information of the spoken story, the teacher gives questions such as these:

1. What time does father leave the house in the morning?
2. What does mother do during the day?
3. On what floor is father's office?
4. How does father help Joe and Betty when he is home early?
5. When does the family play game?

Those questions above indicate the way to find specific information.

2.7 The Effect of Storytelling by Using Big Picture Books on Students' Listening Comprehension Achievement.

Listening is considered as an integral part of students' language learning. Students love listening if listening serves as an enjoyable activity. It is essential for the classroom to have a warm, positive, and pleasant atmosphere (Kerin, in Hancock and Hill, 1987:13). A professional teacher should create the listening classroom to become a warm, positive, and pleasant environment. The teacher creates a warm environment in the class in order that students are getting closer among students and between students and teacher. This situation is expected to make students not embarrass to give neither opinions nor questions to the teacher about the lesson. Thus, the class will be active in the existing warm environment. In positive atmosphere, teacher is expected to give students a positive effect in the teaching of listening.

Since students as young language learner love listening to stories, storytelling gives the appropriate way to build their imagination and fantasy in listening's need. According to Zaro and Salabery (1995:2) state that storytelling has many interesting characteristics, events, and builds students 'moral.

One important thing that cannot be neglected beside the teaching techniques is the use of props or additional material in presenting storytelling. Teacher as a human being has a weakness in describing plot, or setting of story. Hence, he/she is exposed to bring additional props in order to accompany her/his presentation. A series of pictures that is formed in the big book is the attractive and interesting

props to promote the presentation of storytelling. Thus, this book is called the big picture book. Based on Lynch (1986:4) in her book "Using Big Books and Predictable Books", the big picture book presents meaningful stories that students will treasure the rest of their life. Language is social (Lynch,1986:9). In learning language, students need to interact with others. The big picture book offers students to learn language in social situation than the little book that is designed for individual language learning. Teaching listening through storytelling by using big picture books helps teacher to describe the settings, characters, and events in pictorial style. Students are going to know how the story works and follow it easily. They listen to a story that is told by the teacher by using the big picture book. It helps them to associate their prior knowledge taken from pictures with the spoken text.

Lynch (1986:6) informs that in presenting the big picture book for storytelling in the teaching of listening teacher is suggested to consider the following guidelines:

1. Teacher shows the cover of the book and ask them "what do you see?" Discuss the cover of the book to activate students' prior knowledge.
2. Teacher encourages students to make prediction by asking them "what do you think the of story about?"
This question activates students' prior knowledge in order to do collaborative learning in gathering information from their point of view.
3. Teacher tells a story aloud to all of the class.
S/He tells the story with enthusiasm. He/She uses particular voices and sounds to emphasize the part of the story by pointing the main picture in each page of the big picture book. While s/he is telling the story and students are listening to it, students are given a chance to examine the pictures more closely. It will help them understand the spoken text and the pictures in inferring the story.

4. Teacher recalls students' understanding by asking them the topic and specific information of the story.

Using the big picture book for storytelling in teaching of listening will make the story more alive than presenting storytelling without these props. In this way, students as listeners are interested and enjoy listening to the story.

Based on the explanations above, it is clear that storytelling by using big picture books is an interesting activity in the listening teaching learning process. Finally, students can improve their listening achievement. In other words, storytelling by using big picture books has a positive effect on improving students' listening comprehension achievement.

2.8 Hypothesis

Based on the research problem, the hypotheses of the research were formulated as follows

2.8.1 Major Hypothesis

There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year.

2.8.2 Minor Hypothesis

1. There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement in finding general information at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year.
2. There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement in finding specific information at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year.

III. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. It includes the research design, area determination method, respondent determination method, data collection methods, and data analysis method.

3.1 Research Design

Research design is needed to be used by the researcher in order to obtain the valid data suitable with the variables and the objectives of the research. Bieger and Gerlach (1996:49) confirm that the fundamental goal of the research is to develop a set of methods and procedures that will answer the research question or test the research hypothesis with a high degree of confidence.

This research was Quasi-experimental by using control group post-test only design. It was used because it closely approximates to the most desirable true experimental design. Moreover, it commonly used in educational research (Mc. Millan, 1992:176). The research design could be illustrated as follows:

| Groups | Treatment | Posttest |
|--------------------|-----------|------------------|
| Experimental Group | X | T _{2.e} |
| Control Group | | T _{2.c} |

Notes:

X : Treatment

T_{2.e} : Post-test of the experimental group.

T_{2.c} : Post-test of the control group.

(Adapted from Suryabrata,1997:43)

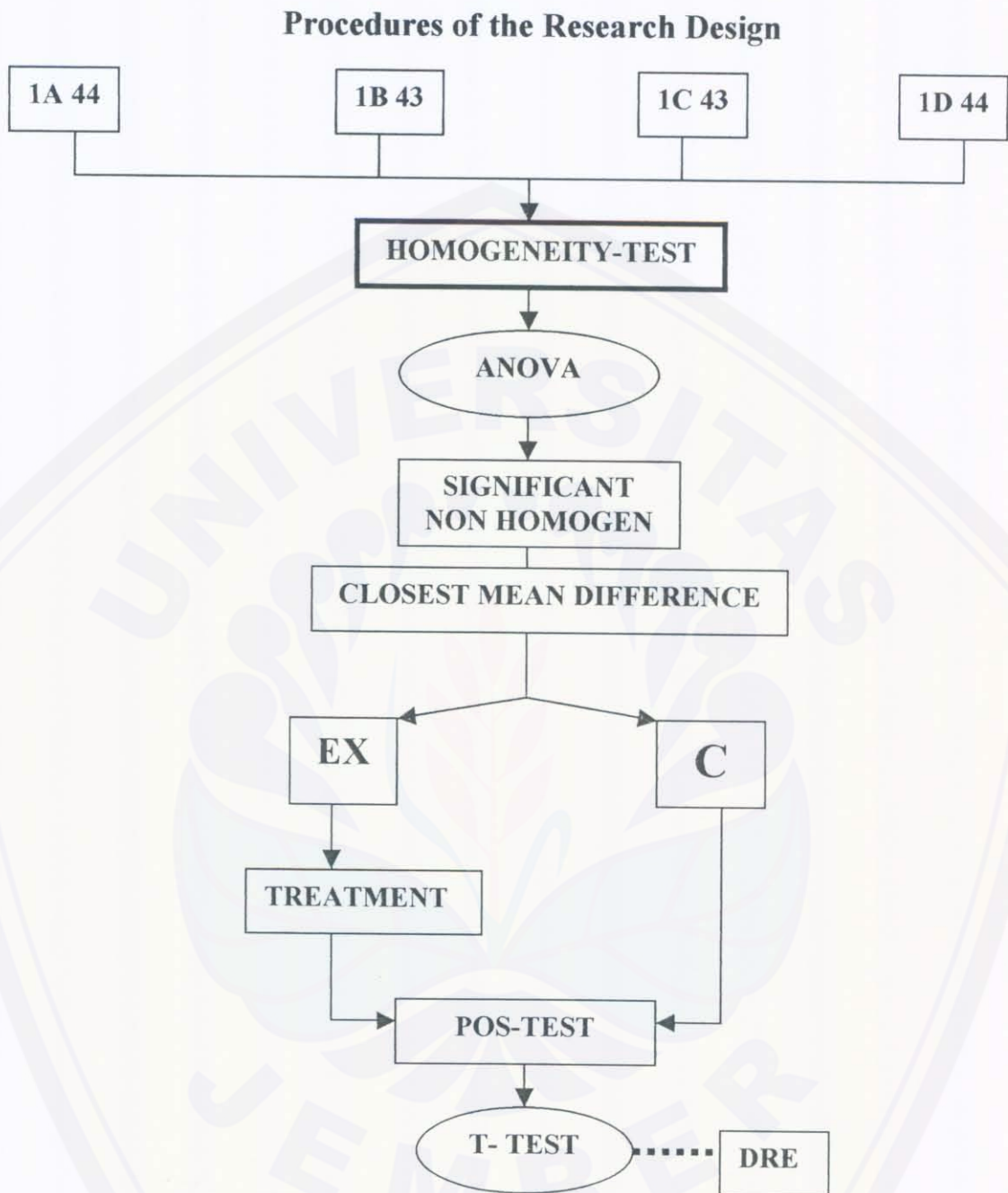


Figure 6. The procedures of the research design

1. Administering homogeneity test of the existing four classes to know the homogeneity of the population. The homogeneity-test results were analysed statistically by using ANOVA. The result of the homogeneity-test was significant, the population was not considered homogeneous.

Therefore, the experimental group and the control group were taken from two classes that had the closest mean difference.

2. Giving treatment that was teaching listening through storytelling by using big picture books to the experimental group, while the control group was taught storytelling without using big picture books.
3. Giving post-test of listening through the spoken text to the experimental group and the control group.
4. Analysing the data collected by using t-test formula to test the mean difference of both groups, then they were compared in order to know whether there was a significant effect of storytelling by using big picture books on the students' listening comprehension achievement.
5. Analysing the mean difference by using DRE (Degree of Relative Effectiveness) formula to know the grade of difference of DRE. The formula was as follows

$$DRE = \frac{M_a - M_b}{M_b} \times 100\%$$

(Adapted from Masyhud,2000:60)

Notes:

- DRE : Degree of Relative Effectiveness
M_a : Mean of the experimental group
M_b : Mean of the control group

6. Drawing a conclusion to answer the research problems.

3.2 Area Determination Method

In this research, purposive method was used to determine the area of the research. The area chosen was SLTP Negeri 1 Probolinggo based on some considerations. Firstly, it was easy for the researcher to get permission from the headmaster to conduct the research. Secondly, SLTP Negeri 1 Probolinggo has high rating of education among Junior High Schools in Probolinggo. Thirdly, the

English teacher has never applied storytelling by using big picture books in the teaching of listening, so the experimental research was conducted at this school.

3.3 Respondent Determination Method

It was essential to consider and choose the respondents that enabled the researcher to conduct the research. Saslow (1982), in Bieger and Gerlach (1996:97) points out that the selection of the research respondents has important consequences for validity of the research findings. The research respondents were the students of the first grade of SLTP Negeri 1 Probolinggo in the 2003/2004 academic year. The first grade students in SLTP Negeri 1 Probolinggo were divided into 4 classes; IA, IB, IC, and ID, in which each class consisted of 43-45 students. The sample taken was 50 % of the population. Therefore, two classes were taken as the research samples.

Before taking the two classes, the homogeneity test was given to the population. The results of homogeneity-test were analysed statistically by using ANOVA formula. The result of the homogeneity-test was significant (see appendix 21). It means that the population was not homogenous. Therefore, the experimental and the control groups were taken by lottery from two classes that have the same or the closest mean difference. The result was class 1B as the experimental group and class 1D was as the control group.

3.4 Data Collection Methods

The quality of data collection method as well as the measurement will influence the quality of the data obtained (Suryabrata,1983:84). Valid and reliable data collection methods will produce valid and reliable data. Therefore, a researcher was required to apply appropriate data collection methods in order to obtain objective and valid data.

The data of the research dealt with the primary and supporting data. The primary data were taken from the scores of the students' listening comprehension achievement test and the supporting data were gained from homogeneity test, interview and documentation. In brief, the data collection methods that were used in this research were listening test, interview, and documentation.

3.4.1 Test

The primary data were the scores of the students' listening comprehension achievement test. Test is a set of questions or exercises or other instruments that are used to measure skills, knowledge, intelligent, and the talent of individuals or groups (Arikunto, 1998:123).

Based on Burden and Byrd (1999:339), the instrument of evaluation is test, which is classified into, standardized test and teacher-made test. Standardized test is used to measure the differences among individuals and to determine changes of individuals' knowledge over a period of time. It is designed to inform the teacher what students know and what they can do. Since the instructional objectives fall into students' cognitive, teacher-made test becomes the most common means to evaluate students' achievement.

In this research, the teacher-made listening test was applied to get the primary data about the students' listening comprehension of the spoken texts. Teacher-made test in the form of objective test was applied. The researcher made listening test based on the listening material of the Basic Course Outline of the 1994 English Curriculum for the first grade students of Junior High School. The objective test was constructed in the form of multiple choices for the questions that were used to measure the students' listening comprehension achievement with the consideration that it could be scored easily and it was applicable to the construction of listening comprehension test. Another reason was that using multiple choices was considered simple and perfectly reliable. As Hughes (1996:19) says that the kind of objective test could produce high reliability. The test is said to be valid if it measures accurately what is intended to be measured (Hughes, 1996:22). The content validity was established in this research because the test was constructed based on the content that constitutes a representative sample of the listening skill that covered finding general information and finding specific information of the spoken texts.

The test was given to the students, both in the experimental and control groups. It consisted of two texts. The total number of the test is 20 items. Each text contained 10 items with the distribution for finding general information (2

items) and finding specific information (8 items). Each correct item was scored 5 points. So the total score of the test items was 100 points. For detailed information about the distribution of each item is enclosed on Appendix 20. In giving listening test, the researcher used recorded stories. The Stories, questions and the answer options were in the form of tape script. It was played twice. Teacher played question and answer options for each number. After giving question for each number, teacher asked students to chose the best answer in the students answer sheet.

3.4.2 Interview

Kartono (1990:171) defines interview as an oral dialogue between two persons or more to investigate certain research problems done face to face. In this research, the structured interview was used in which a list of questions was used as a guide to get the supporting data about the English curriculum used, the English books used by the teacher in teaching listening, the students' difficulties in listening, the media and the techniques that were used by the English Teacher in the teaching of listening. The interview was conducted with the English teacher of the first grade students of SLTP Negeri 1 Probolinggo in October 11th 2003. The interview guide is enclosed on Appendix 2.

3.4.3 Documentation

Documentation was applied in the research to support the primary data in the form of written material taken from files, documents, and books. The data that was taken from documentation in this research were the list of the respondents and the school personnel list, and the facilities of SLTP Negeri 1 Probolinggo.

3.5 Data Analysis Method

It is very essential to analyse the data that have been collected. The primary data were collected by using listening comprehension test through spoken texts that were given to the subjects (the experimental and the control groups). They were in the form of scores of listening test. Therefore, the collected data were analysed statistically by using t-test formula in order to know whether there was a significant effect of storytelling by using big picture books on the first year

students' listening comprehension achievement. The t-test formula used was as follows:

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{\sum x_a^2 + \sum x_b^2}{na + nb}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}}$$

(Adapted from Hadi, 1993:443)

Notes :

M_a : the mean of the experimental group

M_b : the mean of the control group

na : the number of respondents in the experimental group

nb : the number of respondents in the control group

$\sum x_a^2$: the total individual deviation square score of the experimental group

$\sum x_b^2$: the total individual deviation square score of the control group

The Degree of Freedom is:

$$Df = (na + nb) - 2$$

After analysing the data gained, the result was consulted to the significance level of 5%.

IV. RESEARCH RESULTS AND DISCUSSIONS

This chapter presents the research results and the data analysis about the primary data obtained from listening test and the supporting data collected from interview and documentation.

4.1 The Primary Data

The Post-test on listening comprehension achievement test was conducted to get the primary data about the students' scores of listening test of the experimental and the control group. Post-test was given to the students of both groups after giving treatment. The results of post-test were analysed by using t-test formula and the t-value was consulted to the t-table with the significant level 5% to prove the hypothesis. It was used to know whether there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year.

The results of post-test on listening comprehension achievement of the experimental and the control group are presented on the Tables 1,2 and 3

4.2 Data Analysis and Hypothesis Verification

Based on the statement formulated in Chapter I, the problems of the research were formulated into the major problems and minor problems. To answer those problems, t-test formula was applied in order to know the significant difference between the experimental and control groups. The data analysis could be seen in Table 1.

