ABTRACT

Agun, Astini. (2018). *The Implementation of Storytelling to Improve Listening Skill of the 8th Grade Students of SMPN 1 Yogyakarta.* Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Listening skill is one of the hardest skills among the three skills for the 8th grade of SMPN 1 Yogyakarta in academic year of 2017/2018. This is because the students experience the problems in learning listening skill. Class 8B students feel unmotivated in learning listening because of the audio medium which is used during the listening process speaks fast. Additionally, the distractions inside and outside the classroom also make the learning process becomes ineffective. The students need an effective medium which is interesting and motivational for improving their listening skill. In choosing the medium, the teacher should consider the way of students' favorable learning, and one way of the students' favorable learning is storytelling. Because of that, storytelling is considered as a suitable medium for teaching listening in class 8B in SMPN 1 Yogyakarta.

This study was aimed to describe the implement of storytelling as a medium for teaching listening skill using personal recount text to improve class 8B students' listening skill in SMPN 1 Yogyakarta and to analyze the improvement of students' listening skill. The methodology employed in this study was classroom action research (CAR). This research used two cycles of action research. The researcher obtained two major data for analysis using observation checklist, field notes, tests, questionnaires, and interview.

Based on the observation sheets and field notes showed that the implementation of storytelling as a medium was running in accordance to the lesson plans. The use of storytelling was implemented differently in two different cycles. In cycle 1, group discussion was employed while left or right game was promoted in cycle 2. The result of the students' tests showed that there was an improvement from 50.59 to 76.32. The result of the questionnaire provided the evidence that the students had a positive perception toward the implementation of storytelling as a medium to improve their listening skill. The mean score in cycle 1 to cycle 2 was 48.24 to 55.62. The result of the interview showed that the implementation of storytelling as a medium could motivate the students to learn and improve their' listening skill as well.

In conclusion, the implementation of storytelling as a medium to improve students' listening skill did improve. The students could comprehend and retold the stories well. The students were more active and engaged in the learning process. This is because storytelling as a medium is presented in an interesting and fascinating way, it can be an effective medium to teach listening skill.

Keywords: Classroom action research, storytelling, listening skill.

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ABSTRAK

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Kemampuan menyimak adalah salah satu kemampuan yang paling sulit diantara ketiga kemampuan lainnya bagi siswa kelas 8, SMPN 1 Yogyakarta pada tahun akademik 2017/2018. Hal ini terjadi karena siswa mengamalami masalah dalam belajar kemampuan menyimak. Siswa kelas 8B merasa tidak termotivasi dalam belajar kemampuan menyimak dikarenakan media audio yang digunakan terdengar begitu cepat bagi mereka. Ditambah lagi gangguan dari dalam dan luar kelas yang membuat proses pembelajar tidak efektif. Siswa membutuhkan media pembelajaran yang efektif dan juga dapat memotvasi siswa dalam meningkatkan kemampuan menyimak mereka. Dalam memilih media pembelajaran, guru harus mempertimbangkan cara belajar yang menguntungkan siswa. Salah satu cara belajar yang menguntungkan siswa adalah *storytelling. Storytelling* dinilai sebagai salah satu media yang cocok untuk meningkatkan kemampuan menyimak siswa.

Penelitian ini bertujuan untuk menjelaskan bagaimana media tersebut diterapkan untuk mengajarkan kemampuan menyimak dengan menggunakan *personal recount text* untuk meningkatkan kemampuan menyimak siswa dan menganalisis pencapian kemampuan menyimak siswa.

Metodologi yang digunakan dalam penelitian ini adalah penelitian tindakan kelas (PTK). Penelitian ini menggunakan 2 *cycle* penelitian tindakan kelas. Peneliti mendapatkan dua data mayor untuk dianalisis menggunakan, Lembar pengamatan, catatan lapangan, tes, kuesioner, dan wawancara.

Berdasarkan lembar pengamatan dan catatan lapangan menunjukkan bahwa penerapan *storytelling* sebagai media pembelajaran berlangsung berdasarkan RPP. *Storytelling* diterapkan berbeda di dua siklus. Di siklus 1, kelompok diskusi digunakan sementara permainan *left or right* diterapkan di siklus 2. Berdasarkan hasil hasil test siswa menunjukan adanya peningkatan dari 50.59 ke 76.32. Hasil kuesioner menunjukan bahwa patokan nilai tengah kuesioner adalah 42.5. Hasil kuesioner siklus 1 dan siklus 2 adalah 48.28 menjadi 55.62. Hasil wawancara menunjukan bahwa *storytelling* dapat memotivasi siswa untuk belajar dan meningkatkan kemampuan menyimak mereka.

Kesimpulannya, penerapan *storytelling* sebagai media pembelajaran berhasil dilakukan. Siswa dapat memahami dan menceritakan kembali cerita dengan baik. Siswa lebih aktif selama proses pembelajaran berlangsung. Hal ini dikarenakan media storytelling dikemas dalam bentuk yang menarik, media tersebut mejadi media yang efektif dalam mengajar kemampuan menyimak siswa.

Kata kunci: *Classroom action research, storytelling, listening skill*