



**IMPROVING CLASS IX-A STUDENTS' LISTENING COMPREHENSION
ACHIEVEMENT USING DIRECTED LISTENING-THINKING ACTIVITY
(DLTA) TECHNIQUE WITH VIDEO
AT SMPN 1 SUMBERJAMBE IN THE 2012-2013 ACADEMIC YEAR**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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DEDICATION

This thesis is honorably dedicated to the following people:

My beloved parents, Armo and Mukti Amaliah, thanks for your love and sacrifice. You are giving your best to take care of me. This thesis is proudly dedicated to you for your everlasting love;

My dear grandfathers, Marsuki and H. Ikhsan Ajie, thanks for your mental support and suggestions. You always pray for me and I truly hope that this will be the answer to your prayers;

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My lovely fiancé, Indra Hardi Kusuma, thanks for being my partner and for every awesome smile you gave for me. I have answered your challenge;

MOTTO

“Most of the successful people I’ve known are the ones
who do more listening than talking.”

(Bernard M. Baruch)

“If you do not listen, you're never going to learn.”

(Frank Iero)

CONSULTANT APPROVAL

**IMPROVING CLASS IX-A STUDENTS' LISTENING COMPREHENSION
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SUMMARY

Improving Class IX-A Students' Listening Comprehension Achievement Using Directed Listening-Thinking Activity (DLTA) Technique with Video at SMPN 1 Sumberjambe in the 2012-2013 Academic Year; Satriawati Eka Wahyuni, 080210491005; 2008; 57 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This research is a classroom action research that was conducted collaboratively by the researcher with the English teacher. It used DLTA technique with video to improve the ninth year students' listening comprehension achievement of SMPN 1 Sumberjambe.

This research was begun by conducting an interview with the English teacher of the ninth year students of SMPN 1 Sumberjambe. It revealed that the ninth year students of SMPN 1 Sumberjambe, especially class IX-A, still faced some problems with listening comprehension. The teacher stated that only 33.33% of students could reach the standard score of Standar Kompetensi Minimum (SKM) of 70. It means that the students' listening comprehension achievement was still low.

To overcome such problem above, applying an appropriate technique in teaching listening becomes important. The researcher had had discussion with the English teacher before using DLTA technique with video to improve students listening comprehension achievement and their participation. It was used because DLTA technique could help the students in remembering the sequence of the story. It could also increase the students' participation in the listening activity. The video was used to modify this technique to get better result since the video could motivate the students to be actively involved in the teaching learning process. In addition, it seems to be a fun activity for the students because the students never had activity like what the researcher did.

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

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

This research was conducted at SMPN 1 Sumberjambe. The ninth year students of SMPN 1 Sumberjambe, especially IX-A class, were the research subject of this research.

Based on the results of the data analysis and discussion, it could be concluded that teaching listening by using DLTA technique with video in two cycles could improve the ninth year students' listening comprehension achievement at SMPN 1 Sumberjambe in the 2012-2013 academic year. The improvement was from 46.87% in the first cycle to 69.69% of students who got score of 70 or higher in the second cycle.

It was also shown that the DLTA technique with video was applicable to the ninth year students. It was supported by the improvement of the results of observation that was from 51.72% in Cycle 1 to 83.87% of students who were actively involved in the teaching learning process.

Finally, the findings in Cycle 2 led to the conclusion that DLTA technique with video could improve the students' listening comprehension achievement and their participation. Therefore, the English teacher was suggested to use DLTA technique with video as an alternative in teaching listening.