Table 1. The Tabulation of The Students' Scores of Post-test on Listening Comprehension Achievement of the Experimental and Control Groups.

| No | Experimental Group | | Control Group | |
|----------|--------------------|-----------------|---------------|-----------------|
| | Xa | Xa ² | Xb | Xb ² |
| 1 | 95 | 9025 | 100 | 10000 |
| 2 | 80 | 6400 | 70 | 4900 |
| 3 | 90 | 8100 | 80 | 6400 |
| 4 | 90 | 8100 | 50 | 2500 |
| 5 | 80 | 6400 | 95 | 9025 |
| 6 | 90 | 8100 | 75 | 5625 |
| 7 | 100 | 10000 | 80 | 6400 |
| 8 | 90 | 8100 | 50 | 2500 |
| 9 | 90 | 8100 | 90 | 8100 |
| 10 | 90 | 8100 | 80 | 6400 |
| 11 | 55 | 3025 | 85 | 7225 |
| 12 | 95 | 9025 | 75 | 5625 |
| 13 | 90 | 8100 | 50 | 2500 |
| 14 | 60 | 3600 | 90 | 8100 |
| 15 | 80 | 6400 | 80 | 6400 |
| 16 | 95 | 9025 | 90 | 8100 |
| 17 | 85 | 7225 | 70 | 4900 |
| 18 | 90 | 8100 | 75 | 5625 |
| 19 | 80 | 6400 | 85 | 7225 |
| 20 | 85 | 7225 | 95 | 9025 |
| 21 | 55 | 3025 | 80 | 6400 |
| 22 | 80 | 6400 | 50 | 2500 |
| 23 | 90 | 8100 | 70 | 4900 |
| 24 | 100 | 10000 | 95 | 9025 |
| 25 | 85 | 7225 | 90 | 8100 |
| 26 | 60 | 3600 | 70 | 4900 |
| 27 | 90 | 8100 | 85 | 7225 |
| 28 | 80 | 6400 | 100 | 10000 |
| 29 | 95 | 9025 | 75 | 5625 |
| 30 | 85 | 7225 | 65 | 4225 |
| 31 | 65 | 4225 | 80 | 6400 |
| 32 | 95 | 9025 | 90 | 8100 |
| 33 | 85 | 7225 | 70 | 4900 |
| 34 | 75 | 5625 | 80 | 6400 |
| 35 | 90 | 8100 | 90 | 8100 |
| 36 | 85 | 7225 | 80 | 6400 |
| 37 | 95 | 9025 | 55 | 3025 |
| 38 | 75 | 5625 | 85 | 7225 |
| 39 | 85 | 7225 | 80 | 6400 |
| 40 | 95 | 9025 | 60 | 3600 |
| 41 | 85 | 7225 | 90 | 8100 |
| 42 | 85 | 7225 | 75 | 5625 |
| 43 | 90 | 8100 | 85 | 7225 |
| Σ | 3635 | 312525 | 3365 | 270975 |

Based on the data above, the computations of t-test on students' listening comprehension achievement scores are as follows:

1. Calculating the mean score of the experimental group:

$$M_a = \frac{\sum X_a}{na} = \frac{3635}{43} = 84,53$$

2. Calculating the mean score of the control group:

$$M_b = \frac{\sum X_b}{nb} = \frac{3365}{43} = 78,25$$

3. Calculating the total individual score deviation square of M_x :

$$\begin{aligned} \sum X_a^2 &= \sum X_a^2 - \frac{(\sum X_a)^2}{na} \\ &= 312525 - \frac{(3635)^2}{43} = 312525 - 307284,3 = 5240,7 \end{aligned}$$

4. Calculating the total individual score deviation square of M_y :

$$\begin{aligned} \sum X_b^2 &= \sum X_b^2 - \frac{(\sum X_b)^2}{nb} \\ &= 270975 - \frac{(3365)^2}{43} = 270975 - 263330,81 = 7644,19 \end{aligned}$$

5. Calculating the t-test of listening comprehension achievement:

$$\begin{aligned} \text{t-test} &= \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{na + nb - 2}\right) \left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{84,53 - 78,25}{\sqrt{\left(\frac{5240,7 + 7644,19}{43 + 43 - 2}\right) \left(\frac{1}{43} + \frac{1}{43}\right)}} \\ &= \frac{6,28}{\sqrt{\left(\frac{12884,89}{84}\right) \left(\frac{86}{1849}\right)}} \\ &= \frac{6,28}{\sqrt{(153,39)(0,046)}} = \frac{6,28}{\sqrt{7,05}} = \frac{6,28}{2,65} = 2,36 \end{aligned}$$

6. Calculating the degree of freedom:

$$\begin{aligned} Df &= (na + nb - 2) \\ &= (43 + 43 - 2) = 84 \end{aligned}$$

t-test critic at the significant level of 5 % with Df (84) is 1,98

Notes:

- M_a : The mean of the experimental group
 M_b : The mean of the control group
 X_a : The individual score of the experimental group
 X_b : The individual score of the control group
 na : The number of subjects in the experimental group
 nb : The number of subjects in the control group
 X_a : The individual score deviation of the experimental group
 X_b : The individual score deviation of the control group
 X_a^2 : The individual score deviation square of the experimental group
 X_b^2 : The individual score deviation square of the control group

Table 2. The Tabulation of the Students' Scores of Post-test on Listening Comprehension Achievement of the Experimental Group.

| No | General Information | | Specific Information | |
|----|---------------------|----------------|----------------------|----------------|
| | A | A ² | B | B ² |
| 1 | 20 | 400 | 75 | 6400 |
| 2 | 20 | 400 | 60 | 6400 |
| 3 | 20 | 400 | 70 | 5625 |
| 4 | 20 | 400 | 70 | 5625 |
| 5 | 20 | 400 | 60 | 5625 |
| 6 | 20 | 400 | 70 | 5625 |
| 7 | 20 | 400 | 80 | 5625 |
| 8 | 20 | 400 | 70 | 5625 |
| 9 | 20 | 400 | 70 | 5625 |
| 10 | 20 | 400 | 70 | 4900 |
| 11 | 15 | 225 | 40 | 4900 |
| 12 | 20 | 400 | 75 | 4900 |
| 13 | 20 | 400 | 70 | 4900 |
| 14 | 15 | 225 | 45 | 4900 |
| 15 | 20 | 400 | 60 | 4900 |
| 16 | 20 | 400 | 75 | 4900 |
| 17 | 20 | 400 | 65 | 4900 |
| 18 | 20 | 400 | 70 | 4900 |

| | | | | |
|----------|-----|-------|------|--------|
| 19 | 20 | 400 | 60 | 4900 |
| 20 | 20 | 400 | 65 | 4900 |
| 21 | 15 | 225 | 40 | 4900 |
| 22 | 20 | 400 | 60 | 4225 |
| 23 | 20 | 400 | 70 | 4225 |
| 24 | 20 | 400 | 80 | 4900 |
| 25 | 20 | 400 | 65 | 4225 |
| 26 | 20 | 400 | 40 | 4225 |
| 27 | 20 | 400 | 70 | 4225 |
| 28 | 20 | 400 | 60 | 4225 |
| 29 | 20 | 400 | 75 | 4225 |
| 30 | 20 | 400 | 65 | 4225 |
| 31 | 20 | 400 | 45 | 3600 |
| 32 | 20 | 400 | 75 | 3600 |
| 33 | 20 | 400 | 65 | 3600 |
| 34 | 20 | 400 | 55 | 4225 |
| 35 | 20 | 400 | 70 | 4225 |
| 36 | 20 | 400 | 65 | 3600 |
| 37 | 20 | 400 | 75 | 3025 |
| 38 | 20 | 400 | 55 | 3025 |
| 39 | 20 | 400 | 65 | 2025 |
| 40 | 20 | 400 | 75 | 1600 |
| 41 | 15 | 225 | 70 | 2025 |
| 42 | 15 | 225 | 70 | 1600 |
| 43 | 20 | 400 | 70 | 1225 |
| | | | | |
| Σ | 835 | 16325 | 2800 | 187050 |

Table 3. The Tabulation of the Students' Scores of Post-test on Listening Comprehension Achievement of the Control Group.

| No | General Information | | Specific Information | |
|----------|---------------------|----------------|----------------------|----------------|
| | A | A ² | B | B ² |
| 1 | 20 | 400 | 80 | 6400 |
| 2 | 20 | 400 | 50 | 2500 |
| 3 | 20 | 400 | 60 | 3600 |
| 4 | 10 | 100 | 40 | 1600 |
| 5 | 20 | 400 | 75 | 5625 |
| 6 | 20 | 400 | 55 | 3025 |
| 7 | 20 | 400 | 60 | 3600 |
| 8 | 15 | 225 | 35 | 1225 |
| 9 | 20 | 400 | 70 | 4900 |
| 10 | 20 | 400 | 60 | 3600 |
| 11 | 20 | 400 | 65 | 4225 |
| 12 | 20 | 400 | 55 | 3025 |
| 13 | 15 | 225 | 35 | 1225 |
| 14 | 20 | 400 | 70 | 4900 |
| 15 | 20 | 400 | 60 | 3600 |
| 16 | 20 | 400 | 70 | 4900 |
| 17 | 15 | 225 | 55 | 3025 |
| 18 | 20 | 400 | 55 | 3025 |
| 19 | 20 | 400 | 65 | 4225 |
| 20 | 15 | 225 | 80 | 6400 |
| 21 | 20 | 400 | 60 | 3600 |
| 22 | 10 | 100 | 40 | 1600 |
| 23 | 20 | 400 | 50 | 2500 |
| 24 | 20 | 400 | 75 | 5625 |
| 25 | 20 | 400 | 70 | 4900 |
| 26 | 20 | 400 | 50 | 2500 |
| 27 | 15 | 225 | 70 | 4900 |
| 28 | 20 | 400 | 80 | 6400 |
| 29 | 20 | 400 | 55 | 3025 |
| 30 | 10 | 100 | 55 | 3025 |
| 31 | 20 | 400 | 60 | 3600 |
| 32 | 20 | 400 | 70 | 4900 |
| 33 | 15 | 225 | 55 | 3025 |
| 34 | 20 | 400 | 60 | 3600 |
| 35 | 20 | 400 | 70 | 4900 |
| 36 | 20 | 400 | 60 | 3600 |
| 37 | 10 | 100 | 45 | 2025 |
| 38 | 20 | 400 | 65 | 4225 |
| 39 | 20 | 400 | 60 | 3600 |
| 40 | 10 | 100 | 50 | 2500 |
| 41 | 20 | 400 | 70 | 4900 |
| 42 | 20 | 400 | 55 | 3025 |
| 43 | 20 | 400 | 65 | 4225 |
| Σ | 780 | 14650 | 2585 | 160825 |

Based on the data above, the computations of t-test on listening comprehension achievement of each indicator are as follows:

a. Calculating the t-test of general information achievement

1. Calculating the mean score of the experimental group

$$M_a = \frac{\sum X_a}{na} = \frac{835}{43} = 19,41$$

2. Calculating the mean score of the control group

$$M_b = \frac{\sum X_b}{nb} = \frac{780}{43} = 18,13$$

3. Calculating the total individual score deviation square of M_a :

$$\begin{aligned} \sum X_a^2 &= \sum X_a^2 - \frac{(\sum X_a)^2}{na} \\ &= 16325 - \frac{(835)^2}{43} = 16325 - 16214,53 = 110,47 \end{aligned}$$

4. Calculating the total individual score deviation square of M_b :

$$\begin{aligned} \sum X_b^2 &= \sum X_b^2 - \frac{(\sum X_b)^2}{nb} \\ &= 14650 - \frac{(780)^2}{43} = 14650 - 14148,83 = 5011,17 \end{aligned}$$

5. Calculating the t-test of general information achievement

$$\begin{aligned} t\text{-test} &= \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{19,41 - 18,13}{\sqrt{\left(\frac{110,47 + 5011,17}{43 + 43 - 2}\right)\left(\frac{1}{43} + \frac{1}{43}\right)}} \\ &= \frac{1,28}{\sqrt{\left(\frac{561,64}{84}\right)\left(\frac{86}{1849}\right)}} = \frac{1,28}{\sqrt{(7,28)(0,046)}} = \frac{1,28}{\sqrt{0,33}} = \frac{1,28}{0,57} = 2,24 \end{aligned}$$

b. Calculating the t-test of specific information achievement

1. Calculating the mean score of the experimental group

$$M_a = \frac{\sum Xa}{na} = \frac{2800}{43} = 65,11$$

2. Calculating the mean score of the control group

$$M_b = \frac{\sum Xb}{nb} = \frac{2585}{43} = 60,11$$

3. Calculating the total individual score deviation square of M_a :

$$\begin{aligned} \sum X_a^2 &= \sum Xa^2 - \frac{(\sum Xa)^2}{na} \\ &= 187050 - \frac{(2800)^2}{43} = 187050 - 182325,58 = 4724,42 \end{aligned}$$

4. Calculating the total individual score deviation square of M_b :

$$\begin{aligned} \sum X_b^2 &= \sum Xb^2 - \frac{(\sum Xb)^2}{nb} \\ &= 160825 - \frac{(2585)^2}{43} = 160825 - 155400,58 = 5424,42 \end{aligned}$$

5. Calculating the t-test of specific information achievement

$$\begin{aligned} \text{t-test} &= \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{na + nb - 2}\right)\left(\frac{1}{na} + \frac{1}{nb}\right)}} \\ &= \frac{65,11 - 60,11}{\sqrt{\left(\frac{4724,42 + 5424,42}{43 + 43 - 2}\right)\left(\frac{1}{43} + \frac{1}{43}\right)}} \\ &= \frac{5}{\sqrt{\left(\frac{10598,84}{84}\right)\left(\frac{86}{1849}\right)}} \\ &= \frac{5}{\sqrt{(120,81)(0,046)}} = \frac{5}{\sqrt{5,55}} = \frac{5}{2,35} = 2,12 \end{aligned}$$

Calculating the degree of freedom of listening comprehension achievement scores of each indicator:

$$\begin{aligned} \text{Df} &= (n_a + n_b - 2) \\ &= (43 + 43 - 2) \\ &= 84 \end{aligned}$$

t-test critic at significant level of 5 % with Df (84) is 1,98

4.2.1 Major Hypothesis

Based on the computation of the t-test formula of the students' scores of post-test on listening comprehension achievement test, it showed that the statistical value of t-test was 2,36, while the critical value of t-test with the significant level 5 % and the degree of freedom 84 was 1,98. It means that the statistical value of t-test was higher than that of the t-test critic ($2,36 > 1,98$). Consequently, the null major hypothesis (h_0) which is formulated "there is no significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year" was rejected. On the contrary, the alternative major hypothesis which is formulated "There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year" was accepted.

4.2.2 Minor Hypothesis

Based on the computation of the t-test on the scores of the students' listening comprehension achievement of each indicator, it could be reported that the value of t-test of general information achievement was 2,24 and the value of t-test of specific information achievement was 2,12. While the critical value of t-test with the significant level of 5 % and the degree of freedom 84 was 1,98. It means that the statistical values of t-test of the students' listening comprehension of each indicator was higher than those of the t-test critic ($2,24 > 1,98$) and ($2,12 > 1,98$). Therefore, the null minor hypotheses (h_0) in this research which were formulated as follows:

1. there is no a significant effect of storytelling by using big picture books on the first year students' students' listening comprehension achievement in finding general information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year;
2. there is no a significant effect of story telling by using big picture books on the first year students' listening comprehension achievement in finding specific information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year; are rejected. So that, the alternative minor hypotheses in this research are accepted. Therefore, it can be stated that there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement in finding general and specific information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year; were not accepted.

4.3 Degree of Relative Effectiveness

To know the percentage of the degree of relative effectiveness of storytelling by using big picture books on the students' listening comprehension achievement, the formula of DRE was applied. The result is as follows:

$$\text{DRE} = \frac{M_a - M_b}{M_b} \times 100\% = \frac{84,53 - 78,25}{78,25} \times 100\% = 8,02\%$$

Based on the computation, it was stated that the value of DRE was 8,02 %. It means that the effectiveness of storytelling by using big picture books on students' listening comprehension achievement was 8,02 %. In other words, storytelling by using big picture books was 8,02 % more effective on students' listening comprehension achievement than storytelling without using big picture books. For example, if the students in the control group got 70 of the listening comprehension achievement test, the student in the experimental group got $70 + (8,02\% \times 70) = 75,61$ of the listening comprehension achievement test.

4.4 The Results of Supporting Data

The supporting data were obtained by conducting the homogeneity-test, the interview and documentation at SLTP Negeri 1 Probolinggo. These data were used to support the primary data.

4.4.1 The Homogeneity-Test

Homogeneity-test on listening comprehension achievement test was administered to the existing four classes in order to know the homogeneity of the population. The results of homogeneity-test were analysed statistically by applying ANOVA they are enclosed on Appendix 21. The following Table is the results of the computation of ANOVA.

Table 4. The Results of ANOVA

| Source of Variation | SS | Df | MS | F. Com | F. Table |
|---------------------|----------|-----|---------|--------|----------|
| Between Group | 5317,27 | 3 | 1772.42 | 4,09 | 2,76 |
| Within Group | 70975,35 | 164 | 432,77 | | |
| Total | 76292,67 | 167 | 2205,19 | | |

The results of ANOVA above was consulted to the F-table with the level of significance 5% in order to prove whether the computation results is significant or not. Based on the results of computation above, the value of F computation (the results of ANOVA is 4,09 and the value of F-table with the significant level 5 % is 2,76. Thus, the value of F computation is higher than the value of F-table ($4,09 > 2,76$), so it can be concluded that the result of homogeneity test is significant. In other words, there is a significant difference on the means of the groups of the population. It means that the four classes (the population) are not homogenous. Therefore, the experimental group and the control group were taken from two classes that have the same or the closest mean difference. The two classes were 1B, which mean was 71,09 and 1D which mean was 73,6. The first class 1A was the experimental group and the second class was the control group.

4.4.2 The Result of Interview

The interview was done with the English teacher of the first year students on 3th October 2003 at SLTP Negeri 1 Probolinggo. According to the English teacher, listening comprehension skill is usually taught integratedly with the writing skill. The procedures of teaching listening with writing activities; the teacher tells the story in front of the class while the students are listening to the story. She often uses mimes, gestures in order to make the story more alive. She never uses media such big picture books in teaching listening. After that, in listening comprehension, she dictates the jumbled sentences to the students. Then, she asks the students to rewrite those jumbled sentences into good orders based on the story.

Relating to the listening materials, the compulsory book, which is published by P.T Edumedia in 1994, entitled “Let’s Learn English 1” has been used by the English teacher. It has been combined with “English in Use for Junior High School”, which is published by Erlangga in 1994. Besides, “PR Bahasa Inggris Kelas 1 SLTP” published by P.T Intan Pariwara in 2001 has also been used as the supplementary material for the students. The listening materials have been in line with the theme and sub-themes of the Basic Course Outline of the First year Students.

4.4.3 The Results of Documentation

The documentary study was done to get the supporting data about the list of personnel in SLTP Negeri 1, the list and the names of respondents.

1. The List of Personnel of SLTP Negeri 1 Probolinggo

The list of personnel of SLTP Negeri 1 Probolinggo were the headmaster, the teachers, and the administration staff. The detailed information about these data is enclosed on Appendix 22.

2. The List and Names of Respondents

The respondents of the research were the first year students of SLTP Negeri 1 Probolinggo in the 2003/2004 academic year. The total number of the population was 174 students divided into four classes. Based on the result of

ANOVA, it was known that the population was not homogenous. Therefore, the respondents were taken from the two classes having the closest mean difference. Two of the four classes were determined as the respondents of the research, those were 1B treated as the experimental group and the other one (1D) as the control group. The total number of the respondents was 86. The list and names of the respondents (the experimental and control groups) are enclosed on Appendix 23.

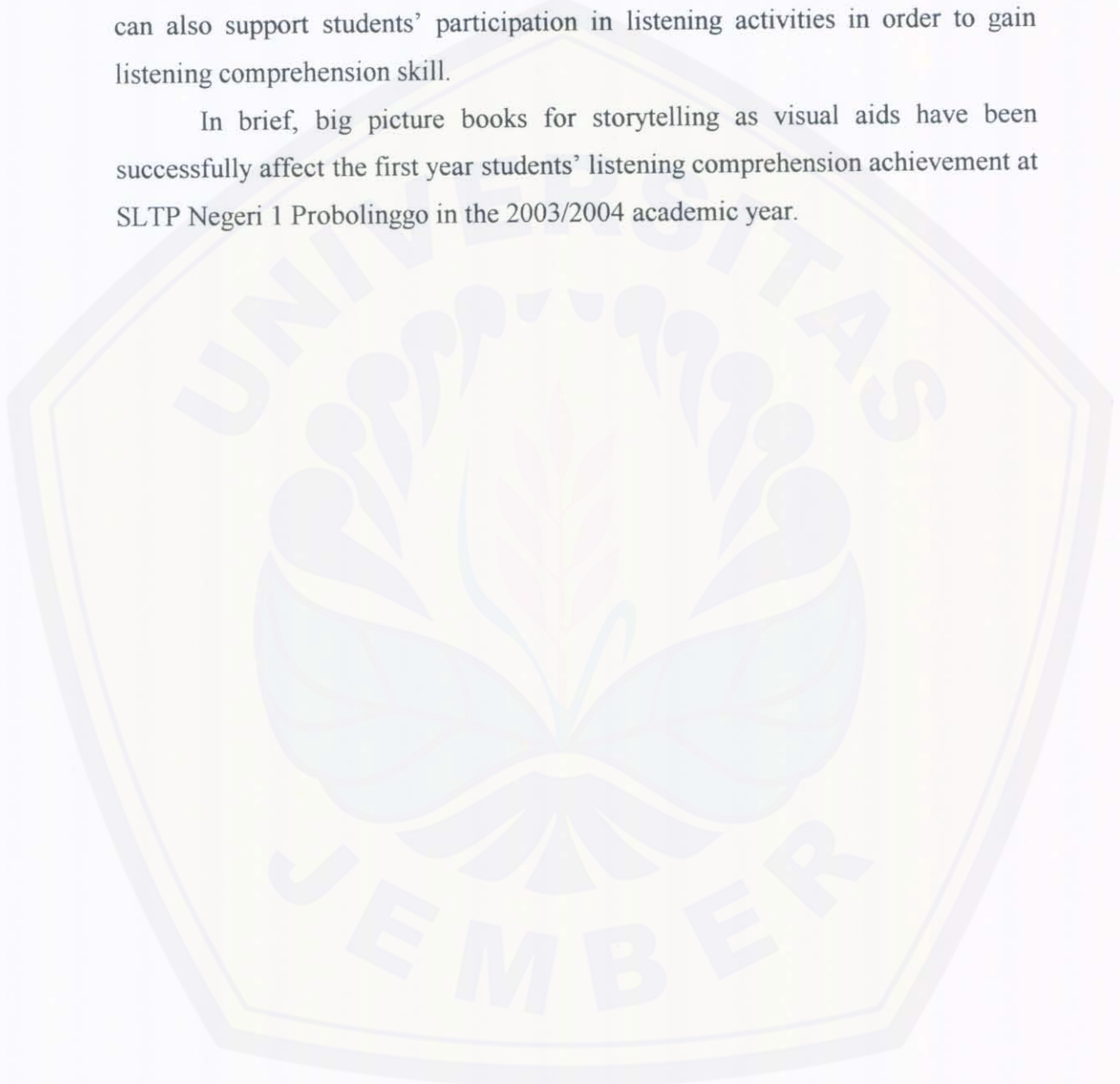
4.5 Discussion

Based on the results of listening comprehension achievement test, the value of t-statistic is higher than the t-critical value ($2,36 > 1,98$). It means that in general there is an effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year. Specifically, the results of the value t-test statistic shows there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension in finding general information of text at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year; and there is an effect of storytelling by using big picture books on the first year students' listening comprehension achievement in finding specific information of text at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year".

A research deal with storytelling by using big picture books was conducted by Handayani (2003). The big picture books in storytelling enabled the students to have impression on the stories and developed their vocabulary achievement. It is supported by some experts who stated that there is a correlation between storytelling and big picture books. Storytelling, according to Patricia (1998), in Kasbolah (1993:44) is motivating and giving fun, imaginative, useful in linking fantasy and the imagination with children's world. Furthermore, telling children stories (storytelling) will be an attractive activity in teaching listening if it is accompanied by pictures (Wright,1989:60). It is formed in an attractive book such as a big picture book, in order that students are directly involved in the story (Lynch,1986:4). Stewig (1980:102;) confirms that a big picture book as a picture

book can make students figure out the new words and sentence structures by comparing spoken texts with the illustration. The big picture book offers many amusing and fantastic stories and illustration in which the students like (Woodhouse, in Hancock and Hill,1987:78). A big picture book for storytelling can also support students' participation in listening activities in order to gain listening comprehension skill.

In brief, big picture books for storytelling as visual aids have been successfully affect the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Base on the results of the hypothesis verification and discussion, the results could be concluded into general and specific conclusions:

1. The General conclusion

There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year. It means that storytelling by using big picture books improve the first year students' listening comprehension achievement.

2. The Specific Conclusions

a. There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension in finding general information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year.

b. There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement in finding specific information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year.

5.2 Suggestions

Based on the results of the research above, they are expected as the considerations to accelerate and improve the English teaching learning process particularly in teaching listening comprehension. Therefore, the following suggestions are directed to the following people:

5.2.1 The English Teacher

S/He should be creative in presenting the story elements in order to attract the students' interest and motivation in listening comprehension. S/He should apply appropriate media in presenting the story so that it can make

the story more alive and the students will follow the story easily. Besides, She is also suggested to utilize big picture books for storytelling in teaching listening comprehension to improve their listening comprehension skill.

5.2.2 The Other Researchers

It is suggested that the other researchers conduct a further research dealing with a similar topic by using different research design, for instance a classroom action research by using big picture books to improve the students' listening comprehension achievement.

5.2.3 The Students

The result of the research students are useful for them to sustain their motivation in listening to storytelling by using big picture books to improve their listening comprehension achievement.

BIBLIOGRAPHY

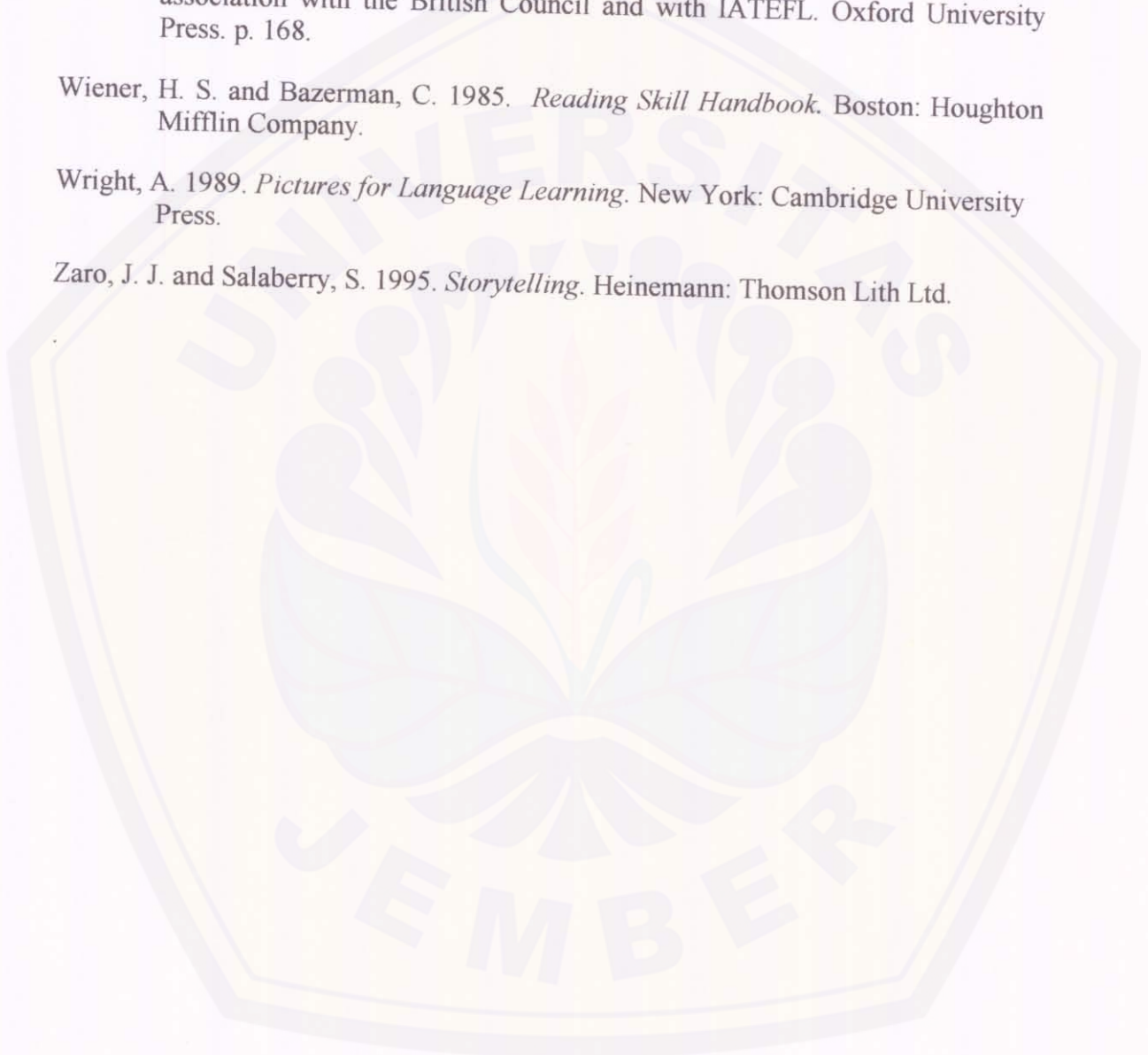
- Arikunto, S. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta:PT Rineka Cipta.
- Bieger, R. G. and Gerlach, J.G. 1996.*Educational Research and Practical Approach*. New York: Del Mor Publisher.
- Brewer, J. 1992. *Introduction to Early Childhood*. Massachusetts: Allyn & Bacon A Viacom Company
- Burden, P. R. and Byrd, D. M. 1999. *Methods for Effective Teaching*. 2nd ed. Massachusetts: Allyn & Bacon A Viacom Company.
- Cahyono, B. Y. 1997. *Pengajaran Bahasa Inggris*. Malang: IKIP Malang.
- Cox, C. 1999. *Teaching Language Arts: a student – and response- centered classroom*. 3rd ed. Massachusetts: Allyn & Bacon A Viacom Company.
- Davies, C.1996. *What Is Language Teaching? English-language-and education*. Great Britain: Biddles Ltd.
- Fisher, C. J.and Terry, C. A. 1977. *Children's Language and the Language Arts*. New York: Mc Graw-Hill Book Company
- Gairns, R. and Redman, S. 1986. *Working with Words: A guide to teaching and learning vocabulary*. Cambridge: Cambridge University Press.
- Ghosn, I. K. 2002. *Four Good Reasons to Use Literature in Primary School ELT*. ELT journal Vol. 56 No. 2. April. In association with the British Council and with IATEFL. Oxford University Press. p. 172.
- Hadi, S. 1993. *Metodologi Research*. Jil.IV. Yogyakarta: Andi Offset.
- Halliwell, S.1992. *Teaching English in the Primary Classroom*. New York: Longman Publishing.
- Hancock, J. and Hill, S. 1987. *Literature-Based Reading Programs at Work*. Victoria: Australian Reading Company Inc.
- Handayani, W. 2003. *Vocabulary Mastery through Storytelling with pictures of the fifth year students of SDN Kapatihan 05 Jember in 2002/2003 Academic Year*. Jember; Unpublished Paper.
- Heaton, J. B. 1988. *Writing English Language Test*. New York: Longman Inc.
- Hennings, D. G. 1997. *Communication in Action: Teaching Literature – Based Language Arts*. New York: Houghton Mifflin Company.
- Hughes, A. 1996. *Testing for Language Teachers*. London: Cambridge University Press.

Digital Repository Universitas Jember

- Jalongo, M. R. 1992. *Early Childhood Language Arts*. Massachusetts: Allyn & Bacon
A division of Simon & Schuster, Inc.
- Kartono, K. 1990. *Pengantar Metodologi Riset Sosial*. Bandung: Alumni Bandung.
- Kasbolah, K. 1993. *Teaching Learning Strategy I* (Unpublished textbook). Malang:
IKIP Malang.
- Littlewood, W. 1981. *Communicative Language Teaching*. New York: Cambridge
University Press.
- Lynch, P. 1986. *Using Big Books and Predictable Books*. Canada. Asthon Scholastic.
Pty Limited.
- Marcus, M. et al. 1977. *Diagnostic Teaching of The Language Arts*. New York: John
Wiley & Son Inc.
- Masyhud, M. S. 2000. *Analisis Data Statistik Untuk Penelitian Sederhana*. Jember:
Laboratorium Microteaching FKIP Universitas Ember.
- McMillan, J. K. 1992. *Educational Research*. New York: Harper Collins Publisher
- McWhorter, K. T. 1989. *Guide to College Reading*. New York: Harper Collins
Publisher.
- Misra, J. and Sylvester, S. P. 1990. *Stories for Language Learning*. English Teaching
Forum Vol. XXVIII No. 3. July. Washington, D. C.: Information Center
service of the United States Information Agency. p. 43.
- Norton, D. E. 1990. *The Effective Teaching of Language Arts*. _____ Charles E
Merill Publishing Company.
- Paulston, C. B. and Bruder, M. N. 1976. *Teaching English as A Second Language
Techniques and Procedures*. Canada. Little Brown & Company.
- Petty, W. T. and Jensen, J. M. 1980. *Developing Children's Language*. Boston: Allyn
& Bacon Inc.
- Rinvoluceri, M. F. 1983. *Storytelling in the Foreign Language Classroom*. English
Teaching Forum Vol. XXI No. 2. April. Washington, D. C.: Information
centre service of the United States Information agency. p. 34.
- Satchwell, P. and Silva, J. 1995. *Catching Them young*. London: Bourne Press Ltd.
- Scott, W. A. and Ytreberg, L. H. 1990. *Teaching English to Children*. New York:
Longman Inc.
- Spodek, B., Saracha, O. N. and Davis, M. D. 1991. *Foundation of Early Childhood
Education Teaching: three-, four-, five- year old children*. 2nd Ed. Boston:
Allyn & Bacon A Viacom Company.

Digital Repository Universitas Jember

- Stewig, J. W. 1980. *Children's Literature*. _____: Rand Mc Nally College Publishing & Company.
- Suryabrata, S. 1997. *Metodologi Penelitian*. Jakarta: PT Raja Grafindo Persada.
- Vacca *et al.* 1991. *Reading and Learning to Read*. New York: Harper Collins Publisher.
- Vandergrift, L. 1999. *Facilitating Second Language Listening Comprehension : acquiring successful strategies*. ELT journal Vol. 53 No. 3 July. In association with the British Council and with IATEFL. Oxford University Press. p. 168.
- Wiener, H. S. and Bazerman, C. 1985. *Reading Skill Handbook*. Boston: Houghton Mifflin Company.
- Wright, A. 1989. *Pictures for Language Learning*. New York: Cambridge University Press.
- Zaro, J. J. and Salaberry, S. 1995. *Storytelling*. Heinemann: Thomson Lith Ltd.



RESEARCH MATRIX

| TITLE | PROBLEM | VARIABLES | INDICATORS | DATA RESOURCES | RESEARCH METHOD | HYPOTHESIS |
|--|---|--|---|--|---|---|
| <p>The Effect of Storytelling by Using Big Picture Books on the First Year Students' Listening Comprehension Achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 Academic Year</p> | <p>1. Major Problem Is there any significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year ?</p> <p>- Finding general information of texts</p> <p>- Finding specific information of texts at SLTP Negeri 1 Probolinggo in the 2003/2004 academic year ?</p> | <p>1. Independent Variable Teaching Storytelling by Using Big Picture Books</p> <p>2. Dependent Variable Students' Listening Comprehension Achievement</p> | <p>1.1 Storytelling</p> <ul style="list-style-type: none"> - motivating - interesting <p>1.3 Big Picture Books</p> <ul style="list-style-type: none"> - shape and size - binding - display faces - page lay out <p>2.1 The Scores of Listening Test of the First Year Students in</p> <ul style="list-style-type: none"> - finding general information of texts - finding specific information of texts | <p>1 Respondents : The First Year Students of SLTP Negeri 1 Probolinggo in the 2003/2004 academic year ?</p> <p>2 Informant The First year students' English Teacher of SLTP Negeri 1 Probolinggo in the 2003/2004 academic year</p> <p>3. Documents</p> | <p>1. Research Design</p> <ul style="list-style-type: none"> - Post-Test Only Design <p>2. Area Determination Method</p> <ul style="list-style-type: none"> - Purpose <p>3. Respondent Determination Method</p> <ul style="list-style-type: none"> - Closest Mean Difference <p>4. Data Collection Methods</p> <ul style="list-style-type: none"> a. Primary Data - Listening Test through texts b. Supporting Data - documentation - interview <p>5. Data Analysis Method</p> <ul style="list-style-type: none"> - t-test Formula | <p>1.1 Major Hypothesis There is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic</p> <p>1.2 Minor Hypothesis there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic</p> <p>2. there is a significant effect of storytelling by using big picture books on the first year students' listening comprehension achievement at SLTP Negeri 1 Probolinggo in the 2003/2004 academic</p> |

$$t = \frac{M_a - M_b}{\sqrt{\frac{\sum x_a^2 + \sum x_b^2}{na + nb} \left(\frac{1}{na} + \frac{1}{nb} \right)}}$$

Notes :

- 1. M_a = the coefficient formula
- 2. M_b = Mean of the experimental group
- 3. $\sum x_a^2$ = Mean of the control group
- 4. $\sum x_b^2$ = the total individual score deviation square of the experimental group
- 5. $\sum x_h^2$ = the total individual score deviation square of the control group
- 6. na = the number of respondents in the experimental group
- 7. nb = the number of respondents in the control group

Guide of Supporting Data Instruments

I. The Interview Guide

| No | Question | Data Resources |
|----|--|---|
| 1. | How often do you teach listening in a week? | The first year English teacher of SLTP Negeri 1 Probolinggo |
| 2. | What are the students' difficulties in listening? | |
| 3. | What are your problems in teaching listening? | |
| 4. | What techniques do you use in teaching listening? | |
| 5. | What kind of media do you use in teaching | |
| 6. | listening? | |
| 7. | Do you use storytelling in teaching listening? Have you ever used big books in listening teaching through storytelling? | |

II. The Guide of Documentation

| No | The Data Required | Data Resources |
|----|--|----------------|
| 1. | the list of personnel in SLTP Negeri I Probolinggo | Documents |
| 2. | the list and the names of the respondents | |

HOMOGENEITY - TEST**Sony's and Andre's Cat**
(told orally by the teacher)

Sony likes cats. He has a big cat and a little one. The big cat is white. It is always sleepy. The little cat is black. He is always hungry. Both of them are nice cats. They never annoy children. Sony loves them very much.

Andre's cat is different. Children do not like it. It is small and thin. It is rather tall. This brown cat likes to annoy children. If there are children coming near him, he will scratch and make children afraid and cry.

Andre and Sony often take them for a walk. They want to have one more cat each. After taking a walk, Sony usually gives some food to the cats and sometimes feed the little one, so does Andre. They have the some hobby that is to take care of cats.

Adapted from: Let's learn English. 1996. PT Edumedia. Jakarta

Questions

Put a cross (X) on either a, b, c or d for the right answer according to the story told!

1. The title of the text is

| | |
|----------------|---------------------------|
| a. cats | c. Sony's cat |
| b. Andre's Cat | d. Sony's and Andre's cat |
2. Sony has..... cats.

| | |
|----------|---------|
| a. one | c. two |
| b. three | d. four |
3. Sony's cats are.....

| | |
|-------------------|---------|
| a. big and little | c. big |
| b. little | d. thin |
4. The big cat is.....

| | |
|--------------------|----------|
| a. white and black | c. brown |
| b. white | d. black |
5. The little cat is.....

| | |
|--------------------|----------|
| a. white and black | c. brown |
| b. white | d. black |

6. The big cat is always.....
- a. sleepy
 - b. angry
 - c. hungry
 - d. happy
7. The little cat is always.....
- a. sleepy
 - b. angry
 - c. hungry
 - d. happy
8. Sony's cats neverthe children.
- a. annoy
 - b. love
 - c. like
 - d. smile at
9. Sony his cats very much.
- a. hates
 - b. loves
 - c. dislikes
 - d. misses
10. Andre has..... cat.
- a. one
 - b. three
 - c. two
 - d. four
11. Andre's cat is....
- a. big
 - b. high
 - c. little
 - d. small and thin
12. Andre's cat is.....
- a. white and black
 - b. white
 - c. brown
 - d. black
13. Andre's cat always..... the children coming near to it.
- a. scratches
 - b. loves
 - c. likes
 - d. smiles at
14. Sony and Andre often take their cats for a.....
- a. climb
 - b. run
 - c. swim
 - d. walk
15. After walking, Sony and Andre usually.....their cats.
- a. laying
 - b. bathing
 - c. feeding
 - d. watering
16. Sony and Andre have the same hobby that is....
- a. swimming
 - b. playing football
 - c. taking care of cats
 - d. jogging

17. The little cat is black. **He** is always hungry.

he =.....

a. Sony

c. Andre

b. a little cat

d. a big cat

18. Sony has nice cats. He loves **them** very much.

them =.....

a. a small brown and a little black cats

c. a big white and a little black cats

b. a big white and a small brown cats

d. a little white and a big black cats

19. Sony and Andre likes cats. **They** have the same hobby that is taking care of cats.

they =.....

a. Sony and Andre

c. a big white and a little black cats

b. a big white cat and Sony

d. a brown small cat and Andre

20. The brown cat likes annoying the children. He will scratch and make **them** afraid

them =.....

a. Sony and Andre

c. a big white cat and Sony

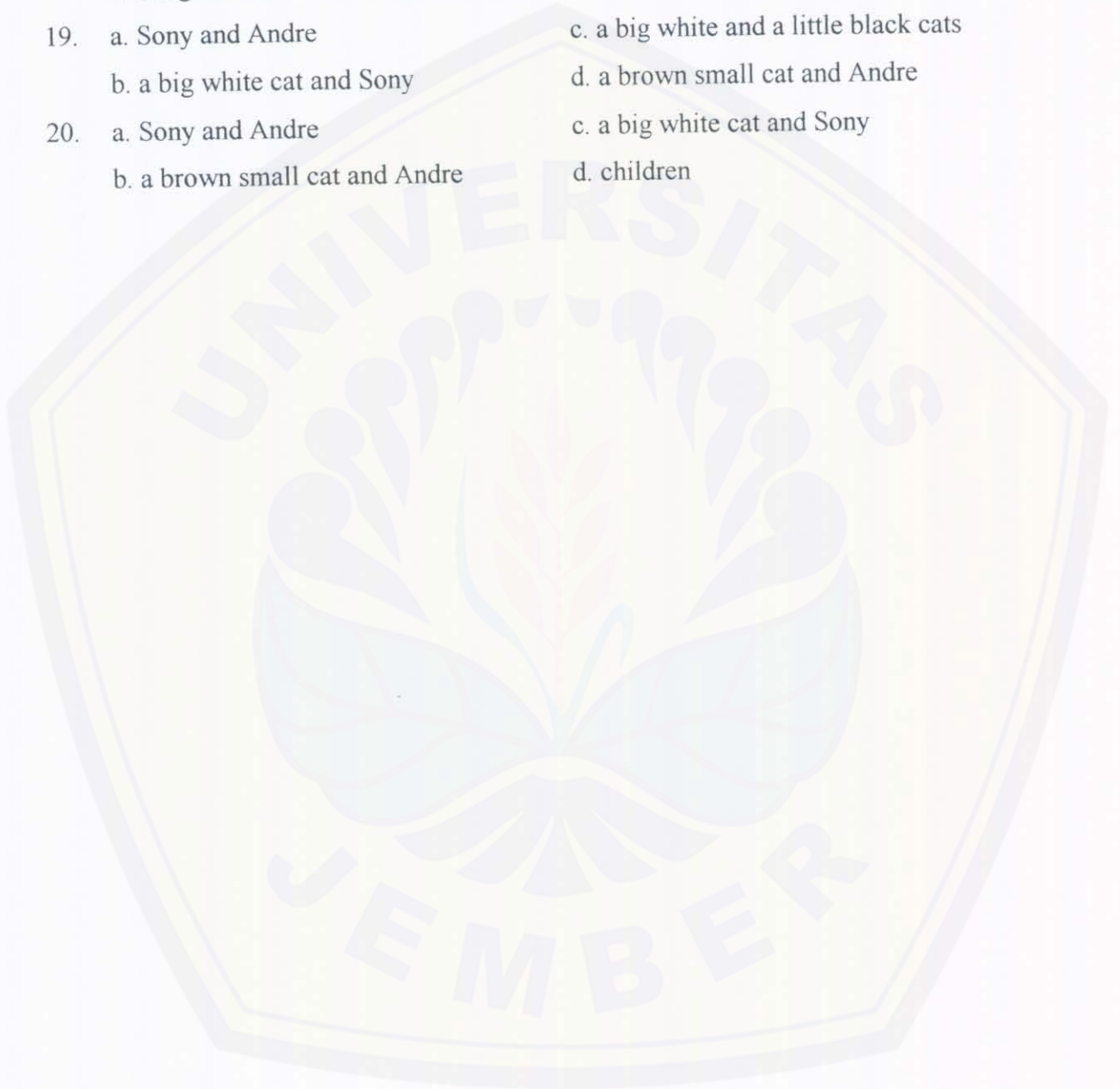
b. a brown small cat and Andre

d. children

Students' Answer Sheet of Homogeneity-test

1. a. cats
b. Andre's Cat
c. Sony's cat
d. Sony's and Andre's cat
2. a. one
b. three
c. two
d. four
3. a. big and little
b. little
c. big
d. thin
4. a. white and black
b. white
c. brown
d. black
5. a. white and black
b. white
c. brown
d. black
6. a. sleepy
b. angry
c. hungry
d. happy
7. a. sleepy
b. angry
c. hungry
d. happy
8. a. annoy
b. love
c. like
d. smile at
9. a. hates
b. loves
c. dislikes
d. misses
10. a. one
b. three
c. two
d. four
11. a. big
b. high
c. little
d. small and thin
12. a. white and black
b. white
c. brown
d. black
13. a. scratches
b. loves
c. likes
d. smiles at
14. a. climb
b. run
c. swim
d. walk
15. a. climb
b. run
c. swim
d. walk

16. a. swimming
b. playing football
c. taking care of cats
d. jogging
17. a. Sony
b. a little cat
c. Andre
d. a big cat
18. a. a small brown and a little black cats
b. a big white and a small brown cats
c. a big white and a little black cats
d. a little white and a big black cats
19. a. Sony and Andre
b. a big white cat and Sony
c. a big white and a little black cats
d. a brown small cat and Andre
20. a. Sony and Andre
b. a brown small cat and Andre
c. a big white cat and Sony
d. children



LESSON PLAN I

| | |
|----------------|----------------------|
| Subject | : English |
| Level/Semester | : I/SLTP |
| Theme | : Family Environment |
| Sub theme | : Daily Activities |
| Language skill | : Listening |
| Time | : 2 X 45' |

I. General Instruction Objective

By mastering about 250 new vocabularies in the level of about 750 words with the appropriate structures related to the theme and sub-theme chosen, the students are able to possess the listening skills.

II. Specific Instructional Objectives

1. Students are able to mention the topic of the story.
2. Students are able to mention the main idea of the story
3. Students are able to find the specific information stated in the story.

III. Material

Let's Learn English 1 for SLTP Curriculum 1994. 1994. Lasminingsih et. al. Jakarta. PT Edumedia.

IV. Teaching Learning Process

- a. Approach : Meaningfulness
- b. Method : Guided Activities
- c. Media : Big Picture Book

V. Procedures

| No | Experimental Group | Control Group | Time |
|----|---|---|------|
| 1. | Introduction : a. Greeting b. Asking leading questions to arouse students' interest and prior knowledge. | Introduction : a. Greeting b. Asking leading questions to arouse students' interest and prior knowledge. | 5' |
| 2. | Main Activities : a. telling the story "Budi's Daily Activities" by using a big picture book. | Main Activities : a. telling the story "Budi's Daily Activities" by teacher's gestures, mimes, | 30' |

| | | | |
|----|--|--|-----------------------|
| | <ul style="list-style-type: none"> - show the cover of the big picture book and discuss the title and the main character in the cover - telling story <p>b. asking students to answer the questions based on the story.</p> <p>c. discussing the answers</p> | <p>voices, sounds</p> <p>b. asking students to answer the questions based on story.</p> <p>c. discussing the answers</p> | <p>30'</p> <p>20'</p> |
| 3. | <p>Closing</p> <p>a. concluding material by using big picture book</p> <p>b. parting</p> | <p>Closing</p> <p>a. concluding material</p> <p>b. parting</p> | <p>5'</p> |

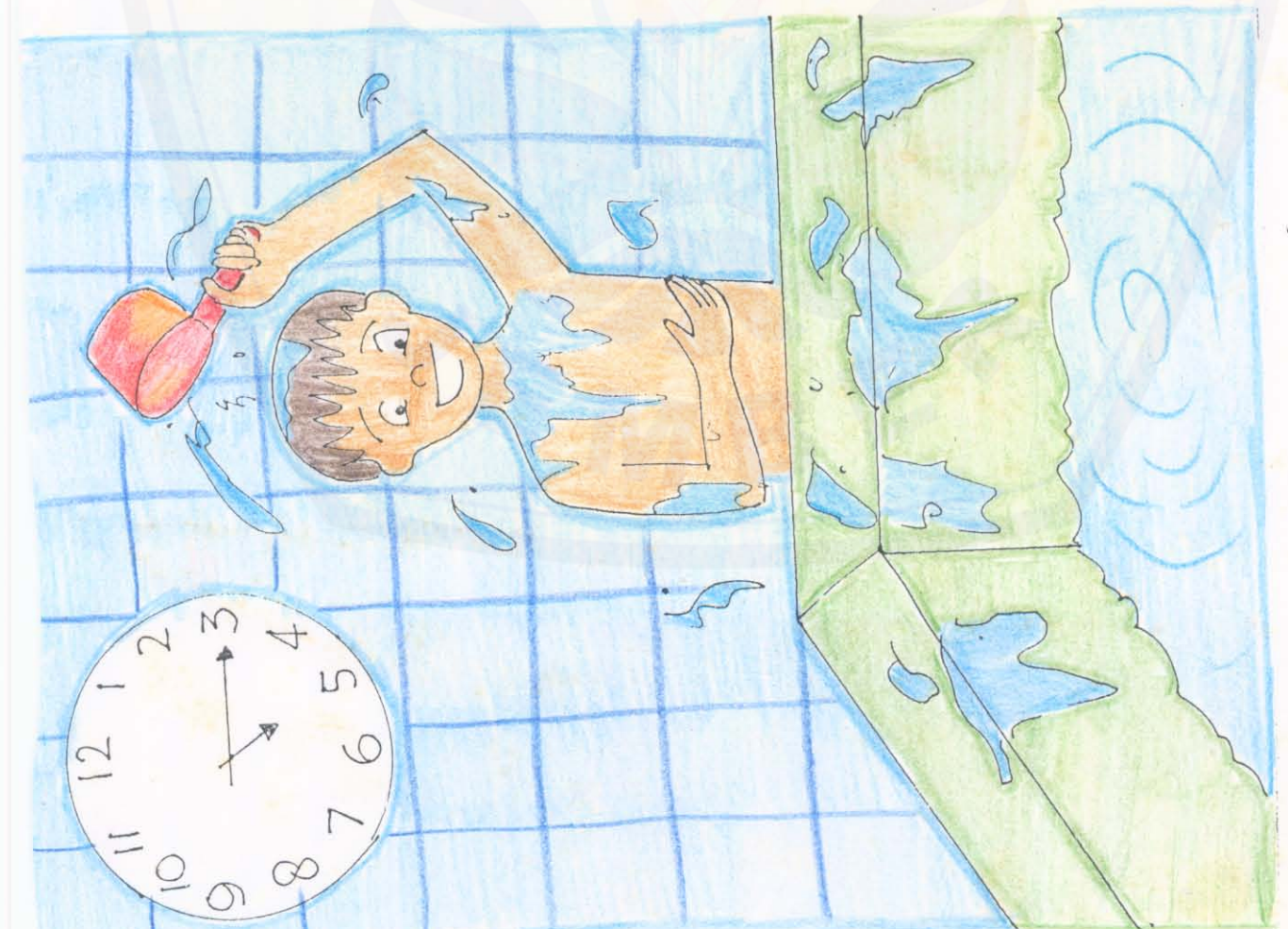
VI. Evaluation

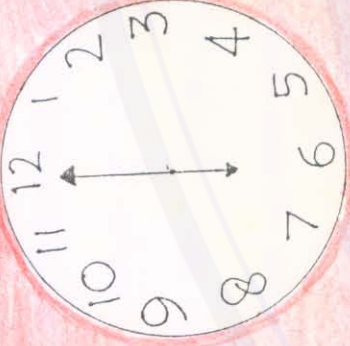
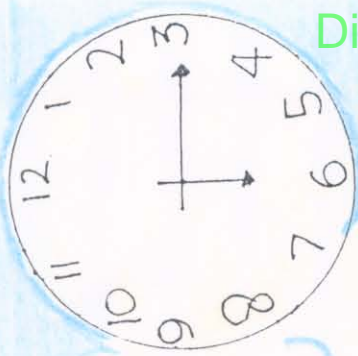
- a. Process Evaluation : conducted during the lesson
- b. Instrument : oral listening test

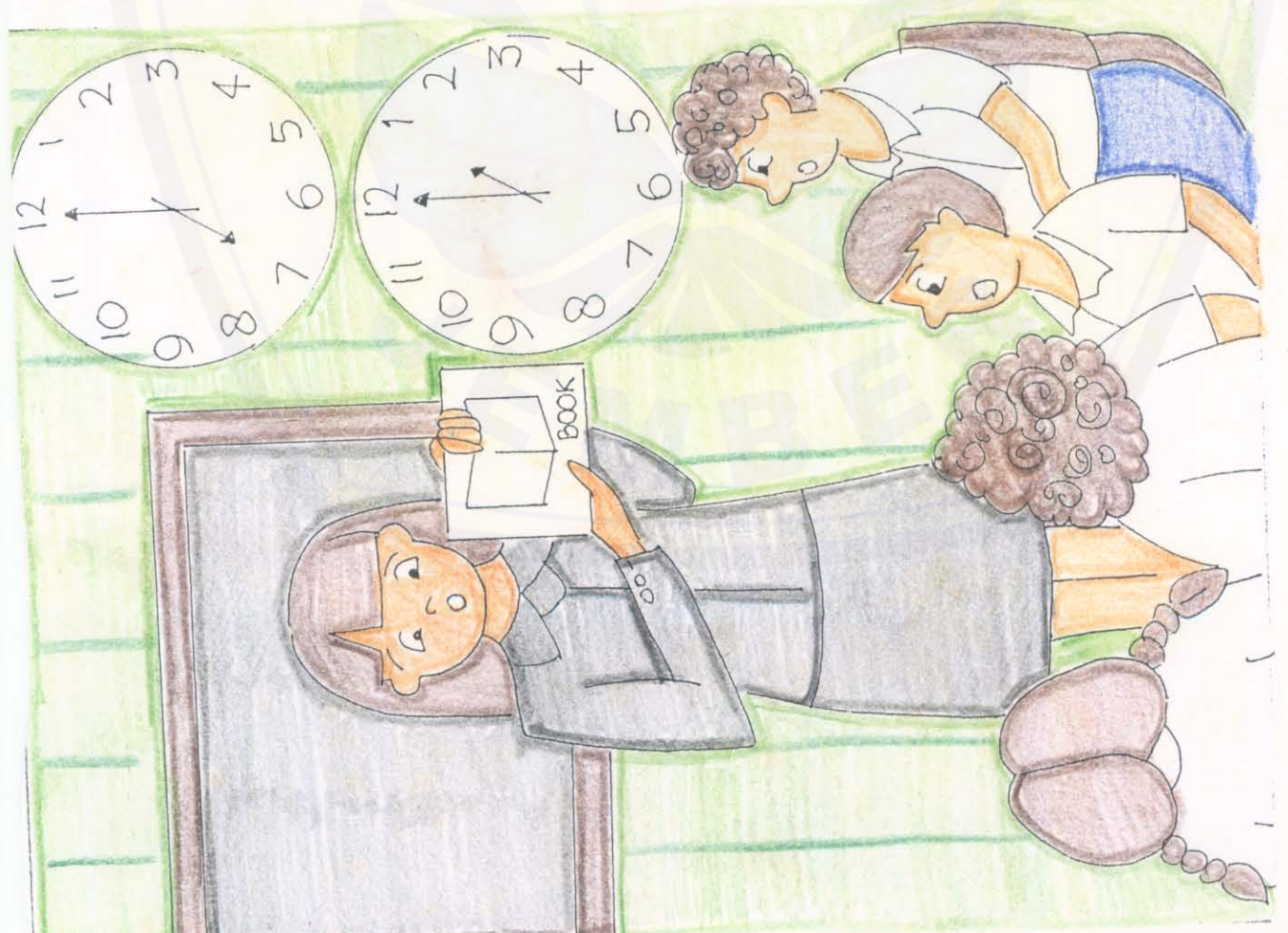


BUDI'S DAILY ACTIVITIES

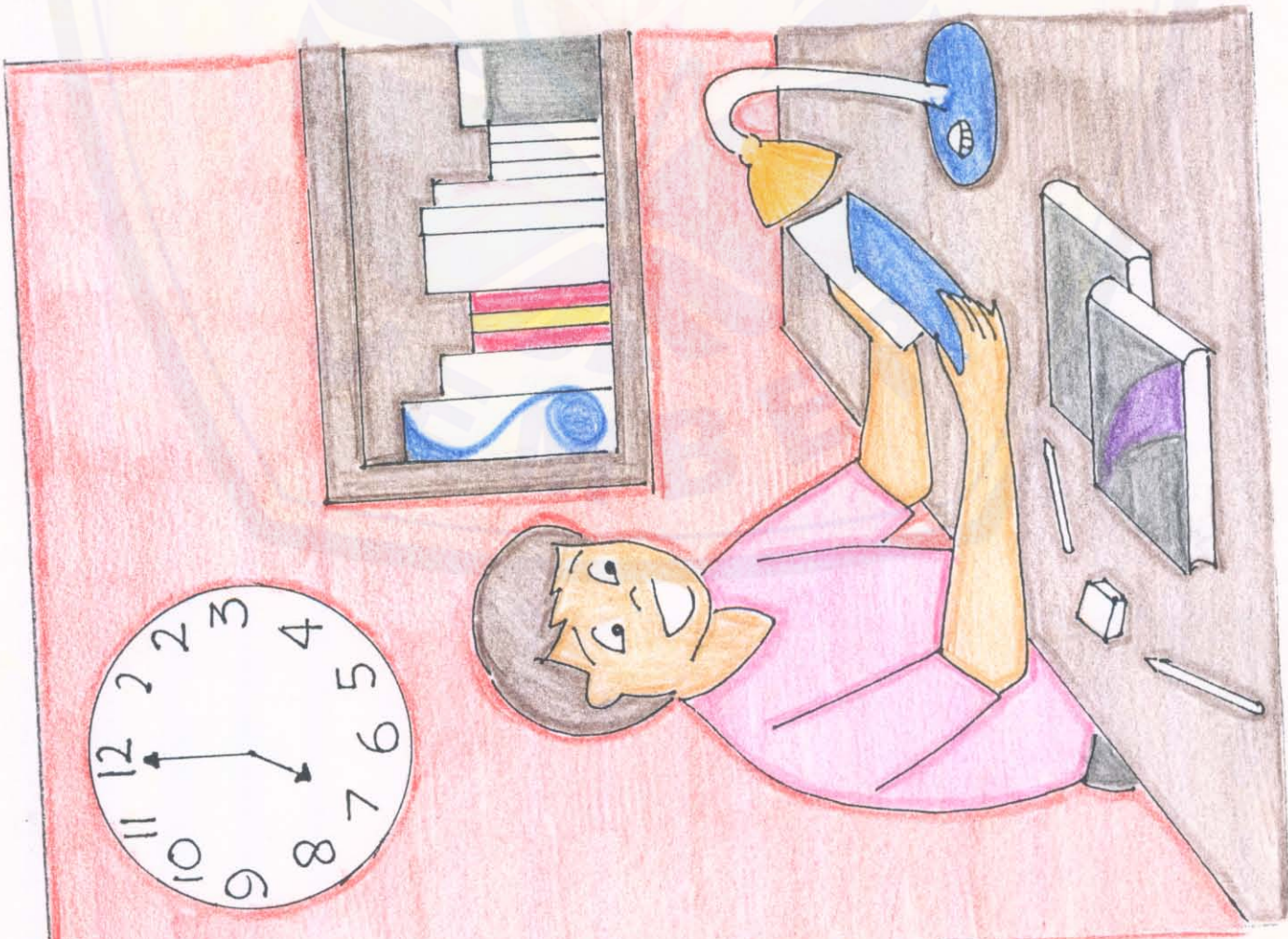












Budi's Daily Activities

(Script for the experimental group)

This story told by the teacher by using big picture book twice.

Script for page 1

Budi is a discipline boy. Budi always does his daily activities regularly. He begins his daily activities in the morning when he gets up at 05:00.

Script for page 2

Then he takes a bath at 05:15. He feels fresh.

Script for page 3

He gets dressed at 05.30. He looks neat.

Script for page 4

After this, he has his breakfast. Mother cooks a very delicious fried fish for him.

Script for page 5

Then, he goes to school on foot with his friends at 06:15.

Script for page 6

After that, he arrives at school at 06:45. Then, he begins studies at 07:00 and finishes at 01:00 in the afternoon.

Script for page 7

At home, he has lunch first at 01:30. He looks very hungry.

Script for page 8

After having lunch, he takes a nap at 03:00.

Script for page 9

In the evening, he watches television at 05:00. he likes to watch Discovery channel programmes.

Script for page 10

After watching television, he studies English at 07:00. He is a clever boy because he always studies hard everyday.

Script for page 11

Finally, Budi feels tired. He goes to bed at 09:00. He sleeps quietly.

Budi's Daily Activities

(Script for the control group)

This story told orally by the teacher twice.

Budi is a discipline boy. Budi always does his daily activities regularly. He begins his daily activities in the morning when he gets up at 05:00. Then he takes a bath at 05:15. He feels fresh. He gets dressed at 05.30. He looks neat. After this, he has his breakfast. Mother cooks a very delicious fried fish for him. Then, he goes to school on foot with his friends at 06:15. After that, he arrives at school at 06:45. Then, he begins studies at 07:00 and finishes at 01:00 in the afternoon. At home, he has lunch first at 01:30. He looks very hungry. After having lunch, he takes a nap at 03:00. In the evening, he watches television at 05:00. he likes to watch Discovery channel programmes. After watching television, he studies English at 07:00. He is a clever boy because he always studies hard everyday. Finally, Budi feels tired. He goes to bed at 09:00. He sleeps quietly.

Question of Budi' Daily Activities

(The teacher read the question for each item to the students)

Questions

Put a cross (X) on either a, b, c, or d for the right answer according to the story!

1. The topic of the story is....

| | |
|--------------------------------|-------------------------------|
| a. Budi always gets up earlier | c. Budi's Daily Activities |
| b. Budi's Day | d. Day of Budi in the morning |

2. The main idea of the story is....

| | |
|---------------------------------|---------------------------|
| a. Budi is a discipline boy. | c. Budi is always late. |
| b. Budi never wakes up earlier. | d. Budi dislikes his day. |

3. He..... at five o'clock in the morning.

| | |
|--------------|------------|
| a. stands up | c. wake up |
| b. gets up | d. get up |

4. After getting up, he takes a bath at.....

| | |
|----------------------|----------------------|
| a. five to quarter | c. quarter to five |
| b. five past quarter | d. quarter past five |

5. He gets dressed at 05:30. He looks...

| | |
|-----------|----------|
| a. messy | c. dirty |
| b. untidy | d. neat |

6. After getting dressed, He....

| | |
|--------------------|----------------------|
| a. goes to school | c. has his breakfast |
| b. studies English | d. helps his mother |

7. Mother cooks..... for Budi's breakfast.

| | |
|---------------|------------------|
| a. fried rice | c. fried chicken |
| b. fried fish | d. soup |

8. He goes to schoolat 06:15.

| | |
|------------|------------|
| a. by car | c. by bus |
| b. on foot | d. by taxi |

9. He goes to school with his.....

| | |
|------------|-----------|
| a. friends | c. father |
| b. mother | d. uncle |

Digital Repository Universitas Jember

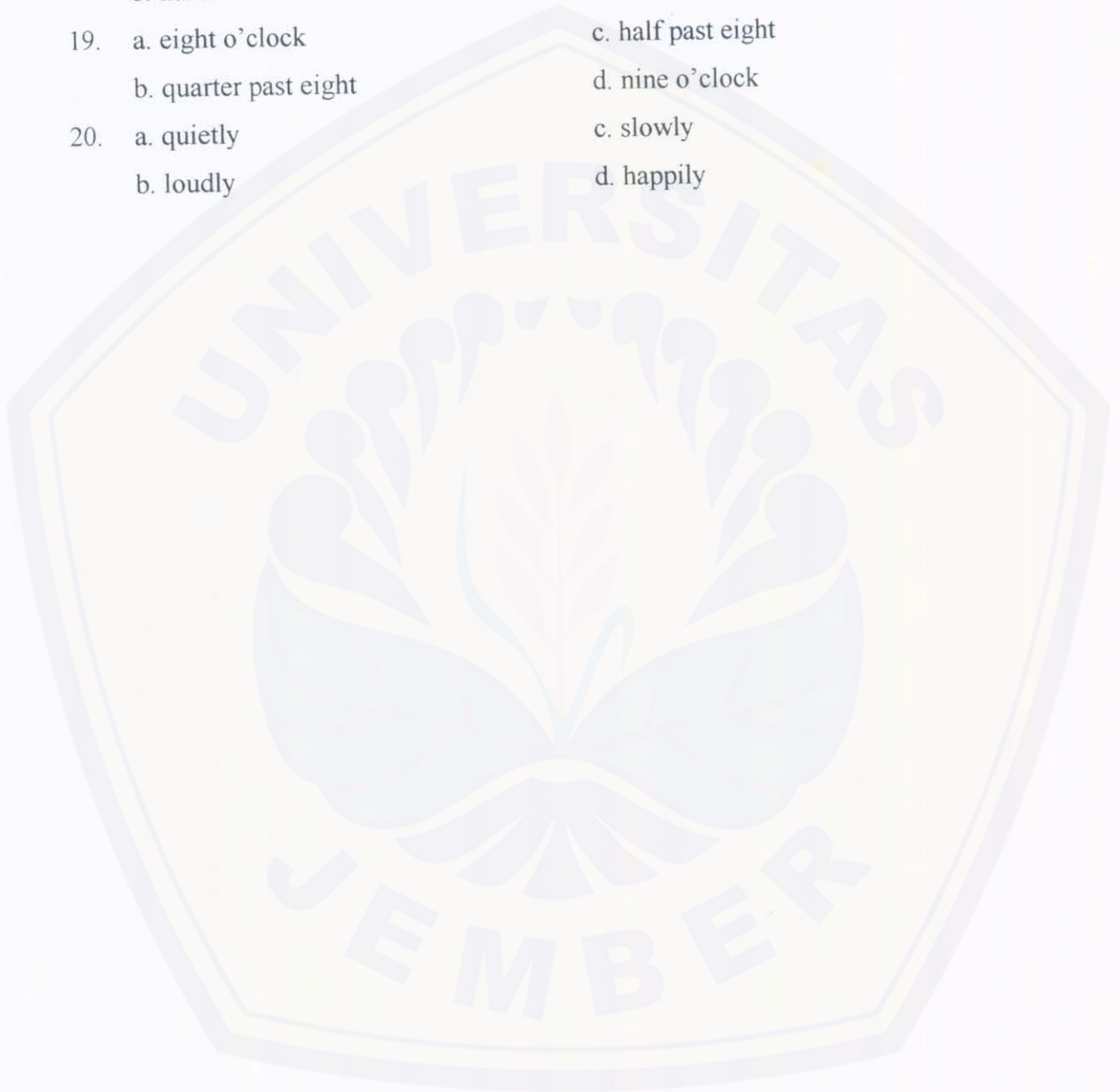
10. At school, heat 07:00 in the morning.
- a. studies
 - b. goes home
 - c. plays
 - d. takes a rest
11. He goes home at.....
- a. quarter past one
 - b. half to one
 - c. quarter to one
 - d. one o'clock
12. At school, he studies for.....hours.
- a. six
 - b. seven
 - c. five
 - d. four
13. At home, he hasat 01:30 in the afternoon.
- a. breakfast
 - b. lunch
 - c. dinner
 - d. supper
14. After having lunch, he.....at 03:00.
- a. studies
 - b. takes a bath
 - c. plays
 - d. takes a nap
15. He watches television at...
- a. half to five
 - b. five o'clock
 - c. half past five
 - d. six o'clock
16. He likes to watch....programmes.
- a. SCTV channel
 - b. TPI channel
 - c. Discovery channel
 - d. RCTI channel
17. After watching television, he studies.....at 07:00.
- a. English
 - b. Physic
 - c. Mathematic
 - d. Biology
18. He always studies..... everyday.
- a. fast
 - b. hard
 - c. late
 - d. slow
19. At.....He goes to bed.
- a. eight o'clock
 - b. quarter past eight
 - c. half past eight
 - d. nine o'clock
20. He sleeps....
- a. quietly
 - b. loudly
 - c. slowly
 - d. happily

Students' Answer Sheet of Budi' Daily Activities

1. a. Budi always gets up earlier
b. Budi's Day
c. Budi's Daily Activities
d. Day of Budi in the morning
2. a. Budi is a discipline boy.
b. Budi never wakes up earlier.
c. Budi is always late.
d. Budi dislikes his day.
3. a. stands up
b. gets up
c. wake up
d. get up
4. a. five to quarter
b. five past quarter
c. quarter to five
d. quarter past five
5. a. messy
b. untidy
c. dirty
d. neat
6. a. goes to school
b. studies English
c. has his breakfast
d. helps his mother
7. a. fried rice
b. fried fish
c. fried chicken
d. soup
8. a. by car
b. on foot
c. by bus
d. by taxi
9. a. friends
b. mother
c. father
d. uncle
10. a. studies
b. goes home
c. plays
d. takes a rest
11. a. quarter past one
b. half to one
c. quarter to one
d. one o'clock
12. a. six
b. seven
c. five
d. four
13. a. breakfast
b. lunch
c. dinner
d. supper
14. a. studies
b. takes a bath
c. plays
d. takes a nap
15. a. half to five
b. five o'clock
c. half past five
d. six o'clock

Digital Repository Universitas Jember

16. a. SCTV channel
b. TPI channel
c. Discovery channel
d. RCTI channel
17. a. English
b. Physic
c. Mathematic
d. Biology
18. a. fast
b. hard
c. late
d. slow
19. a. eight o'clock
b. quarter past eight
c. half past eight
d. nine o'clock
20. a. quietly
b. loudly
c. slowly
d. happily



LESSON PLAN II

Subject : English
 Level/Semester : I/SLTP
 Theme : Family Environment
 Sub theme : Pets
 Language skill : Listening
 Time : 2 X 45'

I. General Instruction Objective

By mastering about 250 new vocabularies in the level of about 750 words with the appropriate structures related to the theme and sub-theme chosen, the students are able to possess the listening skills.

II. Specific Instructional Objectives

1. Students are able to mention the topic of the story.
2. Students are able to mention the main idea of the story.
3. Students are able to find the specific information stated in the story.

III. Material

Story of The Button

IV. Teaching Learning Process

- a. Approach : Meaningfulness
- b. Method : Guided Activities
- c. Media : Big Picture Book

V. Procedures

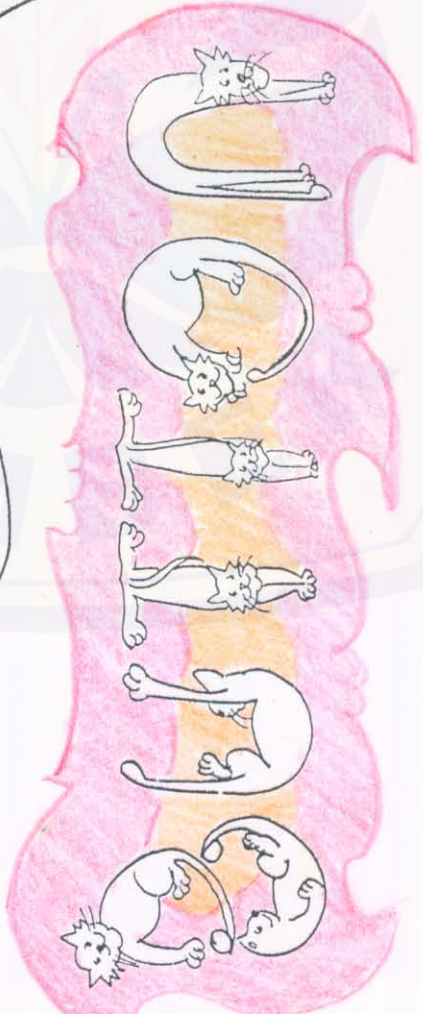
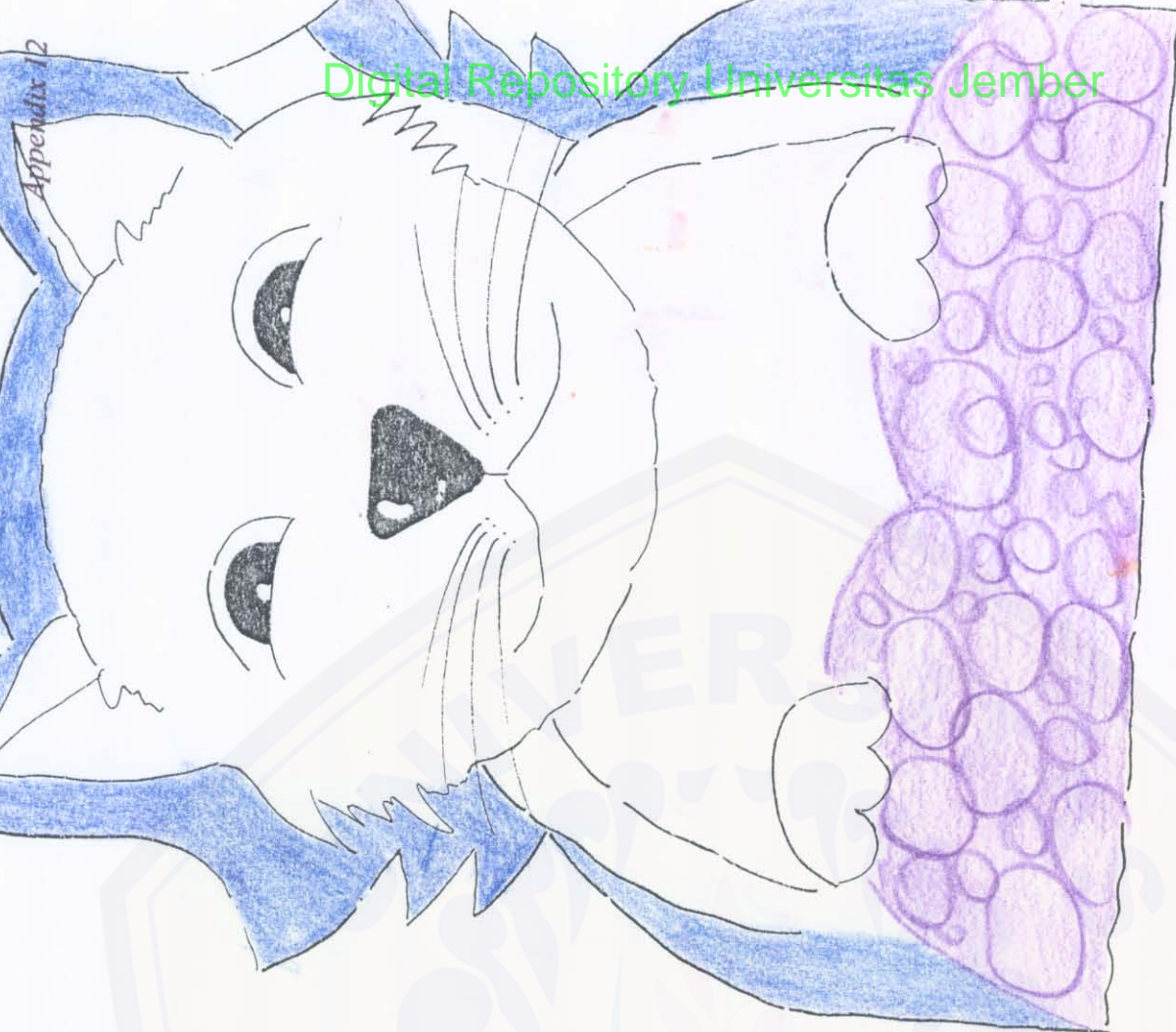
| No | Experimental Group | Control Group | Time |
|----|--|--|------|
| 1. | Introduction : b. Greeting c. Asking leading questions to arouse students' interest and prior knowledge | Introduction : a. Greeting b. Asking leading questions to arouse students' interest and prior knowledge | 5' |
| 2. | Main Activities : a. telling the story "The Button" by using a big picture book. | Main Activities : a. telling the story "the Button" by teacher' | 30' |

| | | | |
|----|---|---|-----------------------|
| | <ul style="list-style-type: none"> - show the cover of the big picture book and discuss the title and the main character in the cover - telling story <p>b. asking students to answer the questions based on the story</p> <p>c. discussing the answers</p> | <p>gesture, mime, voice and sound</p> <p>b. asking students to answer the questions based on story</p> <p>c. discussing the answers</p> | <p>30'</p> <p>20'</p> |
| 3. | <p>Closing</p> <p>a. concluding material by using big picture book</p> <p>b. parting</p> | <p>Closing</p> <p>a. concluding material</p> <p>b. parting</p> | <p>5'</p> |

VI. Evaluation

- a. Process Evaluation : conducted at the end of the lesson
- b. Instrument : oral listening test

Appendix 12









Button

(Script for the experimental group)
This story told orally by the teacher twice.

Script for page 1

Jill has a kitten. Jill's kitten is white with a little black nose that looks just like a button. So Jill names it Button.

Script for page 2

Jill's kitten likes playing around. One day Jill and her mother do not know where the button is.

Script for page 3

Then, Jill and her mother are looking for it. "Button! Button! Where are you, Button?"

Script for page 4

After that, Jill hears a queer little sound of a kitten. As a matter of fact, she still does not know where Button is. Then she goes on looking around.

Script for page 5

At last she sees a funny black nose coming out of her mother's sewing basket. "This is the biggest Button that I have ever seen in a sewing basket," says Jill.

Script for page 6

Then she picks up the little white kitten. She is very happy finding the Button again. Jill's kitten, named Button, is a very beautiful pet that she has ever had.

Button

(Script for the control group)

This story told orally by the teacher twice.

Jill has a kitten. Jill's kitten is white with a little black nose that looks just like a button. So Jill names it Button. Jill's kitten likes playing around. One day Jill and her mother do not know where the button is. Then, Jill and her mother are looking for it. "Button! Button! Where are you, Button?" After that, Jill hears a queer little sound of a kitten. As a matter of fact, she still does not know where Button is. Then she goes on looking around. At last she sees a funny black nose coming out of her mother's sewing basket. "This is the biggest Button that I have ever seen in a sewing basket," says Jill. Then she picks up the little white kitten. She is very happy finding the Button again. Jill's kitten, named Button, is a very beautiful pet that she has ever had.

Question of Button

(The teacher read the question for each item to the students)

Questions

Put a cross (X) on either a, b, c or d for the right answer according to the story told!

1. The main idea of the story is....

| | |
|-----------------------------|---------------------------------------|
| a. Jill has a kitten | c. Jill's kitten likes playing around |
| b. little black nose kitten | d. Button |

2. The topic of the story is....

| | |
|------------------|-------------------------|
| a. Jill's kitten | c. black nose kitten |
| b. sewing basket | d. a very beautiful pet |

3. What is the name of Jill's kitten?

| | |
|-----------|----------|
| a. Button | c. Catty |
| b. Jill | d. Petty |

4. Why does Jill name her kitten Button? Because....

| | |
|---------------------------|------------------------------|
| a. it has a black nose | c. it likes playing a button |
| b. it looks like a button | d. it has a button |

5. What does Jill's kitten like to do?

| | |
|--------------------------|-------------------------|
| a. playing around | c. sitting on the floor |
| b. sleeping all the time | d. eating |

6. Who is looking for button?

| | |
|------------------|------------------------|
| a. Jill | c. Jill and her mother |
| b. Jill's mother | d. Jill's friends |

7. Jill hears.... of kitten when she is looking for her pet.

| | |
|------------|------------|
| a. a queer | c. a grunt |
| b. a roar | d. a bow |

8. Where does Jill find her kitten?

| | |
|-----------------------|-------------------|
| a. in a sewing basket | c. in the kitchen |
| b. in the bathroom | d. in the bag |

9. She feels.... finding her kitten again

| | |
|----------|----------|
| a. angry | c. sad |
| b. happy | d. tired |

10. Button is a very.....kitten, that Jill has ever had.

| | |
|--------------|----------|
| a. beautiful | c. small |
| b. little | d. funny |

Students' Answer Sheet of Button

1. a. Jill has a kitten
b. little black nose kitten
 2. a. Jill's kitten
b. sewing basket
 3. a. Button
b. Jill
 4. a. it has a black nose
b. it looks like a button
 5. a. playing around
b. sleeping all the time
 6. a. Jill
b. Jill's mother
 7. a. a queer
b. a roar
 8. a. in a sewing basket
b. in the bathroom
 9. a. angry
b. happy
 10. a. beautiful
b. little
- c. Jill's kitten likes playing around
 - d. Button
 - c. black nose kitten
 - d. a very beautiful pet
 - c. Catty
 - d. Petty
 - c. it likes playing a button
 - d. it has a button
 - c. sitting on the floor
 - d. eating
 - c. Jill and her mother
 - d. Jill's friends
 - c. a grunt
 - d. a bow
 - c. in the kitchen
 - d. in the bag
 - c. sad
 - d. tired
 - c. small
 - d. funny

POST-TEST
LISTENING TEST
(Recorded Stories)

Tapescript 1

A Busy Family

Mr. Mulia has a busy family. The busy family always has daily activities. On Sunday morning, Mr. Mulia comes home from work at six o'clock. He feels tired. He sits down in a comfortable chair. Mrs. Mulia brings him a cup of tea. Mrs. Mulia cooks a very nice meal. She makes some cakes for her family. Then, she mends some socks. Mr. Mulia and Udin have holes in their socks. Udin does the homework. His teacher gives some homework to do. Santi, her daughter washes the clothes. Didi mends the leg of the chair in the garage. He is a clever boy. Yayat cleans all the windows

In the evening, they have dinner. After having dinner, Mr. Mulia, Mrs. Mulia, Udin, Yayat, Santi and Didi watch television. At night, Mr. Mulia's family sleep. They are a very busy family. They work hard everyday.

Active English for Indonesian

Questions

Put a cross (X) on either a, b, c or d for the right answer according to the story told!

1. The topic of the story is.....
a. At Home
b. Mr. Mulia feels tired
c. A Busy Family
d. Mrs. Mulia
2. Mr. Mulia comes home from work ato'clock.
a. five
b. six
c. seven
d. eight
3. Mrs. Mulia bringsfor Mr. Mulia.
a. a cup of milk
b. a glass of water
c. a glass of orange juice
d. a cup of tea
4. Mrs. Mulia makes somefor her family.
a. cakes
b. soup
c. puddings
d. cookies

5.have holes in their socks.
a. Mr. Mulia and Udin
b. Santi and Yayat
c. Didi and Udin
d. Mr. Mulia and Mrs. Mulia
6. Santi the clothes.
a. cleans
b. irons
c. washes
d. wears
7. Didi mends..... in the garage.
a. the leg of wardrobe
b. the leg of the chair
c. the leg of the table
d. the leg of the cupboard
8.cleans all the windows.
a. Santi
b. Udin
c. Didi
d. Yayat
9. After having dinner, Mr. Mulia, Udin, and Yayat, Santi and Didi.....
a. take a rest
b. Sleep
c. watch television
d. go to cinema
10. The main idea of the story is...
a. Mr. Mulia's family sleep.
b. Mrs. Mulia works hard everyday.
c. Mr. Mulia works hard.
d. Mr. Mulia's Family work hard everyday.

Tapescript 2

The Hare and the Tortoise

The hare and the tortoise have a run race in the morning. "Hello tortoise, morning" the hare says. "Morning, it is a nice day isn't it?" the tortoise says." Yes, you are right. Let's have a run race with me to that big tree!" the hare says. Are you ready? One...two...three Go!" the hare says. The hare and the tortoise are running. A hare can run very fast. A tortoise moves very slowly. It carries a shell on its back. It cannot move as quickly as other animals. The hare laughs "ha...ha...ha...ha. Look the slow tortoise! I shall not hurry. I shall lie down to have a little rest. Then I shall go after the tortoise and win the race. I can run faster than the tortoise. Tortoise does not stop walking. He walks slowly. The hare lies down and goes to sleep. The tortoise moves slowly on. The sun climbs higher into the sky. The tortoise slowly moves nearer to the tree but the hare is sleeping. At last the hare wakes up." Now I shall run to the tree and win the race," he says. He runs quickly to the tree but the tortoise is there. Finally, the tortoise wins the race. He is a hard worker animal, but is not for hare.

Questions

Put a cross (X) on either a, b, c or d for the right answer according to the story told!

1. The topic of the story is...
a. the hare and the tortoise
b. a slowly tortoise
c. a fast hare
d. a lazy hare
2. The main idea of the story is...
a. the tortoise runs fast
b. the hare and the tortoise
c. the hare runs slowly
d. the hare and the tortoise have run race
3. The hare and the tortoise have a run race, that is by....
a. jumping into the pond
b. walking on the grass
c. running to the big tree
d. swimming in the river
4. The hare runs....
a. slowly
b. quickly
c. carefully
d. early
5. The tortoise runs....
a. early
b. quickly
c. carefully
d. slowly
6. What does a tortoise carry on his back?
a. a tree
b. a shell
c. a hare
d. a tortoise
7. Where do they get finish?
a. to the big tree
b. to the stone
c. to the home
d. to the sky
8. The hare..... looking at the slow tortoise.
a. climbs
b. cries
c. sleeps
d. laughs
9. The hare sleeps..... the tree.
a. up
b. over
c. under
d. at
10. who wins the run race at last?
a. the tortoise
b. the rabbit
c. the hare
d. the hare and the tortoise

Students' Answer Sheet of Post-test

1. a. the hare and the tortoise
b. a slowly tortoise
 2. a. the tortoise runs fast
b. the hare and the tortoise
 3. a. jumping into the pond
b. walking on the grass
 4. a. slowly
b. quickly
 5. a. early
b. quickly
 6. a. a tree
b. a shell
 7. a. to the big tree
b. to the stone
 8. a. climbs
b. cries
 9. a. up
b. over
 10. a. the tortoise
b. the rabbit
- c. a fast hare
 - d. a lazy hare
 - c. the hare runs slowly
 - d. the hare and the tortoise have run race
 - c. running to the big tree
 - d. swimming in the river
 - c. carefully
 - d. early
 - c. carefully
 - d. slowly
 - c. a hare
 - d. a tortoise
 - c. to the home
 - d. to the sky
 - c. sleeps
 - d. laughs
 - c. under
 - d. at
 - c. the hare
 - d. the hare and the tortoise

ANSWER KEYS

ANSWER KEY OF HOMOGENEITY - TEST

| | | | |
|------|-------|-------|-------|
| 1. D | 6. A | 11. D | 16. C |
| 2. C | 7. C | 12. C | 17. B |
| 3. A | 8. A | 13. A | 18. C |
| 4. B | 9. B | 14. D | 19. A |
| 5. D | 10. A | 15. C | 20. D |

ANSWER KEY OF QUESTIONS OF LESSON PLAN I

| | | | |
|------|-------|-------|-------|
| 1. C | 6. C | 11. D | 16. C |
| 2. A | 7. B | 12. A | 17. A |
| 3. B | 8. B | 13. B | 18. B |
| 4. D | 9. A | 14. D | 19. D |
| 5. D | 10. A | 15. B | 20. A |

ANSWER KEY OF QUESTIONS OF LESSON PLAN II

| | |
|------|-------|
| 1. A | 6. C |
| 2. B | 7. A |
| 3. A | 8. A |
| 4. A | 9. B |
| 5. A | 10. D |

ANSWER KEYS OF POST-TEST TAPESCRIP 1

| | |
|------|-------|
| 1. C | 6. C |
| 2. B | 7. B |
| 3. D | 8. D |
| 4. A | 9. C |
| 5. A | 10. D |

ANSWER KEYS OF POST-TEST TAPESCRIP 2

| | |
|------|-------|
| 1. A | 6. B |
| 2. D | 7. A |
| 3. C | 8. D |
| 4. B | 9. C |
| 5. D | 10. A |

The Distribution of Listening Test Items

- Daily Activities
- Pets

Objectives:

- Students are able to find the general information stated in the story.
- Students are able to find the specific information stated in the story.

| Indicators | Number | Answer |
|-------------------------|--------|--------|
| Daily Activities | | |
| ➤ General Information | 1 | C |
| | 10 | D |
| ➤ Specific Information | 2 | B |
| | 3 | D |
| | 4 | A |
| | 5 | A |
| | 6 | C |
| | 7 | B |
| | 8 | D |
| | 9 | C |
| Pets | | |
| ➤ General Information | 1 | A |
| | 2 | D |
| ➤ Specific Information | 3 | C |
| | 4 | B |
| | 5 | D |
| | 6 | B |
| | 7 | A |
| | 8 | D |
| | 9 | C |
| | 10 | A |

The Results of Homogeneity-test

| n | HOMOGENEITY TEST | | | | | | | |
|----------|------------------|-----------------|------|-----------------|------|-----------------|------|-----------------|
| | IA | | IB | | IC | | ID | |
| | X1 | X1 ² | X2 | X2 ² | X3 | X3 ² | X4 | X4 ² |
| 1. | 65 | 4225 | 75 | 5625 | 70 | 4900 | 100 | 10000 |
| 2. | 50 | 2500 | 100 | 10000 | 60 | 3600 | 65 | 4225 |
| 3. | 95 | 9025 | 40 | 1600 | 85 | 7225 | 80 | 6400 |
| 4. | 75 | 5625 | 85 | 7225 | 50 | 2500 | 55 | 3025 |
| 5. | 90 | 8100 | 60 | 3600 | 75 | 5625 | 90 | 8100 |
| 6. | 70 | 4900 | 65 | 4225 | 65 | 4225 | 60 | 3600 |
| 7. | 70 | 4900 | 100 | 10000 | 55 | 3025 | 65 | 4225 |
| 8. | 100 | 10000 | 60 | 3600 | 95 | 9025 | 90 | 8100 |
| 9. | 65 | 4225 | 50 | 2500 | 90 | 8100 | 80 | 6400 |
| 10. | 95 | 9025 | | | 70 | 4900 | 100 | 10000 |
| 11. | 75 | 5625 | 100 | 10000 | 55 | 3025 | 55 | 3025 |
| 12. | 60 | 3600 | 55 | 3025 | 80 | 6400 | 40 | 1600 |
| 13. | 90 | 8100 | | | 60 | 3600 | 65 | 4225 |
| 14. | | | 50 | 2500 | 45 | 2025 | 95 | 9025 |
| 15. | 100 | 10000 | 75 | 5625 | 100 | 10000 | 45 | 2025 |
| 16. | 75 | 5625 | 60 | 3600 | | | 90 | 8100 |
| 17. | 40 | 1600 | 95 | 9025 | 75 | 5625 | 70 | 4900 |
| 18. | 85 | 7225 | 100 | 10000 | 45 | 2025 | 50 | 2500 |
| 19. | 35 | 1225 | 80 | 6400 | 90 | 8100 | 95 | 9025 |
| 20. | 95 | 9025 | 55 | 3025 | 60 | 3600 | 40 | 1600 |
| 21. | 90 | 8100 | 95 | 9025 | 40 | 1600 | 60 | 3600 |
| 22. | 95 | 9025 | 50 | 2500 | 80 | 6400 | 40 | 1600 |
| 23. | 95 | 9025 | 60 | 3600 | 34 | 1156 | 100 | 10000 |
| 24. | 75 | 5625 | 95 | 9025 | 70 | 4900 | 75 | 5625 |
| 25. | 85 | 7225 | 100 | 10000 | | | 100 | 10000 |
| 26. | 70 | 4900 | 100 | 10000 | 90 | 8100 | 60 | 3600 |
| 27. | 95 | 9025 | 55 | 3025 | 35 | 1225 | 50 | 2500 |
| 28. | 80 | 6400 | 85 | 7225 | 70 | 4900 | 90 | 8100 |
| 29. | 50 | 2500 | 40 | 1600 | | | 100 | 10000 |
| 30. | 85 | 7225 | 60 | 3600 | 60 | 3600 | 85 | 7225 |
| 31. | 90 | 8100 | 65 | 4225 | 95 | 9025 | 75 | 5625 |
| 32. | 100 | 10000 | 50 | 2500 | 55 | 3025 | 90 | 8100 |
| 33. | 90 | 8100 | 95 | 9025 | 75 | 5625 | 55 | 3025 |
| 34. | 80 | 6400 | 55 | 3025 | 55 | 3025 | 100 | 10000 |
| 35. | 100 | 10000 | 50 | 2500 | 60 | 3600 | 60 | 3600 |
| 36. | 95 | 9025 | 100 | 10000 | 90 | 8100 | 80 | 6400 |
| 37. | 85 | 7225 | 85 | 7225 | 55 | 3025 | | |
| 38. | 90 | 8100 | 60 | 3600 | 80 | 6400 | 90 | 8100 |
| 39. | 70 | 4900 | 50 | 2500 | 55 | 3025 | 75 | 5625 |
| 40. | 100 | 10000 | 65 | 4225 | 25 | 625 | 100 | 10000 |
| 41. | 50 | 2500 | 40 | 1600 | | | 100 | 10000 |
| 42. | 85 | 7225 | 90 | 8100 | 60 | 3600 | 85 | 7225 |
| 43. | 45 | 2025 | 65 | 4225 | 15 | 225 | 65 | 4225 |
| 44. | 60 | 3600 | | | | | 95 | 9025 |
| Σ | 3390 | 280800 | 2915 | 223925 | 2524 | 178706 | 3165 | 254275 |

The Analysis of Variance Computation

| | 1A (X1) | 1B (X2) | 1C (X3) | 1D (X4) | TOTAL |
|--------------------------|---------|---------|---------|---------|--------|
| N | 43 | 41 | 40 | 43 | 167 |
| $\sum X_n$ | 3390 | 2915 | 2524 | 3165 | 11994 |
| $\sum X_n^2$ | 280800 | 223925 | 178706 | 254275 | 937706 |
| $M = \frac{\sum X_n}{n}$ | 78,83 | 71,09 | 63,1 | 73,6 | |

$$\begin{aligned}
 1) \quad SST &= \sum X_n^2 - \frac{(\sum X_n)^2}{n} \\
 &= 937706 - \frac{(11994)^2}{167} \\
 &= 937706 - 861413,38 \\
 &= 76292,62
 \end{aligned}$$

$$\begin{aligned}
 2) \quad SSB &= \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X)^2}{N} \\
 &= \frac{(3390)^2}{43} + \frac{(2915)^2}{41} + \frac{(2524)^2}{40} + \frac{(3165)^2}{43} - \frac{(11994)^2}{167} \\
 &= \frac{11492100}{43} + \frac{8497225}{41} + \frac{6370576}{40} + \frac{10017225}{43} - \frac{143856036}{167} \\
 &= 267258,14 + 207249,39 + 159264,4 + 232958,72 - 861413,38 \\
 &= 866730,65 - 861413,38 \\
 &= 5317,27
 \end{aligned}$$

$$\begin{aligned}
 3) \quad SSW &= SST - SSB \\
 &= 76292,62 - 5317,27 \\
 &= 70975,35
 \end{aligned}$$

$$\begin{aligned}
 4a) \quad Dfb &= K-1 \\
 &= 4 - 1 \\
 &= 3
 \end{aligned}$$

$$\begin{aligned}
 4b) \quad Dfw &= N - K \\
 &= 167 - 3 \\
 &= 164
 \end{aligned}$$

$$5a) \text{ MSB} = \frac{SSB}{Dfb} = \frac{5317,27}{3} = 1772,42$$

$$5b) \text{ MSW} = \frac{SSW}{Dfw} = \frac{70975,35}{164} = 432,77$$

$$6) \text{ Fo} = \frac{MSB}{MSW} = \frac{1772,42}{432,77} = 4,09$$

Fo, (Dfb) (Dfw) at the 5% significance level

$$\text{Fo}, (3) (164) = 2,76$$

The value of Fo computation > F- table

$$4,09 > 2,76$$

Note :

SST = Sum of square total group

SSB = Sum of square between groups

SSW = Sum of square within groups

Dfb = Degree of freedom between groups

Dfw = Degree of freedom within groups

MSB = Mean square between groups

MSW = Mean square within groups

To sum up, the result of homogeneity test was significant; it means that the population was not homogeneous. Therefore, the experimental group and the control group were taken by lottery from two classes that had the same or the closest mean difference. The two classes were; 1B with the mean score 71,09 and 1D with the mean score 73,6. Class 1B was the experimental group and the class 1D was the control group.

The List of Personnel of SLTP Negeri 1 Probolinggo and Subjects

| No | Names of Personnel | Subjects | No | Names of Personnel | Subjects |
|----|----------------------|-------------|----|------------------------|-------------|
| 1 | Budi Wahyu R, S.Pd | Counselling | 16 | Ratna Enderwati | Moral |
| 2 | MC. Soetjiati | Mathematics | 17 | Bayu Setyawan, S.Pd | Biology |
| 3 | Dra. Ita Nilawati | Geography | 18 | Gatut Supiyanto,S.Pd | Mathematics |
| 4 | Dra. Siti Mutmainah | Religion | 19 | Lyliana C, S.Pd | Physics |
| 5 | Joewani | History | 20 | Dwi Hedrarini,S.Pd | English |
| 6 | Siti Uswatun H | English | 21 | Ni'matul F, S.Pd | Counselling |
| 7 | Sulastuti, S.Pd | Economy | 22 | Koen Adiningsih | Geography |
| 8 | Masjhari, S.Pd | English | 23 | Hurida, S.Pd | Arts |
| 9 | Edi Aksoro, S.Pd | Sports | 24 | M. Yasid, S.Ag | Religion |
| 10 | Lilik Herawati, S.Pd | Indonesian | 25 | Devira Ristianti, S.Pd | Sports |
| 11 | Kuswardinah, S.Pd | Indonesian | 26 | Dra. Eni I, S.Pd | Biology |
| 12 | Esti Nurhayati,S.Pd | Mathematics | 27 | Drs. Heri Lukito | History |
| 13 | Drs. Wiwik Hariono | Biology | 28 | Asih Budi L. | Counselling |
| 14 | Purwanti | Accounting | 29 | Siti Maimunah, S.Pd | Physics |
| 15 | Dra. Sri Utari | Indonesian | 30 | Krisna Luksmi | Computer |

The List and Names of Respondents

| No | Names of Respondents | |
|----|---------------------------|---------------------------|
| | Experimental Group 1A | Control Group 1B |
| 1 | ADHI SATRIYO UTOMO | ADE NOVIANTO SOEMARTIEN |
| 2 | AHMAD IKBAL | ADITYA WARDANA |
| 3 | ALFI ZUHRIYA KHOIRUNNISAA | AGUS BUDI UTOMO |
| 4 | ANDRE NUR FATHUR RAHMAN | AHMAD BASUKI |
| 5 | ANDRIAN WICAKSONO | AISYA KIRANA FIRDAUSI |
| 6 | ANIS EKA SUKMADADARI | AJENG WAHYU KINANTI |
| 7 | ARIF HUSEIN HIDAYATULLAH | ADRIANA RAHMWATI |
| 8 | ARISTA WIDITA RINI | ANDINI PRAMESWARI |
| 9 | BUNGA FITRIANA LARASATI | ANGGA OKTA PRIMANTO |
| 10 | DWI PUTRI WULANDARI | ARIF ROHMAN HAKIM |
| 11 | DYAH ANGGRAENI | BAGUS FEBRIANTO WIBOWO |
| 12 | FAHMI RADITYAMURTI | CHITA PUTRI LUSTIAHYU |
| 13 | FAKHRIL MAULA | CHOIRUL ANAM |
| 14 | FANNY ANGGA KARTIKASARI | RIZAHUL HAQ |
| 15 | FENDIK ACHMAD PRASETYA | DIO SASTYA YUHANSYAH |
| 16 | FERRY ARDHANA | ELA FAJRIA |
| 17 | FERY YULIANTO | ELEN LIDYA PRAMITA |
| 18 | FIJRIAH OKTAVIA IRSADI | ERWIEN NUGRAHA |
| 19 | HAMZAH HASIBUAN | FAHRI REZA |
| 20 | ILHAM MARSETYO | FARADLILAH SAVES |
| 21 | IMAM AHMADI | FEBRIANA DWI WAHYUNI |
| 22 | JAYA BUDI PRADANA | FEBY KURNIATI |
| 23 | LING LING MALINDA MALULI | HERDIANA KUSUMA WARDANI |
| 24 | LUCKY CAHYA KUSUMA | YENNI CAHYA WITA SARI |
| 25 | MAYA DEVIANI SUKMADITA | IBRAHIM ANWAR |
| 26 | MEGA SILVIANY | INDAH MAYANG SARI |
| 27 | MITRA DWI PURYANA | JAKFAT AINULL YAQIN |
| 28 | NUNKI FATHUROZI | KURNIA DWI JULIA MAHARANI |
| 29 | NUR OCVANNY AMIR | MADA OKTAVIA HARIYANTINI |
| 30 | RAMADANI TRI SUPANTO | NOVIANTO TRI |
| 31 | RESTU AFIFYANTO | NOVITA SRI LESTARI |
| 32 | LILIS RINDA RESTANTIN | NURCAHYO NUGROHO |
| 33 | ISKYANA YUNITASARI | NURMAN ZAKARIA |
| 34 | SAIDATUN NISA | NURWENDHO GUMILANG Satrio |
| 35 | SARI FATHUL HASSANAH | RICHARD ONE MAXELLY |
| 36 | SITI AISYAH | RIZKIA DHARMARISA |
| 37 | VEBRIANA ARIVIN | RONI YUDHA PRANATA |
| 38 | VIRA LERIS PUTRI | SITI AMINAH |
| 39 | VITA DWI ARISKA | SONY HABIBI |
| 40 | WIRA FALS HADI PRANOTO | SURYA AYU WANITA |
| 41 | YUCHI CHANDIKA | ULFI RISKI UTAMI |
| 42 | YULIANTINA FRANSISKA | WIDYA KRISTYANTI |
| 43 | YUSROTUL ANNISA | WIKE INDAH JUWITA |
| 44 | ZULKIFLY PRABOWO | YENNI CHARITTA |



Digital Repository Universitas Jember
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III 3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor **4133** /J25.1.5/PL.5/200... Jember, 1 Oktober.....,2003.

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala.....

SLTP Negeri I Probolinggo

di -

tempat.....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : ANUGERAH WAHYU S.Z.....

Nim : 980210401297.....

Jurusan/Program : Pendidikan Bahasa dan Seni/Bahasa Inggris.....

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

THE EFFECT OF STORYTELLING BY USING BIG PICTURE BOOKS
ON THE FIRST YEAR STUDENTS' LISTENING COMPREHENSION

ACHIEVEMENT OF SLTP NEGERI I PROBOLINGGO
IN THE 2003/2004 ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

Dekan
 Pembantu Dekan I,

 Drs. H. MISNO AL, M.Pd
 NIP. 130 937 191

**DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ANUGERAH WAHYU S.Z
NIM/Angkatan : 98. - 297/1998
Jurusan/Program Studi : PEND. BAHASA DAN SENI/BAHASA INGGRIS
Judul Skripsi : THE EFFECT OF STORYTELLING BY USING BIG PICTURE BOOKS
 ON THE FIRST YEAR STUDENTS' LISTENING COMPREHENSION
 ACHIEVEMENT OF SLTP NEGERI I PROBOLINGGO
 IN THE 2003/2004 ACADEMIC YEAR
Pembimbing I :
Pembimbing II : Dra. SITI SUNDARI, MA.

KEGIATAN KONSULTASI

| No | Hari/Tanggal | Materi Konsultasi | T.T. Pembimbing |
|-----|-----------------|-------------------------------------|-----------------|
| 1. | 16 July 03 | Chapter 1, 2 & 3 | |
| 2. | 1 August 03 | Chapter 1, 2, 3 | |
| 3. | 7 August 03 | Chapter 1, 2, 3 | |
| 4. | 10 September 03 | Instrument | |
| 5. | 22 December 03 | Bab 1, 2, 3, 4, 5 & Abstract, Appen | |
| 6. | | dices | |
| 7. | 30 December 03 | Bab 1, 2, 3, 4, 5 & Abstract, | |
| 8. | | Appendices | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : ANUGERAH WAHYU S. Z
 NIM/Angkatan : 98021401297/1993
 Jurusan/Program Studi : Pendidikan Bahasa dan Seni/Bahasa Inggris
 Judul Skripsi : The Effect of Storytelling by Using Big Picture Books
 on The First Year Students' Listening Comprehension Achievement
 of SMP Negeri I Probolinggo in the 2003/2004 Academic Year
 Pembimbing I : Dra. NIKA EKO B,MPD
 Pembimbing II :

KEGIATAN KONSULTASI

| No | Hari/Tanggal | Materi Konsultasi | T.T. Pembimbing |
|-----|----------------|--------------------------|-----------------|
| 1. | 26 Februari 03 | Matrix, Title | |
| 2. | 1 March 03 | Chapter 1 | |
| 3. | 10 March 03 | Chapter 1 & 2 | |
| 4. | 8 May 03 | Chapter 1,2 & 3 | |
| 5. | 27 May 03 | Chapter 1,2 & 3 | |
| 6. | 7 August 03 | Instruments | |
| 7. | 7 September 03 | Instruments | |
| 8. | 4 December 03 | Chapter 4 & 5 | |
| 9. | 10 December 03 | Chapter 4 & 5, Abstract | |
| 10. | 15 December 03 | Abstract | |
| 11. | 17 December 03 | Bab 1,2,3,4,5 & Abstract | |
| 12. | | appendices | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi