THE IMPLEMENTATION OF STORYTELLING TO IMPROVE LISTENING SKILL OF THE 8th GRADE STUDENTS OF SMPN 1 YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Astini Agun
Student Number: 141214092

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FACULTY OF TEACHERS TRAINING AND EDUCATION
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By
Astini Agun
Student Number: 141214092

Approved by
Drs. Pius Nurwidasa Prihatin, M.Ed., Ed.D.

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Defended before the Board of Examiners on 10 July 2018 and Declared Acceptable

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Sanata Dharma University
Dean,

Dr. Yohaness Harsoyo, S.Pd., M.Si.
"Blessed is she who believed that the Lord would fulfill His Promises to her."
Luke 1:45

** I dedicate to my beloved grandmother, parents, brothers and sisters **
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should have.

Yogyakarta, 30 May 2018

The Writer

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141214092
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ABSTRACT

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 implementation 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.
ABSTRAK

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.


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 pencapaian kemampuan menyimak siswa.


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 kesioner 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 menjadi media yang efektif dalam mengajar kemampuan menyimak siswa.

Kata kunci: Classroom action research, storytelling, listening skill
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CHAPTER I

INTRODUCTION

This study investigates the implementation of storytelling as a medium to improve the students’ listening skill of the 8th grade students of SMPN 1 Yogyakarta. This chapter elaborates four sections. Those are research background, research questions, research significance, and definition of terms.

A. Research Background

The aim of teaching English in the Junior High School is to develop the students’ communicative competence. The students have to learn on how to use proper English in communication after they have mastered English structure. In mastering the English language, the students have to learn four micro skills, namely: listening, speaking, reading, and writing. Among the four skills, listening is the hardest skill the students have to master. Listening is a communication method that requires the listener to understand, interpret, and assess what they hear (Sharma, 2011).

In other words, listening is the receptive skill that helps students to learn the language and also it is a key to all effective communication. Without the skill to listen effectively, messages are easily misunderstood. As the result, communication will become absurd and the speaker will get frustrated or irritated. Therefore, listening skill requires focus and attention. People who have difficulty
in concentrating are typically bad listeners. Listening to a second language requires even greater focus.

Moreover, according to the 2013 Curriculum, the ability to speak in English fluently is the goal of the 2013 Curriculum. Hence, listening skill is one of the language skills in which the students have to master before the other skills. The students cannot be fluent in speaking English if they cannot listen and respond to the spoken language accurately. In the Basic Competence and the Indicators of Basic Competency Achievement of the Junior High School, listening is an important skill which requires the students’ good ability in comprehending and responding to the spoken language such as personal recount text. In this case, it is better for the students to be able to comprehend and respond to the spoken language.

Based on the observation and the interview as the preliminary information gathering, the researcher found that there were some problems in teaching and learning process, especially in the listening subject of 8th grade in SMPN 1 Yogyakarta. They are classified into two factors, namely: external factor and internal factor. Externally, the listening process is affected by some factors significantly, the medium and the environment. The first factor is the medium. In listening class, the teacher usually uses the audio medium. Since the listening equipment in the language laboratory is broken, the students had to do the listening activities in the classroom. Moreover, in the classroom, the audio medium does not sound well. It makes the students cannot listen to the speech clearly. Besides, the situation outside the classroom affects the listening process as
well. The distractions from the outside make the students difficult to catch what the speaker said.

Internally, the psychological condition such as nervousness and absent-mindedness affects the students’ listening. Their listening skill is influenced by their ability in comprehending the spoken language. For instance, in listening class, the students are inclined to ask for repetition. Some of them seem to give up because they cannot listen to the native speaker clearly. In fact, spoken language is different from written language. Spoken language tends to be less precise than written language. The lack of vocabulary can influence their ability in comprehending the meaning of the context. Meanwhile, the lack of grammar mastery also makes the students unable to differentiate the order of words, phrases, and sentences. Therefore, it will be difficult for the students to understand the meaning of the context because they tend to interpret word by word. In addition, the other reason the researcher chose SMPN 1 Yogyakarta to conduct classroom action research because the researcher already did the teaching practice or in Indonesian it is called Program Pengalaman Lapangan (PPL) for six months. The teaching practice was done in class 8B precisely. Hence, the researcher did know about the situation, condition of the classroom, and the students’ unfavorable learning before conducting the classroom observation in preliminary information gathering.

The lack of motivation also affects the process of listening. Students tend to complain about the listening activities. For example, during the listening activities, most of the time, the students asked the teacher to have a break for a
few minutes. Although, they made noise which made the class looked disorganized afterward. However, during the listening activity, the students could not focus on what they heard. After doing the listening activity, some of the students claimed that the activity was difficult for them. The speaker spoke fast which made the students missed the other parts of the answers. These kinds of problems may increase if there is no improvement of teaching listening.

The students face certain kinds of situations, where they have to express what they think and what they must do. The teachers can use listening activity to enhance the students’ focus on language system. Listening activity can facilitate the students to practice their verbal skill and listening skill. In fact, people listen for meaning. When they listen to sounds, they do not store the verbatim wording, but they store the inference or other interpretation (Clark & Clark, 1977).

However, when teaching secondary students, the teacher has to be creative. Students tend to be more active and enthusiastic when the teaching and learning process take place in a fun way simultaneously. Hence, the teaching and learning process examine the educational needs which are appropriate for the classroom method or media. One of the interesting method or media is by applying storytelling. Storytelling is an appropriate medium to be implemented in the classroom. If the teacher fills their students’ brain with the miscellaneous facts or information and without any connection then their brain cannot organize and process all the information at once and all the information will be lost (Caine & Caine, 1994). In fact, stories will help the students to organize and remember all the information together. Wells (1986) approves this statement that children
always find it easier and interesting to absorb and elaborate the new ideas in the form of a story and even the older people find the anecdote to make them easier to understand and connect them to their own lives.

In fact, the teaching listening is not easy to do. This is due to the internal process which cannot be directly observed. Accordingly, it puts the teacher in a difficult situation in which the teacher is unable to know whether the students really understand the material or not. Moreover, the materials in listening class are difficult to understand and the technique is only in the form of testing. Sometimes the teacher does not give any clear information or explanation. Hence, some of the students are confused with what they heard.

Furthermore, most of the time, the students do not want to ask about their confusion. Therefore, the teacher cannot help them by giving more explanation about the material. In the other hand, the lack of motivation which often appears in the listening class is related to their ability. Sometimes, the students are lazy to listen to the listening material because the listening material is related to the students’ English abilities, such as speaking, listening, reading, and writing. Consequently, the students need some repetitions. They also complain about their difficulty to comprehend what is being said by the English native speaker because the English native speaker speaks fast and they can listen to words by words only.

As stated before, there are some factors which are related to the teaching of listening skill, namely students, teacher, technique, media, materials, and the environment. In this research, the researcher only focuses on the medium which is by applying storytelling. When the teacher applies storytelling in teaching and
learning activity, it can engage the students in learning listening effectively. Usually, students will be more enthusiastic when they listen to a story in which their teacher brings to the class. Storytelling can emerge their positive imagination. They are not only listening to the story but they can build their own imagination related to the story they are listening to and they can relate their own imagination to their lives. Storytelling is unmatched as a tool for stimulating their imagination (Green, 2004). Moreover, storytelling can be a medium to increase their listening skill. The students can practice their listening skill by listening to a story. The interesting and fascinating story can encourage them to listen to the story completely because the students will be more enthusiastic and motivated to get to know the end of the story.

In this case, listening is an important skill and urgently needed in comprehending and responding to the spoken language. In order to improve students’ listening skill, the researcher conducts the research on the implementation of storytelling as a medium to improve the listening skill of the 8th grade students of SMPN 1 Yogyakarta. The researcher chose storytelling is because it is a part of the lesson and an interesting medium which makes the actual lesson more powerful. Students also can learn about how and what is said by determining the grammar, phonology, and vocabulary that go into summarizing or explaining the key points of a storytelling. Furthermore, listening to a story is a part of selective listening in which the students listen to a longer stretches of spoken language in order to comprehend the meaning of the context. Rost (2002) states that nowadays, selective listening has been a part of the
listening activity which is undertaken in the classroom. It happens when the listeners are trying to draw a conclusion about the main idea, gist, or even the most common type of listening practice. Therefore, the researcher conducts this research entitled “The Implementation of Storytelling to Improve Listening Skill of the 8th Grade Students of SMPN 1 Yogyakarta.”

B. RESEARCH QUESTIONS

Based on the background of this research, the researcher formulated the questions as follow:

1. How does storytelling improve listening skill of the 8th grade students of SMPN 1 Yogyakarta in academic year of 2017/2018?

2. How is the improvement of the students’ listening skill of the 8th grade students of SMPN 1 Yogyakarta in academic year of 2017/2018?

C. RESEARCH SIGNIFICANCE

This research is expected to give benefits for PBI lectures and further researchers who are interested in this research.

1. The 8th Grade Students in SMPN 1 Yogyakarta

The researcher expects that by conducting this research, the students can be more active and motivated to improve their listening skill. Additionally, through the implementation of storytelling as a medium will give a meaningful and useful contribution to the students for their listening skill. Therefore, they will be interested in and have a motivation in the learning English.
2. **English Teacher in SMPN 1 Yogyakarta**

For the English teacher, this research provides the information of the implementation of storytelling as a medium to improve the listening skill of 8th grade students of SMPN 1 Yogyakarta. Moreover, the English teacher can also obtain the information about how to improve students’ listening skill by implementing storytelling as a medium in listening class. Lastly, this research also provides the information about what the students have achieved through the teaching listening by implementing storytelling as a medium.

3. **Further Researchers**

This research gives the contribution, inspiration, and references for the other researchers who are conducting similar research which deals with the same medium, and with the same of different research design to improve the quality of teaching listening comprehension through the implementation of storytelling as a medium.

D. **DEFINITION OF TERMS**

This research the researcher defines the important terms in this research to clarify the key terms. They are storytelling, improve, listening skill and SMPN 1 Yogyakarta.

1. **Storytelling**

According to Hamilton and Weiss (2005), storytelling is the oldest form in education. It is also the art of telling story to the audience in order to build social connection between speakers and listeners. In addition, stories can engage
people’s thinking, emotions, and even stimulate people’ mental imagery (Green, 2004).

In this research, storytelling is defined as a useful medium for teaching listening in which the students are told a certain story to improve their listening skill. The type of the story is personal experience from recount text. The students should listen to the story carefully and retell the story to the other students in a good chronological order so that the audience can get the idea easily.

2. Improving

According to Oxford University Press (2003, p. 216), the meaning of improving is the process of becoming better or making something better. Moreover, according to Merriam Webster (1976, p. 1138), the meaning of the word improve is to make greater in amount or degree: increase, augment, enlarge, and intensify.

In this research, the meaning of improving itself refers to the students’ listening skill. The researcher wants to examine the students’ listening improvement by using storytelling as a medium in class 8B of SMPN 1 Yogyakarta.

3. Listening skill

Peterson (2001) defines that listening skill is the ability to listen to sounds, recognize words, process the input, recall the schema and match the keywords to the semantic structure of the text. Listening skill requires the students to have wide knowledge about language and content knowledge. Therefore, when the
students receive the information with the amount of the knowledge, they will be easier to comprehend the information (Yildiz & Albay, 2015).

In this research, listening skill is the skill the researcher wants to improve the most. Listening skill in this research is defined as the process to take the information in which the students already heard from the stories and be able to make meaning from the stories they heard.
CHAPTER II
LITERATURE REVIEW

This chapter provides two sections. The sections are theoretical description and theoretical framework. Theoretical description discusses the relevant theories of this research. The second section, theoretical framework presents the relation between the theories and the research.

A. Theoretical Description

Listening helps the students to get better comprehension. It assists the students to be able to become aware of language and how it is used. Importantly, the students have to enable to differentiate the variations and linguistic twist (Asemota, 2015). Since listening is the main skill in this study, it is important for the researcher to know about listening in depth.

1. Listening Skill

Since listening skill is the skill the researcher wants to develop most in this research. The researcher should know much information related to this skill. There are several of the information which is related to listening skill, namely definition of listening skill, common techniques for teaching listening skill, principles for teaching listening, basic types of listening, the difficulties in listening, and the process of listening.
a. **Definition of Listening Skill**

Alam and Sinha (2009) explain that to completely achieve understanding in listening skill, the listener has to focus on the information delivered by the speaker. This will help the listener perceive the spoken language without difficulty. Therefore, listening is defined as a passive skill as the listener listen to comprehend the message sent by the speaker. In other words, listening can be described as a receptive skill. The process of receiving information from what actually speaker says. In this research, the nature of listening is defined as how the students can be active in interpreting and matching what they hear with what they already know. Moreover, students use their background knowledge to determine the meaning of what they have just listened to before something news comes along.

Asemota (2015) defines that naturally listening is a fundamental skill which a person authentically acquire a language. The children hear words, see gestures and formulate vocabulary in a social context from those around us. Thus they naturally start learning their first language by imitating what they hear from others’ conversation. According to Rost (1991, p. 21) “Listening is an active process requiring participation on the part of the listener.” For example, when someone does conversation with his/her interlocutor, he/she directly processes the information in order to create meaningful conversation. During the listening process, the listener is actively involved. In other words, listening is a receptive skill which helps the students to learn a language and also it is a key to all effective communication. Messages will be misunderstood if there is no skill to
listen effectively. As the result, communication will become absurd and the speaker will get frustrated or irritated. Bad listeners are people who have trouble focusing on a spoken language. Thereupon, listening to a second language always requires greater or even serious focus.

Supporting the statement above, The Council of Chief State Officer (CCSSO, U.S., 2009) explains that in listening to understand the teacher’s instruction, to comprehend the significant details, the relevance abstract information, and to keep following the information given by the teacher needs the unlimited attention and ability to listen well. Furthermore, Spratt, et al. (2005) claim that in listening to an information, there are some things the listener has to focus on, namely the character of spoken language, the use of context and knowledge of the world, the difference of text types, the difference of speed of speech and the difference of listening sub skills.

Meanwhile, Asemota (2015) asserts that listening can assist the students to grasp the foreign language with more confidence and a greater expectation of success. Listening and vocabulary are well interrelated that their knowledge could enable the students to acquire a great deal of experience of a variety of kinds, and at different levels of listening. It means that the lack of vocabulary can make the listening process unbalanced which causes the students experience the difficulty in analyzing the context of what they have heard.

Based on those theories above, it can be concluded that listening is not only the process of understanding the sounds, but also the process of understanding its contexts such as the information or explanation.
b. **Common Techniques for teaching Listening Skill**

According to Larsen-Freemen (2000), the goal of audio-lingual method (ALM) is to drill the students to the use of grammatical patterns. In order words, this method requires the students’ spoken language to respond to the stimuli given by the teacher. In order to be able to respond accurately and rapidly as possible to the stimuli, the students must be able to listen to the spoken language clearly. Richards and Rodgers (1986) added that the goal of audio-lingual method links to other oral skills. The teaching of listening comprehension, grammar, pronunciation, and vocabulary are all related to the development of oral proficiency. Therefore, audio-lingual method (ALM) focuses on the other skills as learning develops.

Communicative Language Teaching (CLT) is used as the method to support the students’ learning process. By using this method, the students can interact with the other students in pairs or group activities to discuss their works (Richards & Rodgers, 1986). Moreover, they add that the teacher can also help the students’ difficulty in the learning the English language by communicating it. The communication will run well if both speaker and the listeners can work together actively in delivering and responding the information properly. Therewith, since in audio-lingual the use of language that the students use is not identified clearly, then in Communicative language teaching (CLT) the use of target language is emphasized. It is better to prioritize listening and speaking before other skills in the classroom.
In other words, teaching listening can take place along with the development of the other oral proficiency. The teacher can prevent the students to do mistakes and help them to work with the target language. The combination of ALM and CLT in the learning process can guide the teacher as the main role in the classroom to teach the students spoken language, in terms of language teaching and learning. Therefore, the use of ALM and CLT in the learning process can assist the teacher to achieve the learning goals in the classroom, especially in teaching listening.

c. Principles for Teaching Listening in the Classroom

In teaching listening to the students, the teachers must know the principle of teaching listening. This aims to guide the teacher to a better understanding in applying the appropriate and interesting strategy to train the students’ listening skill. According to Peterson (2001), there are six principles for teaching listening in the classroom.

The first is the teachers should make listening as a main activity in the second language classroom. The teacher can also make the listening as interesting channel for the new material to improve better learning process. The input must be attractive, motivational, understandable, supported by linguistic materials and as a key to the language lesson. The second is the teachers should make listening activities before other activities. At the beginning and low-intermediate levels, the students have to listen to the materials before they are asked to speak, read or write about the material. The third is the teachers should put global and selective listening in the learning process. Global listening helps the students to get the gist,
main idea, topic, situation or setting. Meanwhile, selective listening facilitates the students with their attention to details form and accuracy. The fourth is the teachers should activate the top-level skills such as giving advance organizers, script activator, or discussion which arouse the students’ background knowledge. The top-level skills are done before the listening and top-down is done at every proficiency level. The fifth is the teachers should work hard to make the students develop their listening skill. Compatible and interesting activity can develop comprehension of the material. The sixth is the teachers should promote conscious listening strategies in the learning process. The students will realize about the essence of text features and their own comprehension processes. It can facilitate them to be aware and notice how their comprehension processes link to the text.

d. Basic Types of Listening

There are four types of listening performances (Brown, 2004). Each of which comprises a category within which to consider assessment tasks and procedures. The first type of listening is intensive listening. It is an activity which focuses on the students’ awareness of language form. Intensive listening is design to develop the students’ attention on phonemes, words, intonation, discourse markets, etc. The second is responsive listening in the students have the significant improvement to listen to a small amount of language. Then, they are able to give short responses to a greeting, instruction, comprehension, question, etc. The third is selective listening or monologue. It denotes the type of listening in which the students listen to a short monologue in order to look for general meaning of certain information. The purpose of selective listening is the students
are able to comprehend the detailed information in a context of longer spoken language, which is classroom direction, stories, audio, or TV. The last is extensive listening. It is listening to a massive amount of spoken language which requires the students’ highly global understanding. Extensive listening also develops the students’ top-down level skill in order to listen for the purpose, main idea and drawing conclusion. The students can practice their extensive listening from lengthy lectures or conversation.

Moreover, listening can be seen as the process which includes identifying, understanding and interpreting spoken language. The process of listening happens when the speakers have to scale down their expressions and when the listeners have to scale up their interests. It is in accordance with the other’s capacities and demands. This can enable effective communication between the speaker and the listeners based on their different background. Goffman (1967) also divides listening into four types. The first type is active listening. It is defined as active listeners that the listeners are able to focus, understand, respond and then remember what is being said by the speaker. They listen to the overall meaning in order to find the main ideas and more than details. The second is partial listening in which the listeners take some time thinking about the next response rather than listening to the overall meaning. The third type is intermittent listening in which the people who listen with deaf ears. They listen to a speaker discontinuously but they encouragingly nod and shake their head when they are listening to a speaker, even though they are not listening at all. The last is appreciate listening in which
case the listener listen to certain information to meet their needs and goals. They will appreciate what the speaker is being said.

From those types of listening, the listener and the speaker can build effective communication. The listener is able to comprehend the message clearly. Therefore, to support this statement, Rost (2002) emphasizes that listening is one of the crucial components of spoken language processing. Without listening there is no spoken language happens between both speaker and listener.

e. Factors Affecting Listening Skill

For the students who learn the second language must encounter many factors which influence their listening. The language acquisition which requires the ability in processing the input of the listeners from what they heard needs a serious deal of concentration. Yildiz and Albay (2015) support this premise stating that when the students do not listen attentively to the speaker, then they may fail to understand the information. If they fail to receive the information, they might feel disappointed and lose motivation. Therefore, the students need to be enthusiastic and attentive in listening to the second language. The students need to do an ongoing process in listening skill development. However, Boyle (1984) has classified the factors in listening, as the following list:

1) Listener

In listening to a spoken language, the learners need high concentration in comprehending the message delivered by the speaker. If learners have the motivation to concentrate on a topic and be able to listen attentively then they will have a better chance of developing their listening to a spoken language. Moreover,
the language knowledge also influences a learners’ listening skill. They must have the language knowledge of vocabulary, grammar, and pronunciation. By knowing that language knowledge, learners will be easier to comprehend what they heard.

The environment where the listening activities happen to make the learners easy to understand what they heard. In a quiet environment, learners can be greatly concentrated. Otherwise, if the listening activities are carried out in a crowded environment with any interference in the class, learners will have difficulty to comprehend the context delivered by the speaker.

2) Speaker

In fact, the speakers’ ability always plays an important role in comprehension. Nonetheless, not all the speakers deliver clear spoken language. The pronunciation and accent of the speaker affect the listener in comprehending the message of the spoken language. Additionally, if the delivery speed of the speaker is fast and absurd, the listeners would have difficulty in understanding.

The teacher has to consider the listening activities which are going to give to the learners. The clear words of the speaker will be easier for the learners to understand. Moreover, the teacher should choose well-known speakers because the learner can be motivated to the learners to listen attentively.

3) Material and Medium

Teachers should choose appropriates listening materials. Teachers must ensure that the vocabulary and the grammar of the levels are not difficult for the learners. If a message is not delivered clearly then the material will be useless. Therefore, the materials should be compatible with the level of the learners.
Moreover, the content of the material has to attract the learners’ attention. Long listening activities will make the students lose the motivation to listen and the students will fail to understand. At the same time, the disorganized material might be useless for the learners to develop their listening skill. If the listening materials are convoluted for the learners, then they will not get anything for their listening skill’s development.

The medium which is used by the teacher should support the learning environment through gestures and visuals. The students will be motivated if the teacher is able to create interesting listening activities. Therefore, the use of the interesting and motivational medium for listening activities can encourage the learners to develop their listening skill.

f. Process of Listening

Listening can be successful when the listener uses and manages the listening process on the right track. The use of listening process can be focus only on the context of a text or they only consider how to listen. A highlight on how to listen increases the issue of listening process. In this case, the listeners differentiate between sounds, vocabulary, grammatical structure, stress and intonation, and the intended meanings which are related to the process of listening; when the spoken discourse happens, a number of processes work on many kinds of levels simultaneously. It is to produce the understanding of the next speech (Peterson, 2001).

In fact, top-down which is called the higher level of process is driven listeners’ expectations and understandings of the context, the topic, the nature of
the text, and the nature of the world. It requires the use of background knowledge in understanding the meaning of the messages. The background knowledge here can be known as the previous knowledge about the topic of discourse, situational, or contextual knowledge. The top-down process includes: listening for the main idea, predicting, drawing inferences, and summarizing.

Meanwhile, bottom-up which is called the lower level of process is triggered by the sounds, words, phrases which the listener hears as he or she attempts to decode speech and assign meaning. Listening comprehension can be achieved when the listener’s lexical and grammatical competence in a language provides the basis for bottom-up processing. The listeners must use their prior knowledge of the language to recognize meaningful sound units, to determine syllabus boundaries, and to identify words. The familiar words are decoded from the input and the grammatical knowledge is used to know the connection between the sentences.

Nunan (2001) defines that listening process is divided into reciprocal or interactive listening and non-reciprocal or non-interactive listening. The process which involves the listener to require the ability to take a part in the interaction is called reciprocal or interactive listening. Interactive listening situations can be included in daily conversation directly or indirectly in which both listener and speaker can easily help each other to get better communication.

On the other hand, the process which does not involve a listener in a part of interaction is called non-reciprocal or non-interactive listening. A listener only acts passively in listening to a conversation or monologue called non-reciprocal or
non-interactive. Some non-interactive listening situations can be included in listening to the audio, lectures, news, movies, or CDs. However, listening and reading are characterized as “passive” or receptive skill. In order to comprehend what has been heard, Nunan (2001) explains that listeners need to construct the original intention of the speaker by making use both top-down and bottom-up processing, and by drawing on what they already know to make use of new knowledge.

2. Storytelling

Storytelling becomes the important part of this research since it used as a medium to improve the students’ listening skill. Therefore, in this part, the researcher tries to give information about the definition of storytelling, the benefits of storytelling, and teaching listening using storytelling.

a. Definition of Storytelling

Storytelling is a living art which can create a vivid atmosphere for the listeners. It is like music and dance that the storyteller brings to life in performance. A storyteller can alter the story based on his/her background. The creation of the storytelling based on words and images will produce a positive effect for the listeners. Storytelling is considered as a more personal experience as the listeners frequently have greater levels of eye contact with the storyteller as compared to listening to a story from a book (Miller & Pennycuff, 2008). Additionally, storytelling has been used from generation to the next to help construct the important concepts of people’s knowledge such as respect and moral responsibility to oneself, others and the environment.
In education, storytelling is the process of constructing stories in the mind, it is one of the most fundamental ways of making meaning and thus pervades all aspects of learning, regardless of age (Hamilton & Weiss, 2005). By telling a story creates a more personal teacher-student connection. The teacher as the storyteller begins to see the students’ reaction clearly and recreate the voice, gestures, facial expression, and body movements to enhance the telling and make the students understand the story better. The National Council of Teachers of English (2000) asserts that storytelling as the connection with the teller and audience in form of telling a story has given a clear insight that it is not only acting out a drama or reading a story, but it is deeper in animating each role of the character of the story through voice and gesture to the audience. Through the connection with the teller and the audience in telling a story gives them with a learning experience.

Furthermore, by telling a story to the students can create their own imagination. This motivates them in exercising their own imagination. By listening to a story, the students can use their imagination to develop their background knowledge. Imagination can help to solve the problems, to get beyond “right” and “wrong” answers. It can help the students to think outside the box. When the teacher tells a story by using visual media and asks them to retell what they have heard in form of role play, the imagination will emerge in their minds. The students’imagination can be clear, it is because the imagery excersice during the process of storytelling using the visual media (Hamilton & Weiss, 2005).
b. Benefits of Storytelling

Storytelling has been in many parts of the world which is in a primary way that family history, cultural practice, and values are passed from one generation to another. Narrative or recount storytelling provides the context of how people create the meaning out of their existence or everyday lives. It is very easy how people can combine their oral skills with the gestures and expressions in delivering their stories or messages to others. Moreover, Caine et al. (2005) claim that when the listener listens to a story, their brain will be connected to operate, control, and access the information of every social experience and object in the form of a story. Therefore, the students can develop their cognitive, social, and emotional through participating in the process of storytelling (Hamilton & Weiss (2005). These are benefits of storytelling presented in table 2.1.

Table 2.1. The Benefits of Storytelling

<table>
<thead>
<tr>
<th>NO</th>
<th>The benefits of storytelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Storytelling can encourage the students to explore their uniqueness and expressiveness.</td>
</tr>
<tr>
<td>2.</td>
<td>Storytelling can enhance the verbal skill by encouraging the students to express their feelings and thought in form of a story.</td>
</tr>
<tr>
<td>3.</td>
<td>Storytelling can guide the students towards constructive personal values. The students get the positive values from the story and apply it to their daily lives.</td>
</tr>
<tr>
<td>4.</td>
<td>Storytelling can rebuild authenticity by enabling the speaker to be unique and original in reciting a story.</td>
</tr>
<tr>
<td>5.</td>
<td>Storytelling can develop the students’ imagination by enabling them to build on their problem-solving competence. They will learn to accomplish their own hopes and dreams.</td>
</tr>
</tbody>
</table>

When the teacher tells a story to the students, it will create the positive environment and atmosphere in the classroom. An interesting story can give a relaxation to the students and reduce fears because they are entertained. Hamilton and Weiss (2005) state that a story can also bring positive environment for the
learning process where the students are actively being a part of learning communities. Furthermore, storytelling can evoke the students’ emotions. Hamilton and Weiss (2005) add that when the students engage in the storytelling of others, they also become immersed in the story they heard. They get into the meaningful and richer message of the story through the involvement of their emotional and personal feelings which is also supported by their imagination. In fact, that stories evoke the students’ emotions will create the effectiveness of the learning process because when the students get involved in the learning experience, their emotion will create and be more easily to stored and recalled. Perry (2000) supports this premise stating that when stories stir emotions, the cognitive parts of the brain are activated to store the new information.

However, due to storytelling is often an entertaining, visual, experiential, and emotionally evoking activity, the students are much more likely to retain the course content taught in story format settings. The National Council of Teachers of English (2000) explains that children can easily recall everything which happens in the past or even the historical or scientific fact they heard from the story. They tend to imagine anything related to the action they heard from the story. It is because the human brain is connected to process all the information in form of a story and every event that happened in their lives are brought to mind as a story (Caine et al., 2005).

c. **Teaching Listening through Storytelling**

Listening is the receptive skill that helps the students to learn a language and also it is a key to all effective communication. Listening is the one which
develops earliest and it is practiced most frequently. Before the students do the tasks the teacher gives to them, they have to listen to the instruction or the explanation first. In order to avoid misunderstanding between the students as the listeners and the teacher as the sender of the message, the students need to have the ability to listen effectively. Therefore, to introduce secondary school students to the listening activities, storytelling can be the effective way to improving the students’ listening skill. They do not only listen to the information through the story, but they can obtain a deep understanding through the emotional and personal connections (Abrahamson, 1998). Storytelling can be an interesting medium of teaching English in the classroom. The implementation of storytelling as a medium by presenting the material gesture, characteristic of voices, body movements, facial expression, and probably visual media helps the students get a better understanding of the story.

When the teacher tells stories about some events, some particular individuals or something that happens recently to the students, stories can engage the students’ thinking, emotions, and it can emerge vivid imagination. They can create a positive attitude toward the learning process due to the class members and teacher enjoyment of teaching and learning using storytelling. Teaching English using storytelling can also motivate the students in the learning process. They tend to listen to any kinds of stories which can arouse their curiosity about what happens next and how the story ends. In so doing, the students can easily organize and remembering information they have heard and connect to the content together. Connelly and Clandinin (1994) reveal that humans’ life is a story, then
when we tell or retell a story, we make a better connection with others. However, by applying storytelling in the classroom activity can build community within a classroom and a school. Miller and Pennycuff (2008) define that when the student listens to the story and directly retells what she/he heard from the story, then she/he will get a better understanding of the listeners in the classroom. The students will get to decide what style of language they want to use to express the story they already heard. Storytelling has become the most essential part of humans’ lives. Especially, for the students who are actively engaged in their friends’ stories. They can recognize themselves through the story of their friends regardless the cultural background. (Miller & Pennycuff, 2008).

d. The Teaching of Listening at SMPN 1 Yogyakarta

The application of 2013 Curriculum in Junior High School has given the change to concept of teaching listening. The students are expected to master English language and be able to communicate (Kementrian Pendidikan & Budaya, 2016). Hence, listening skill requires students’ focus in comprehending and responding to the spoken language well. Moreover, in 2013 Curriculum, the teaching of listening in the Junior High School has to refer to the Basic Competence and the Indicators of Basic Competency Achievement of the Junior High School which is used as the guidance for the teacher to achieve the learning goals in the classroom. They are as follows:
## Table 2.2. The Basic Competence and Indicator of Basic Competency Achievement in the Junior High School of Grade VIII in the Second Semester.

<table>
<thead>
<tr>
<th>No.</th>
<th>Basic Competence</th>
<th>Indicator of Basic Competency Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>4.11 Recount Text</td>
<td>4.11.1 Listening to the personal recount stories carefully and be accepted in form of storytelling.</td>
</tr>
<tr>
<td></td>
<td>4.11.1 Capturing the contextually meaning related to social function, text structure, and linguistic element of oral and written recount, very short and simple, related to personal experience in the past (personal recount).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.11.2 Arranging the oral and written recount text, very short and simple, regarding personal experience in the past (personal recount), taking into account the social function, text structure, and linguistic elements, correctly and contextually</td>
<td>4.11.2.1 Making a note-taking that matches the essence of the recount-shaped story that is told in storytelling form. 4.11.2.2 Retelling a recount-shaped story coherently using the verbs of language spoken, accurate, fluent, and acceptable in form of storytelling already told.</td>
</tr>
</tbody>
</table>

In this study the implementation of storytelling as a medium to teach listening skill needs fascinating and easy material so that the students will be easier to comprehend the meaning. The use of personal recount text in form of storytelling is believed to be able to engage the students’ participation in learning listening skill. The students are more enthusiastic in the classroom, when it comes to storytelling (Green, 2004). However, the implementation of storytelling as a medium is expected to bring the change of the students’ problems in listening skill.

### B. Theoretical Framework

This section involves the theories which are synthesized to picture the orientation of the study.
Listening is fundamental skill and knowledge in supporting the students’ subject material of English teaching and learning. In other words, listening is the receptive skill that helps the students learn a language and also it is a key to all effective communication. Ideally, in the process of learning listening, the teacher must guide and support the students. The students should be more active in learning listening skill by asking questions and telling their problems to the teacher related to their listening skill. In teaching listening, the teacher as the educator who takes a big role in the classroom must pay great attention to the students’ listening skill in the classroom. It is not easy to teach listening to the students because each of the students has a different level of comprehension and way of favorable learning. In addition, the teacher can use many variations of listening activities in the classroom. Nonetheless, it needs the efforts to adopt an appropriate medium to match the students’ interests in the learning process. Therefore, the implementation of storytelling as the medium is the main key in answering the research questions. In order to answer the result problems, the researcher will employ several theories related to improving the students’ listening skill by implementing storytelling as a medium.

However, the researcher employed four major theories which were mostly used in answering the research questions. They were employed in this research by making them as references in conducting the research in 8th grade students of SMPN 1 Yogyakarta. The first theory was from Peterson (2001). It was applied in order to know about the principles of listening which has to be fully given attention by the teacher in teaching listening skill in the classroom. This theory
was also supported by the theory from Richards and Rodgers (1986). It was about the method which was used to support the learning process of the teaching listening. The second theory was about the benefits of storytelling. This theory was started by Hamilton & Weiss (2005). It was applied in order to know how storytelling is useful for the students in the learning process in the classroom. The third theory was Sharma (2011) which talked about the strategy to develop the students listening skill. The last theory was about the research method which was used in this research. The researcher employed the theory from McNiff & Whitehead (2002) that talked about the essence of classroom action research (CAR). Furthermore, the researcher used classroom action research design by Kemmis and Taggart (as cited in McNiff & Whitehead, 2002). There were four steps in CAR, namely: Plan, action, observation, and reflection.
CHAPTER III
METHODOLOGY

This chapter consists of five parts which provide information related to the method of the research and analysis. The first part is the research method which explains the definition of the type of research method chosen. The second part is the research setting which informs the place and time the research conducted. The third part is research participant which explains the subjects of the study. The fourth part is research instrument and data gathering technique which explains the research instrument employed in carrying out the data. The last part is data analysis which explains how the findings were analyzed in order to answer the research questions.

A. Research Method

This research was classroom action research. The aim of this research was to find the answer to the two research questions, namely: How does storytelling improve listening skill of the 8th grade students of SMPN 1 Yogyakarta in the academic year of 2017/2018?, and How is the improvement of the students’ listening skill of the 8th grade students of SMPN 1 Yogyakarta in the academic year of 2017/2018?. Therefore, the researcher needs the appropriate method to solve the problems.

In order to solve the problems, the researcher needed to employ the method. Cohen et.al (2002) defines that classroom action research is a potent tool
for change and improvement at the variates of areas which is used in order to solve the problems. CAR is designed to find and investigate problems in a classroom and to do a change or improvement regarding a problem. According to Mettetel (2001), CAR is a method of finding out what works best in a classroom so that the students’ learning can be improved well. Moreover, she added that in CAR, a teacher focuses attention on a problem or question about his or her own classroom then makes an improvement to solve a problem. In short, CAR is a method conducted by the teachers to achieve a better learning process of their classroom where they are teaching. The goal of CAR is to improve the teachers’ teaching in their own classroom (Mettetal, 2001). Additionally, the benefits of doing CAR for the teacher associated with learning components are innovation in making teaching decision, curriculum development, and increasing peer discussion of teaching issues.

The classroom action research design in this research was from Kemmis and Taggart’s model (as cited in McNiff & Whitehead, 2002). In Kemmis and Taggart’s action research model, there are four steps in a cycle, namely: planning, acting, observing, and reflecting. When a cycle has been implemented, a reflection will be shown whether the result has been achieved the expectation or not. If the expectation has not been achieved, then the revision will be made on the next cycle (McNiff & Whitehead, 2002). The cycle depicted in figure 3.1.
In this case, the researcher used Kemmis and Taggart’s action research model which consists of four phases (as cited in McNiff & Whitehead, 2002). The phases of CAR were stated as follows:

1) **Plan**

In this phase, the researcher completed the series of action research in cycle 1. First, the researcher asked for a permission letter (Appendix A) at the campus to conduct the research. Hereinafter, the researcher brought along the permission letter to *Badan Kesatuan Bangsa dan Politik (KesBangPol)* and then brought it along to the *Dinas Penanaman Modal dan Perizinan* to ask for the approval. Furthermore, the researcher brought the permission letter to SMP Negeri 1 Yogyakarta where the researcher conducted classroom action research.
(CAR). In the school, the researcher made an agreement with the teacher of class 8B so that the teacher could support the research and get involved as researcher’s observer.

In this research, the researcher employed two observers in order to avoid the bias of the data. Therefore, the researcher made an invitation letter in which the researcher shared randomly to English Language Education Study Program (ELESP) students in the academic year of 2014. After finding the observers, the researcher along with the observers discussed the activities which had to be done in classroom action researcher (CAR).

Before the researcher conducted classroom action research (CAR), the researcher gathered the preliminary information by conducting classroom observation. This aimed to help the researcher made reflection related to the situation in the classroom before going to the next plan. Afterward, the researcher arranged lesson plans (Appendix C) for each cycle 1 and cycle 2.

2) Action

After the researcher arranged the lesson plans, then the researcher implemented storytelling in cycle 1 and cycle 2. The explanation of the action was explained as follows.

The activity was divided into three parts namely, pre-activity, during activity, and post-activity. In pre-activity, the researcher introduced what storytelling is to the students and explained the materials about recount text by using teaching media. Next, before the researcher delivered the storytelling, the researcher distributed the students’ worksheets which consisted of three pages. On
the first page, the students had to make a note-taking about the main points of the stories they heard. Then, on the second page, the students were supposed to answer the questions. After answering all the questions, the students were asked to make a short script about the stories they heard on the last page. In order to see their listening skill improvement, the researcher asked some of the students to come in front of the class to retell what they know about the stories they heard by using games. The retelling part was conducted in the post-activity.

At the end of the meetings, the researcher conducted post-tests 1 and 2 in order to measure their improvement in listening skill. The minimum criteria of mastery learning in SMP Negeri 1 Yogyakarta is 71. After conducting the post-test 1 and 2, the researcher distributed questionnaires (Appendix G) to the students. The researcher also conducted an interview with 4 students. The students were chosen randomly. Mainly, the researcher used questionnaire and interview in order to see the students’ perceptions toward the implementation of storytelling as a medium to improve their listening skill.

3) Observation

In doing an observation, the researcher used classroom observation during the action. The observation was used to gather the needed information. Therefore, the researcher used some instruments namely, an observation checklist (Appendix D), field note (Appendix E), and interview (Appendix H). In order to avoid the bias and to get the objective information, the researcher invited observers who observed the learning activity in cycle 1 and 2 in classroom action research by using provided instruments. Hereinafter, in order to find the observer, the
researcher distributed the invitation letters (Appendix I) to some of researcher’
colleagues in ELESP, and found the first observer. The first observer was the
researcher’s colleague. The researcher chose the first observer, because she has
good competence in English language. Additionally, she is quite objective in
evaluation. Meanwhile, the second observer was one of the English teachers in
SMPN 1 Yogyakarta, who teaches the students of class 8B.

4) Reflection

In cycle 1, the researcher reflected and analyzed the data through the
observation, field notes and some instruments. This stage was aimed to see the
improvement of the students’ listening skill in classroom practice in the next
cycle.

Meanwhile, in cycle 2, the researcher reflected and evaluated what had been running in cycle 1 and 2 through the instruments used. Hereinafter, the result was concluded. In this study, the researcher showed what had been learned from action research as a practitioner.

B. Research Setting

The setting of the research referred to the place and time to conduct the research. This research conducted in the second semester of 8th grade students of SMPN 1 Yogyakarta in academic year of 2017/2018, especially in class 8B. There were two cycles in this study. In each cycle consisted of four stages namely, plan, action, observation, and reflection. In this research setting, the researcher already arranged the research report in form of the timetable (Appendix B).
C. Research Participants

The participants of the research were 8th grade of SMPN 1 Yogyakarta in the school year of 2017/2018. The researcher only took one class of 8th grade of SMPN 1 Yogyakarta as the subject especially in class 8B which consisted of 34 students.

In order to gather the needed data, the researcher distributed the questionnaires to the students in order to see their perceptions toward the implementation of storytelling as a medium to improve their listening skill. Meanwhile, after distributing the questionnaires to the students, the researcher conducted an interview with 4 students. The students were chosen randomly. The interview was used in order to get the detailed information.

D. Instrument and Data Gathering Technique

This section only focuses on the instruments and data gathering techniques employed in this study. In order to gather the needed data of the study, the researcher obtained two major data for analysis using observation checklists, field notes, tests, questionnaires, and interview. The data from observation checklists, field notes, and interview were not meant to be analyzed as qualitative data analysis, but there were meant to be analyzed in order to carry out the researcher’s reflection. Meanwhile, for the tests and the questionnaires, they were meant to be analyzed in order to get the mean scores thoroughly. The aim of using questionnaire in this research was to know the students’ perceptions and attitude measurement in carrying out the reflection.
1) **Observation Checklist**

The observation checklist is a list of statements which is an observer uses to observe the ‘live’ situations. This observation checklist can be a powerful and useful tool for a teacher. It is used to facilitate observation for gaining insight into situations (Fortune, 2000). The researcher employed an observation checklist in order to ensure that the implementation was running well in accordance with the plan and goal of the learning process. In doing the observation, the researcher used two observers to minimize the bias. Therefore, the observation checklist consisted of the teacher’s mastery of the material, students’ attitude during the learning process, classroom atmosphere, and classroom management. The researcher used observation checklist in order to get the detailed information about the condition in the classroom during the action.

2) **Field note**

According to Cohen et.al (2000), field note contains the result of the observation—both in situation and away from the situation. In this study, the researcher used field note which contained the activities which were done in sequence. The researcher also let the observers to write down several comments personally related to the classroom practice. This aimed to get the detailed information to carry out the researcher’s reflection in cycle 1 and cycle 2.

3) **Test**

According to Cohen (2000), the tests are used to provide the researcher the wide view of having powerful data collection, an impressive array of tests for collecting the numerical data. Therefore, in this research, the tests were used in
order to measure students’ listening skill. The tests consisted of two tests namely pre-test and post-test. The pre-test was given before the classroom action research started. In cycle 1 the post-test 1 was given at the end of the class. Meanwhile, post-test 2 was given at the end of cycle 2.

The tests are aimed to measure the students’ early ability of their prior knowledge. Furthermore, for post-test 1 and post-test 2 in each cycle were conducted by giving a list of questions after reading the stories. The pre-test in preliminary information gathering and post-test 1 in cycle 1 and post-test 2 in cycle 2 were given in order to know the differences of the students’ listening skill before and after the teacher implemented storytelling. After the tests were done, the mean scores from the students’ pre-test to post-test in cycle 2 were compared in order to see the improvement of the students’ listening skill by implementing storytelling as a medium.

This study employed a simple formula to give scores to the students’ pre-tests and post-tests. The formula was used to counted the students’ scores presented as follows:

\[
\text{Score} = \left( \frac{\text{Score}}{\text{Max Score}} \right) \times 100
\]

4) Questionnaire

A questionnaire is a useful instrument and mostly used in a study in getting the detailed analysis of the data to see the problem solving of the main issues. In addition, a questionnaire is more economical than an interview because it saves time and money (Cohen et. al, 2000).
According to Cohen et. al (2000), a questionnaire is classified into two types. The first one is open questions. The open questions provide respondents free writing in giving a response in their own way. They enable respondents to add remarks, explain, and qualify their responses. Meanwhile, the second type of the questionnaire is closed questions provide the range of responses in which the respondent may choose. They do not have any chance to add any remark, explanation or qualification of the categories. Closed questions are analyzed by using scores and overall quantities such as rating scales (Likert scales), numerical scales, multiple choice, and ranking scales.

In this study, the researcher used the questionnaire to get the needed data. The researcher employed close questions merely to simplify the data from the respondents’ perception and attitude measurement. In this case, to calculate the data, the researcher used a Likert scale. Cohen et.al (2000) states that a Likert scale presents the range of responses in which the respondents may choose based on the given questions or statement.

5) Interview

An interview is an exchange of view between an interviewee(s) and the interviewer who have the same interests on a topic in a research (Cohen et.al, 2000). Furthermore, using interview can be a highly efficient than written survey. It allows the researcher to study the students individually to get the detailed information.
E. Data Analysis Technique

After the researcher had done gathering the needed data, the researcher analyzed the data in order to provide the evidence to answer the research questions. The technique of analyzing the data would be in qualitative data analysis and descriptive statistic.

1) Observation Checklist

In preliminary information gathering, the researcher used observation checklist to observe the student’s behavior and attitude in teaching and learning process. The observation was used in preliminary information gathering to know the real problems in the class and as the supporting data to make a lesson plan.

The observation checklist was used in order to see whether the learning activities in the classroom achieved the goals of the learning process. It was used to get detailed information in order to make a reflection. The observation checklist consisted of several statements in which each of the statements has a different level of criteria. The topic of the observation checklist related to the teacher’s mastery of the material, the students’ attitude during the learning process, the classroom atmosphere and the classroom management. The observers filled in the observation checklists by giving a tick mark (✓) to one of the appropriate criteria of each statement based on their observation. The analysis was drawing a conclusion from the criterion of each statement chosen by the observers. The information from the observation checklists was helpful in guiding the researcher to make the reflection before going further and provide classroom practice improvement.
2) Field note

Field notes were used in order to document the situation of the learning activities in the classroom especially the certain significant action during the learning process. For example, the researcher and the observers wrote down the certain situation and condition during the learning process in the classroom, the successful and unsuccessful activities in the classroom in which the researcher used to make the improvement in the next action. Field notes helped the researcher to write down the personal comments about the learning process in the classroom. Hereinafter, the analysis was drawing an inference from each point of certain action from the field notes.

3) Test

The test would be analyzed using the mean scores from students’ pre-test and post-test. The scores were calculated to get the mean score thoroughly. Then, the mean score from pre-test would be compared to the mean scores from post-test 1 and post-test 2. The mean score of the tests was calculated by using following formula (Colton & Arkin, 1973):

\[
\bar{X} = \frac{\sum X}{n}
\]

Description:

\( \bar{X} \) : Average score

\( \sum X \) : Total students’ score

\( n \) : Number of the students
After the researcher calculated the mean score of the students’ achievement, the results would be compared in order to know whether the improvement of the students’ listening skill occurs.

4) Questionnaire

Furthermore, the researcher distributed questionnaires to all the students in class 8B in order to see what the students perceived toward the implementation of storytelling as a medium to improve their listening skill. The researcher employed close-ended items in the questionnaire in order to lighten the researcher in processing and summarizing the data. The needed data were gathered from the questionnaire was calculated by using mean score formula. The range of each item in the questionnaire was shown in the form of numerical result. Hereinafter, the researcher applied a mean score formula defined by Hoel (1960) and Colton and Arkin (1973) as in calculating the mean scores of the students’ tests. \( \sum X \) means the total score of the students while \( n \) is the number of the students who answer the questionnaire.

The questionnaires consisted of 17 items to be answered by the respondents. The students as the respondents had to put checks on each item to show their responses. Each response had four different points. They were “strongly agree” had 4 points, “agree” had 3 points, “disagree” had 2 points and “strongly disagree” had 1 point. Hereinafter, the result of the lowest point of each student was 17, while the highest point was 68. The mean score between 17 and 68 was 42.5. Thereof, if the mean score is higher than 42.5 then the perception will be positive. Otherwise, if the mean score equals to or is lower than 42.5 then
the perception will be negative. The formula of the mean score is defined as follows.

\[
\text{The mean score} = \frac{X_1 + X_2 + \cdots + X_n}{n}
\]

\[
\begin{align*}
\text{Positive perception} &> 42.5 \\
\text{Negative perception} &\leq 42.5
\end{align*}
\]

5) Interview

The interview was conducted after the implementation of storytelling as a medium had done. The researcher conducted the interview with focus group, which consisted of 4 students of class 8B. The 4 students of class 8B that were chosen randomly. The result of the interview was used in order to be analyzed. The analysis was making the conclusion from the comments given by the respondents about the implementation of storytelling as a medium to improve their listening skill. The result of the interview was presented in form of description.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter presents the overall research results and findings of action research. It provides the detailed information about the data gathered from the conducted researcher and analysis of the data. This chapter is divided into four main parts. The first part is findings in preliminary information gathering, the second part is the storytelling implemented in cycle 1; the third is changes in cycle 2, and the last part is final claims about the implementation of storytelling as a medium to improve the students’ listening skill. In this chapter, every cycle contains the reflection of the researcher about the classroom action research (CAR) which has been implemented.

A. Research Findings in Preliminary Information Gathering

In this part, the researcher provides the information the researcher collected from the preliminary information gathering before the implementation of storytelling as a medium. The use of preliminary information gathering is to get the detailed information about the overall situation and condition during the learning process. In preliminary information gathering, the classroom observation was conducted two times.

In doing the classroom observation, the researcher used observation checklists, field notes, pre-test, and an interview to gather the needed information. The observation checklists were used to record the general activities in the
classroom while the field notes were used to document the significant action happening during the learning process. Moreover, the pre-test was conducted in order to measure the students’ abilities toward listening. The last one was an interview. The interview was used in order to collect the detailed information about the listening activities in general.

1. Classroom Activities in Preliminary Information Gathering

The researcher conducted the classroom observation two times. The first classroom observation was on Wednesday, February 28th, 2018 and on Wednesday 7th, 2018. In this part, the researcher divided the time of conducting classroom observation into two sections.

On Wednesday, February 28th, 2018, the researcher started to conduct the first classroom observation in class 8B. The researcher and the teacher entered the class at 9.30 in the morning. The situation inside the classroom was crowded. Most of the students were still eating and the others were not in the class. The teacher, however, began the class with greetings then directly asked the students to sit nicely while the other students were entering the classroom from the outside. The students seemed to be ready with the lesson. The teacher reviewed the previous material about present continues tense by giving them several questions. The teacher repeated each question for two times and none of the students raised their hands and answered. Then, the researcher pointed some of the students to answer the questions. Hereinafter, the teacher told the students about the activities they were going to do for one and a half hour and asked them to open the printed book with the topic about present continuous tense. The teacher started to re-
explain the material to the students by using a whiteboard. There were some of the students who were taking notes of what they heard and the others who were sitting at the back did not pay full attention to the explanation. They were playing with their phones stealthily and discussing something else. Most of the time, the teacher asked them to pay attention and listen to the explanation but there were no changes. They kept going what they were doing without paying attention. Moreover, the students who were sitting in the middle were not really into the explanation, they looked unmotivated and bored. Sometimes, they took notes of the main points of the story, then, they looked desperate because the speaker spoke fast and the noise from the outside the classroom influenced their listening. Thus, the students had to come in front to listen to the audio. In addition, some of the students looked did not listen to the audio, they seemed like they were daydreaming.

The audio was played three times and after that, the teacher gave them 10 minutes to complete the answers. The classroom suddenly became crowded. The students walked around looking for the right answers and then the other worked on their own and then played with their phone. Sometimes, they did not discuss the answers but they discussed the other things. When the time was already over, the teacher started to discuss the answers with the students but only some of the students answered the questions, while the rest of them preferred to keep silent.

At the end of the class, the teacher reviewed the material the students had learned. The teacher gave them several questions and none of the students wanted to answer. Then, the teacher pointed three of the students to answer the questions.
The observation checklists showed that the students’ engagement during the learning process was not good. Some of the students who were sitting in front of the row were listening carefully to the teacher explanation. Meanwhile, the others who were sitting in the middle and in the back row were busy with their own stuff. Furthermore, the use of audio for the listening section was not efficient due to the distractions from the outside of the classroom. This made the students difficult to listen and they had to come in front to listen to the speaker.

The field notes which the researcher used to document the students’ action in preliminary information gathering indicated that the students’ engagement during the learning process was not good. The researcher recorded that most of the students were busy with their own things when the teacher explained the material in front of the class. Moreover, the students were not interested in listening to spoken language. During the learning process, the researcher observed that the students needed repetition in listening to the questions delivered by the teacher. Moreover, most of the time the teacher used Indonesian to deliver the materials to the students. This happened because the students looked confused when the teacher had done with the explanation and asked them some questions related to the materials. The researcher could conclude that the students were not accustomed to and interested in spoken language.

On Wednesday, March 7th, 2018, the researcher and the teacher entered the class 8B at 9.30 in the morning. The teacher asked the students to get back in their own seats because the situation at that moment was really crowded. Then, the teacher greeted the students and told the students about the new topic they
were going to learn. Before the teacher went further to the new topic, the teacher reviewed the previous material about present continuous tense. The teacher asked the students to make a sentence using present continues tense. Only two of the students wanted to answer the questions. After that, the teacher started to explain the new topic. The new topic was about the degree of comparison. The teacher gave the students some questions to stimulate their schema about the topic. Some of the students looked shy to raise their hands so that the teacher had to call their names to answer the questions. The situation and condition of the classroom were somewhat quiet. The students listened to the teacher’s explanation. Nevertheless, there were still some of students did not pay full attention to the teacher explanation. They were busy drawing something that made the teacher had to ask them to listen to the explanation. After the explanation, the teacher rechecked the students understanding by asking them some questions. When the teacher asked the question to one of the students, that student asked for repetition and then the teacher switched the language into Indonesian. Most of the students seemed to be afraid of making mistakes so that the teacher had to help them.

The next activity was listening section. In this section, the teacher asked the students to listen carefully toward the conversation from the audio. Before the students listened to the audio, the teacher distributed the worksheets to the students. The audio was played three times. During the listening section, the students looked serious but some of them were busy talking to the others. Moreover, most of the time, the students checked their friends’ worksheets. They did not listen to the audio but they focused on finding the answer from the others.
After the listening section had done, the teacher asked the students to complete the blanks on the worksheet. The situation was crowded, the students also went back and forth to find the answer and the others played with their phones stealthily.

The discussion about the listening exercise was good enough, only some of the students still paid attention to the teacher’s explanation. Especially, when the teacher asked one of the students to answer the question, the others kept making noise and did not listen to their friends. The situation at that moment was not conducive until the end of the class. The teacher reviewed the material the students had learned and then told the students about the material for the next meeting.

The observation checklists showed that the students’ participation during the learning process was still low. They were passive when the teacher asked them some questions. The teacher had to call their name one by one just to answer the questions. Moreover, most of the time, they did not pay full attention toward the teachers’ explanation. They were busy with other things and ignored the learning activities.

The field notes showed that during the listening section, the students were not engaged in that section enough. They were busy checking on their friends’ answers and did not listen to the audio. In addition, when they were given time to complete the worksheets, some of the students used that time to play with their phones and talking to their friends about other things.

Other evidence from the interview with three students showed that they did not really like listening skill due to the listening activities were difficult for
them. Moreover, they said that they never used language laboratory because the computer equipment is broken. It was one of the students’ responses.

“Saya gak terlalu menyukai listening karena susah. Kadang audio yang dipakai susah dan kecepatan banget, jadi susah untuk ngerti maksudnya. Terus juga kita gak bisa pakai lab bahasa karena peralatan komputernya rusak.”
(I do not like listening because the listening activities are difficult. Sometimes, the audio which is used by the teacher is difficult and the speaker speaks too fast. We cannot understand the overall meaning. Moreover, we cannot use language laboratory due to the computer equipment is broken.)

Furthermore, the other students said that they did not like listening to audio and they did prefer to listen to a story. They said that they could not focus on the listening section due to some problems. They felt unmotivated, sleepy, and lazy and also the distractions from the outside the classroom made them difficult to listen carefully. Thus, they preferred to listen to stories conventionally. Furthermore, they said that story could make them imagine the situation and understand the meaning of the story. It was stated by some of the students.

“Kesulitannya karena malas, ngantuk, gak bisa focus aja selama listening. Oh, iya trus ganguan dari luar buat susah dengerin audionya.”
(The problem is because of the laziness and sleepiness. I cannot concentrate during the listening section. Moreover, the distraction from outside the class made me difficult to listen to the audio.)

“Audio susah untuk dimengerti. Lebih suka dengerin cerita aja. Lebih menarik.”
(The audio is difficult to understand. I prefer to listen to a story. It is more interesting.)

“Mendengarkan cerita bisa buat saya berimajinasi tentang situasi dalam cerita dan bisa lebih mengerti arti dari keseluruhan ceritanya.”
(Listening to a story can make me imagine about the situation of the story and I can be more understanding the overall meaning of the story.)

However, the learning process also was not running effectively due to the passiveness of the students during the learning process. Some of the students who were sitting in the back looked unmotivated and sleepy. They did not engage in the listening activities given by the teacher. Especially, when they were divided
into several groups. Most of them did not listen to the teacher’s explanation because they were noisy.

Sharma (2011) argued that most of the time, what makes the students unmotivated, it is because the topics chosen for the students are irrelevant; the activities are not appropriate to the students’ levels or reality. Moreover, Boyle (1984) added that the students sometimes experience the difficulty in listening can be due to the clarity of the spoken language delivery is fast for the students. This makes the students lose some parts of information they heard and lose motivation to listen for the next speech. Therefore, in order to make the students motivated and interested in listening section, the teacher should select listening activities which are attractive to the students, give the students a purpose of listening, and then choose the appropriate topics with their level and reality (Boyle, 1984). In other words, the teacher must be selective and creative in making the learning process looks interesting and motivational for the students. Therefore, the researcher implemented storytelling which had been clarified in chapter 2 to improve the students’ listening skill. The students’ unfavorable learning is presented in table 4.2.

### 4.3 The Students’ Unfavorable Learning in the Classroom

<table>
<thead>
<tr>
<th>No.</th>
<th>The Students’ Unfavorable Learning in the Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The students who were sitting in the middle and in the back row were busy with their own stuff when the teacher explained the material.</td>
</tr>
<tr>
<td>2.</td>
<td>The students could not listen to the audio clearly because of the distraction from the outside.</td>
</tr>
<tr>
<td>3.</td>
<td>The students were not accustomed to and interested in spoken language.</td>
</tr>
<tr>
<td>4.</td>
<td>The students were passive when the teacher asked them some questions.</td>
</tr>
<tr>
<td>5.</td>
<td>The students were not focused on the listening activity because they were busy playing with their phone.</td>
</tr>
<tr>
<td>6.</td>
<td>The students were not motivated during the listening section because the speaker spoke fast.</td>
</tr>
</tbody>
</table>
2. Students’ Score in Preliminary Information Gathering

The researcher tried to access students’ listening skill by conducting a pre-test before they were given any treatment. The pre-test was conducted on Friday, March 9th, 2018 after the learning process was over. The researcher distributed the worksheets to the students and asked the students to listen carefully to the audio which was played for three times. The pre-test was in form of filling in the blanks. The mean score of pre-test is displayed as follows.

<table>
<thead>
<tr>
<th>Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.59</td>
</tr>
</tbody>
</table>

The table (Appendix F) shows that only 5 (14.70 %) of 34 students were considered successful in listening skill. Meanwhile, 29 (85.29 %) 34 students still needed improvement for their listening skill because their scores are still far from the minimum criteria of mastery learning for English subject which is 71. Moreover, the mean score of the students’ pre-test was 50.59 which would be compared to the students’ post-tests in cycle 1 and cycle 2. In conclusion, the students’ achievement in preliminary information gathering indicated that most of the students still needed improvement for their listening skill.

B. Research Result and Discussion of the Implementation of Storytelling and the Students of Improvement of Listening skill through Storytelling.

In order to answer the first and second research question, the researcher presents the cycle of CAR by Kemmis and Taggart’s model. The researcher used it as a guide to conduct and implement storytelling. As stated in chapter 3, this
research consisted of two cycles which each cycle consisted of four stages. The cycles are explained below:

1. Cycle 1 Report

   In the first cycle, the researcher applied four steps of CAR by Kemmis and Taggart. They were planning, action, observation, and reflection. In this cycle, the researcher tried to plan, implement, observe and reflect the implementation of storytelling as a medium in order to revise the lesson plan in the next cycle.

   a. Planning

   In this part, the researcher explained about the preparation before conducting the cycle 1. After the researcher conducted classroom observation and pre-test in preliminary information gathering on Friday, March 9th, 2018, the researcher had found the problems which were faced by the students in the listening section. Therefore, the researcher tried to provide a solution to make a change for the researcher’s classroom practice to improve the students’ listening skill, namely storytelling as a medium.

   The researcher had made a lesson plan before giving any treatment. Before the implementation of storytelling as a medium, the researcher and both the observers discussed the planning in cycle 1 in accordance with the lesson plans. Hereinafter, in cycle 1 there were two meetings in which the researcher would conduct. The first meeting was on Wednesday, March 14th, 2018 and the second meeting was on Friday, March 16th, 2018. Moreover, in this research, the researcher would use ALM and CLT methods to guide the researcher in teaching listening using storytelling so that the goal of the learning process using
storytelling could be achieved. As stated before, the researcher would implement storytelling as a medium for teaching listening. Before going further, the researcher would give a brief introduction to storytelling to the students. Then, the researcher would give the detailed explanation about the topic which was *recount text*. After that, the researcher would go with the short explanation about the use of *note-taking* in listening section - the practical way of making note-taking for the students.

The listening section would begin after the teacher gave brief instruction about what to do before the listening section. Then, the researcher would tell a story three times. For the first time, the students would listen to the story without working on the worksheets, then for the second time, the students would write main points on their note-taking on the first page. The last time, they would be allowed to answer the comprehension questions on the second page and make a short script about the story they heard on the third page. The note-taking was used in order to help the students to answer the comprehension questions and make a short script about the story.

Furthermore, the students would be divided into 5 groups which would consist of 5-7 students. Then, the researcher would ask the students to discuss their answer with others and practice retelling a story they had made. The researcher would check every group performance. The students’ sitting position is presented in the following figure 4.2.
In this section, the changes happened in the classroom after the implementation of storytelling as a medium in cycle 1. This section presents the data and the reflection in conducting CAR to answer every researcher question of this study.

This cycle consisted of two meetings. In this stage the researcher implemented storytelling. Before the implementation of storytelling as a medium, the lesson plan was applied by the researcher in accordance with the problems encountered in preliminary information gathering. The researcher stimulated the student’s background knowledge about recount text by giving them a few questions related to the material before the explanation about recount text. After the explanation about recount text, the researcher asked some questions related to the explanation to check their understanding of the material. The students answered the questions correctly and they seemed to enjoy the material.

The teacher started to introduce the story entitled *My Experience to Drive a Car.* The students’ worksheets were distributed to each of them, then the
researcher asked them to take a look at the questions first. The researcher explained the instruction clearly and briefly to the students and still gave their time to ask some questions if they had any difficulties. Before the listening activity began, the researcher wrote down some new vocabularies on the whiteboard in order to facilitate them in understanding the story.

The teacher told the story three times. Firstly, the students had to take notes about the important information to answer the questions. Secondly, the students had to answer the questions and for the last time, the students had to make a short script about the story they had heard. They were given 20 minutes to complete their worksheets.

The next activity was dividing the students into five groups. Each group consisted of six to seven students. They were asked to listen to the plot of the story and the use of past tense in every part of their worksheets carefully. In the group, the students were given time to discuss the results of their works with their friends.

The researcher asked the students to take a look at the third part of the worksheets. They were given time to recheck and discuss the plot of the story. Then, the students completed the script about the story they had heard. They were allowed to ask their friends if they forgot some parts of the story.

The next activity focused on practicing their listening comprehension. The researcher asked the students to retell the story with their own version to their friends in the same group. Before retelling the story, the researcher asked them to do a lottery. The lottery was aimed to give the chance for every student to retell
the story in turn. They gave comments and suggestions for their friends’ performances.

b. Observation

In this third step in CAR, the observation was done by the observers using the observation checklists and field notes. The two observers were observing the activities during the learning process using storytelling as the medium to improve the students’ listening skill. Hereinafter, the researcher summarized the detailed information recorded by the two observers.

The field notes, the learning process, and classroom activity was running well. Most importantly, the students seemed to enjoy the learning activity. It was seen from the way the students paid attention to the researcher’s explanation and did the researcher’s instructions well. The field notes also recorded that the researcher gave the instruction to do a lottery in order to give the students chance to retell a story they had heard in turn.

Meanwhile, the observation checklists, the two observers did agree that the learning process ran well in accordance with the lesson plan. Besides, the two observers also recorded that the students enthusiastic enjoyed the learning process because the researcher could manage the class well. It was seen from the way the students actively asked several questions to the researcher and kept silent when the researcher told them a story. The students’ participation really involved well in the learning process so that the learning goal could be achieved.

Furthermore, the researcher presents the improvement of the students’ listening skill from the result of post-test 1 in cycle 1. The mean score of post-test
1 was aimed to see improvement of the students’ scores from pre-test in preliminary information gathering and post-test in cycle 1. The mean scores of students’ pre-test and post-test 1 are displayed as follows.

**Table 4.5 The Mean Scores of the Students’ Pre-test and Post-test 1**

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scores</td>
<td>50.59</td>
<td>67.06</td>
</tr>
</tbody>
</table>

In order to provide the evidence that the students could improve their listening skill after the implementation of storytelling as a medium in cycle 1, there was the result of the students’ post-test 1 showing the improvement which the students had made compared to the result from the pre-test in the preliminary information gathering. The result of the students’ post-test in cycle 1 (Appendix F) showed that there were 11 (32.35%) of 34 students who were considered successful in improving their listening skill because they could achieve the minimum score. Meanwhile, in the preliminary information data gathering, there were only 5 (14.70 %) of 34 students who were considered successful. Moreover, from the mean scores of the two tests displayed above, the mean score was 50.59 to 67.06. It can be concluded that there was an improvement from the result of pre-test to post-test 1.

In order to see how class 8B students in SMP N 1 Yogyakarta perceived the implementation of storytelling as a medium to improve their listening skill, the researcher used the questionnaire as the tool to know all the students’ perception. As explained in chapter 3, the questionnaire contained 17 close questions.

The questionnaire was distributed to the students to be filled out after the implementation of storytelling as a medium in cycle 1. In this section, the
researcher used the questionnaire (Appendix G) to see the students’ perception toward the implementation of storytelling as a medium in general.

Table 4.6 The Mean Score of the Students’ Perception in Cycle 1

<table>
<thead>
<tr>
<th>The Mean Score of the Students’ Perception in Cycle 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.24</td>
</tr>
</tbody>
</table>

The table shows that the mean score was 48.24, that is higher than 42.5. It means that the implementation of storytelling as a medium brought positive perception for the students to improve their listening skill. The researcher concluded the data by calculating its mean score.

As described in chapter 3, the perception is claimed positive if the mean score is higher than 42.5. If the mean score equals or is less than 42.5, that means that the students’ perception is negative. The result of the mean score above has proved that the students have a positive perception toward the implementation of storytelling as a medium to improve their listening skill.

In fact, the goal of conducting storytelling was to improve the students’ listening skill and the students somewhat aware of it. The evidence can be seen from the item 17. There were 20 (58.82%) students who agreed and 10 (29.41%) students who strongly agreed with the statement: “The implementation of storytelling as a medium helps me to practice my listening skill in comprehending the meaning of the stories I hear.” From this result showed that there were only a half of the students who agreed that storytelling could help them to practice their listening skill.

Other evidence showing that the students needed to practice more on their listening skill by memorizing new vocabulary. In this case, from the item 5
showed that there were 23 (67.65%) students agreed and 9 (26.47%) students disagreed with the statement: “I can comprehend the meaning of the whole words.” It means that there were still some of the students who had difficulty to comprehend the spoken language. Therefore, the researcher had to do a change in the next cycle to improve the students’ listening skill through storytelling.

However, the implementation of storytelling as a medium still needed improvement. It was due to the result of the questionnaire, especially item 8: “I do not have problems in listening to English words.” There were 10 (29.41%) students strongly disagreed and 15 (44.12%) student disagreed. This showed that most of the students still had problems in listening to spoken language. It means that the implementation of storytelling as a medium was not really successful yet because only 25 (73.53%) of 34 students who really not optimally agreed with the statement. Moreover, for the item 10, the students gave responses were not really satisfying for the researcher. It was because only some of the students disagreed that they could understand the overall meaning of the information they heard from the story. It means that the rest of the students still could not understand the overall meaning of the story they heard. Accordingly, for the statement 10: “I can understand the overall meaning of the information I heard.” only 12 (35.29%) students agreed and 1 (2.94%) student strongly disagreed with the statement.

c. Reflection

The observation checklists and field notes filled up by the two observers showed that the implementation of storytelling as a medium was running well. For the observation checklists, the observers mostly gave good checklist notation and
comments toward the teacher’s mastery of the material, the students’ attitude during the learning process, the classroom atmosphere, and the classroom management. It means that the researcher was successful in managing the class. The field notes recorded that the students seemed to enjoy and participate in the learning process well. They paid attention to the researcher’s explanation. Moreover, most of the time, the students were articulate in asking the researcher about the difficulty to answer the questions. They also did the researcher’s instructions very well and enthusiastic because the researcher could be able to manage the class during the learning process. Especially, when they were working in groups, they were enthusiastic about learning with their friends. The observers who were responsible to document some certain actions quoted some points in the field notes (Appendix E):

1. “When the researcher explained the material, the students focused on listening to the explanation. They pronounce the difficult words well.”
2. “When the researcher finished the explanation, some of the students were not afraid of asking the researcher about the difficulty to answer the questions.”
3. “When the researcher gave the instructions to the students, the students gave good responses toward the researcher’s instructions and they were able to do what had been instructed in the groups.”

The most important thing was the students could improve their listening skill after experiencing the implementation of storytelling as a medium in the class. The improvement of the students’ listening skill from the post-test 1 was displayed in cycle 1 compared to the result of their pre-test in preliminary information gathering. As described in the previous discussion, the students achieved good scores which were higher than the minimum criteria of mastery learning for the post-test 1 in cycle 1 compared to their achievement of pre-test in the preliminary information gathering.
The students’ listening skill did improve in the way of the tests the researcher conducted in preliminary information gathering and in cycle 1. Hence, from the observation checklists and field notes gave more detailed information of what the researcher had to do for the change in the next cycle. Most of the students indeed seemed to enjoy the learning process using storytelling but there were some of them who were not really into the learning process. They were talking to others while the researcher was giving an explanation about the materials. It can be seen from the field notes (Appendix E) below:

1. “When the researcher started the class, it needed few times to make all the students to be ready and to listen to the researcher.”
2. “When the researcher explained the material, some of the students were noisy in the corner.”
3. “When the researcher gave the instructions, some of the students were still discussing something else.”

The other evidence recorded showing that the instruction the researcher gave to the students was not really clear in the beginning. It made one of the students looked confused. The drilling also went not really well due to the projector was not really clear for the teacher. Moreover, the time allocation was not effective for the students to work on the activity. They took much time to finish the activity. It can be seen from the observers’ field notes below:

1. “When the researcher asked the students to do her instruction, there was one student at the back seemed confused.”
2. “When the researcher gave an explanation, there was a student in front of the researcher took a picture with her phone to read the text clearly due to the projector was not really clear. This made the drilling went not really well.”
3. “The time allocation for working on the exercise was long. The students took much time to discuss something else rather than focus on the works.”

In fact, the results of the observation checklist and field note showed that the learning activity using storytelling encouraged the students to focus on the
story told by the researcher. Nonetheless, there were still some of the students who were confused with the researcher’s instruction. Most of the time, the researcher had to repeat some lines of the story in case the students found new words. Meanwhile, the rest of the students were enthusiastic and happy during the listening section using storytelling. They seemed to help the other students to comprehend the story while the researcher read the story. Therefore, the students were really showing their efforts to listen to the story really carefully and they were not afraid of asking some questions to the researcher or the observers if they found difficulties.

However, there were still some problems the researcher encountered during the implementation of storytelling as a medium. Some of the students did not really pay attention to the explanation given by the researcher. They kept talking to their friends. They needed few times to be ready for the lesson when the researcher began to open the class. Moreover, the instruction given by the researcher was not really clear for the students so that the researcher had to repeat for many times to make the students understood. Besides, the activity for the students made them lazy to retell the story in a group. They kept talking about other things and did take much time to finish the exercise. In conclusion, the researcher must manage the classroom really well and promote the new activity to catch the students’ attention in following the learning process in the next cycle.

McNiff and Whitehead (2002) state that when a practitioner of CAR claims that they have improved their practice, they must provide strong evidence to show in what way they have improved their practice and by what criteria they
have made. In this case, the researcher tried to find out the better way to improve the students’ listening skill. Therefore, the researcher tried to plan another way of implementing storytelling as a medium to improve the students’ listening skill.

2. Cycle 2 Report

As the process in cycle 1, the cycle 2 also consisted of planning, action, observation, and reflection. The changes of cycle 2 were conducted in March, 2018.

a. Planning

Concerning the problems encountered by the students in cycle 1, the researcher tried to do some changes. The researcher used the revised lesson plan which was different in some ways with the previous lesson plan in cycle 1. Revising the lesson plan was intended to make the result of learning process better than before. As explained in cycle 1, the projector was not really clear for the students. Therefore, the researcher decided to use the whiteboard as the teaching media rather than to use the projector. Another problem also encountered by the teacher which was about the time allocation for the students to work on the listening activity. The researcher tried to limit the time allocation in order to make the students could be more focused on the works.

As stated in general reflection in cycle 1, the implementation of storytelling as a medium was running well in accordance with the lesson plan. However, the classroom practice still needed to be changed. The researcher became more motivated by knowing this fact to implement another way of implementing storytelling as a medium in cycle 2. In order to make the students
be more aware of the implementation of storytelling as a medium to improve their listening skill, the researcher included a game in the action. The researcher tried to promote the new activity by including a game in order to create a fun and attractive way in the learning process.

As clarified in chapter 2, to be able to improve the students’ listening skill, the teachers have to activate the top-level skills such as giving advance organizers, script activator, or discussion which recall the students’ background knowledge. The top-down processing is done at every proficiency level. The teachers also have to include activity to build recognition and retention of the material (Peterson, 2001). Therefore, it can be summed up that the more the learning rules the teachers develop, the greater the result of the students’ improvement. The teachers can fully help the students to achieve their oral proficiency well, especially for listening. According to Goffman (1967), the process of listening can be successful if the speaker and the listener know the capacities and demand of each other. Supported by the two theories, the researcher chose a game as a new activity to be implemented in cycle 2. This aimed to stimulate the students’ activeness in understanding what they had heard from the story by telling a story and answering the questions in front of their classmates. Therefore, the students could improve their listening skill in a fascinating way.

b. Action

In general, the topic in cycle 2 was the same with the topic in cycle 1. It was about recount text. The difference was the students’ activity. Storytelling as the teaching medium was still employed in cycle 2 to improve the students’
listening skill by including a game in the learning process. In this meeting, the researcher used the story entitled *Go Fishing*. Before going further to the next activity, the researcher reviewed the previous material the students had learned in the previous meeting.

The researcher also re-explained about the use of past tense to the students. The researcher did that because most of the students still did not understand the use of past tense in answering the questions using past tense. By doing such kind of review, the researcher could stimulate the students to the next activity using storytelling. Basically, the students could get the point of what they were going to do.

Since the students had experienced storytelling in the previous meeting, the researcher directly distributed the listening worksheets to the students. Before the listening began, the researcher gave the instruction to the students. For the last part of the worksheets, the researcher instructed the students to not make a script yet. Then, the story was retold only three times and after that, the students were given 10 minutes to complete the exercise.

While working on the worksheets, the researcher wrote down some difficult words on the whiteboard. The researcher also recalled the students’ knowledge about the formula of past tense by writing it on the whiteboard. Sometimes, some of the students asked the researcher about the meaning of the difficult words.

When the time was almost over, the researcher asked the students to recheck their notes and answers. Hereinafter, the researcher asked the students to
work in pairs so that the students could be more focused on their own works. The researcher asked the students to start making a short script with their partners in 10 minutes. While making a short script, the researcher walked around checking their works. Most of the time, the students asked and helped each other to tell the plot of the story.

After the students had finished all the worksheet, the researcher gave them 5 minutes to read their answers and scripts. This aimed to stimulate the students to have a big picture of what they had heard the story before the game started. When the time was over, the researcher asked the students to submit their worksheets in front of the class.

The researcher gave the instruction to the students about the game called Left or Right. The researcher gave a dice to one of the students who was sitting in the corner. The researcher was singing a song entitled Tong tong tong tong makitong kitong while the students were rolling the dice to the other students. When the researcher stopped singing, the student who was holding the dice had to answer the question related to the story. The game was running really well and the students were really excited to answer the questions given by the researcher.

At the end of the class, the researcher invited the students to review the material they had learned on that day. The researcher also asked the students about their feelings and opinions on the listening activity using storytelling during the three meetings. The example of the students’ worksheets is presented in the following figure 4.3
c. Observation

The observation was conducted by the two observers and the researcher during the action in the class. Hereinafter, the researcher summarized the detailed information recorded by the two observers from the observation checklists and field notes.

The field notes recorded that the classroom activity was running really well because mostly the students started to pay attention to the researcher when the researcher retold the story movements to them by recreating voice, gestures, and body. The students also did all the instruction. Besides, the students greatly enjoyed the learning activity using a game because they listened to the researcher really carefully. In other words, there was an improvement from the students for their listening skill. The field (Appendix E) notes noted:

1. “The researcher told the story enthusiastically by recreating voice, gestures and body movements that made the students enjoy with and focused on the story well.”
2. “The researcher gave the clear instruction which made the students were easy to do the instruction.”
3. “The researcher did involve the students’ participation by using a game made the students concentrated on the questions and instruction.”
4. “The game made the students looked enthusiastic. They helped the other students to answer the questions correctly and retell the story.”

The observation checklists also recorded that the two observers highly agreed that the learning process ran really well in accordance with the lesson plan. Furthermore, the two observers did agree that the students seemed to enjoy the learning process. The also took part during the learning process. Some of them asked the researcher when they found difficulty. It indicated that the students really listened to the story attentively and understood the content of the story.

However, the result of the observation showed that the students did improve their listening skill by using the new activity, which was a game. They really put their efforts in listening to the story delivered by the researcher. The students also more understand the explanation of the use of past tense by using the whiteboard as one of the teaching media. They did not have any problem with the clarity of the explanation using the whiteboard. In addition, the listening activity was running well because the researcher could manage the class. The students did help the other students to comprehend the story. None of the students was talking and being lazy. Especially, when the researcher used a game called *Left or Right*, as the activity to stimulate the students’ activeness in understanding the input they had heard from the story. The game also encouraged the students to help each other in answering the questions which were related to the story they heard. The atmosphere inside the classroom was positive because all of the students participated during the learning process. They were not afraid of asking some questions to the observers, the researcher or even to their friends who were
smarter than them when they faced difficulty. Thus, the classroom practice was really running well due to the researcher could build students’ activeness during the learning process by including a game.

Furthermore, it was similar to what had been done in cycle 1, the researcher conducted post-test 2 to see the students’ improvement in listening after the implementation of storytelling as a medium. Based on the post-test, the improvement could be seen from the score of each student and the mean score compared to the pre-test and post-test 1. The mean scores of the students’ pre-test, post-test 1 and post-test 2 are displayed as follows.

Table 4.7 The Mean Scores of the Students’ Pre-test, Post-test 1, and Post-test 2

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50.59</td>
<td>67.06</td>
<td>76.32</td>
</tr>
</tbody>
</table>

The students’ post-test 2 (Appendix F) reported that there were 23 (67.65%) of 34 students who considered successful in improving their listening skill. It was due to the students’ scores were higher than 71 as the minimum criteria of mastery learning for English subject. The result of the students’ post-test 2 really had improved significantly from the pre-test and post-test 1. In students’ pre-test in the preliminary information gathering, only 5 (14.70 %) of 34 students were considered successful in listening skill. Meanwhile, in students’ post-test 1 in cycle 1, there was a slight improvement for 11 (32.35%) of 34 students who were considered successful in improving their listening skill because they could achieve the minimum criteria of mastery learning. Moreover, other evidence can be seen from the mean score from each test. The mean score of the pre-test resulted in 50.59 which increased by 67.06 to 76.32 from the post-test 1.
and post-test 2. The improvement of the students’ score is presented in the following figure 4.4.

![The Comparison of the Result of the Students' Pre-test and Post-tests](image)

**Figure 4.4 The Comparison of the Result of the Students’ Pre-test and Post-tests**

In addition, the researcher presented the result of the questionnaire of the students’ perception toward the implementation of storytelling as a medium to improve their listening skill, especially by including a game as a drill to stimulate their listening skill. The result of the questionnaire in cycle 2 showed that the students got awareness of the implementation of storytelling as a medium to improve their listening skill compared to the result of the questionnaire in cycle 2.

**Table 4.8 Total Mean Score of the Students’ Perception in Cycle 2**

<table>
<thead>
<tr>
<th>The Mean Score of the Students’ Perception in Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.62</td>
</tr>
</tbody>
</table>

The table shows that the mean score of the students’ perception in cycle 2 was 55.62 that is higher than 42.5. It means that the implementation of storytelling as a medium brought positive perception for the students to improve their listening skill.
Briefly, there was a great improvement of the mean score of the questionnaire (Appendix G) in cycle 2 compared to the mean score of the students’ perception in cycle 1. In cycle 1, there were only 10 (29.41%) of 34 students liked listening to English words using storytelling. Meanwhile, in cycle 2 the percentage increased drastically to 73.52%. The students also got better in their listening skill in cycle 2. There were 20 (58.82%) of 34 students strongly admitted that they did not have any problems in listening to English words while in cycle 1, there were 15 (44.12%) of 34 students who disagreed. In fact, the students’ mean score increased was showed in item number 14 in the questionnaire. All the students strongly admitted that the implementation of storytelling as a medium could encourage them to practice listening to others’ stories after they listened to them. Meanwhile, there were only 2 (5.88%) of 34 students disagreed with that statement. Other evidence showing that the students got better in listening using storytelling was the students’ perception toward item 17. In cycle 1, there were only half of the students who agreed that storytelling helped them to improve their listening skill. On the other hand, the improvement in cycle 2 had a higher percentage. There were 25 (73.52%) of 34 students agreed that the implementation of storytelling as a medium helped them to practice their listening skill in comprehending the meaning of the stories they heard.

d. Reflection

The implementation of storytelling as a medium in cycle 2 was running well in accordance with the modified lesson plan. It was because the two observers gave positive responses in every single aspect in the observation
checklists. It means that the classroom activity ran was manageable and as expected. The field noted also recorded that the researcher could guide the students to achieve the learning goals.

In cycle 1, the improvement of the implementation of storytelling as a medium was needed. Therefore, the researcher modified another form of the implementation of storytelling as a medium to improve the classroom practice. The new activity was including a game to practice the students’ listening skill and motivate the students to become more active in the learning activity.

The researcher used a game in order to practice the students’ listening after they heard the story. The students would be motivated to engage in the learning activity. By including a game in the learning process, the researcher could see the improvement of the students. From the questionnaire in cycle 1, there were only a half of the students who thought that the implementation of storytelling as a medium did not really contribute to improving their listening skill. Furthermore, by using a game, the students could participate in the learning process. They had to listen carefully to the story then they were given a few times to memorize what they had written. Thus, the use of game gave the students to get the chance to tell anything related to the story they heard in front of their friends. By listening to their friends, they are challenged to think and tell about what they already heard (Asemota, 2015). Therefore, the students also could improve their listening skill from their friends.

As explained in research findings in cycle 2, the students did improve their listening skill. The improvement was shown in the students’ achievement in the
previous practices. The mean scores from the students’ listening tests obviously showed the evidence that the students really made a progress in improving their listening skill. At the end of the action, the students started to be aware of the implementation of storytelling as a medium could improve their listening skill through experiencing their listening skill using a game. The evidence can be seen in the questionnaire in cycle 2 (Appendix G). None of the students strongly disagreed or disagreed with the statement in item 17, “The implementation of storytelling helps me to practice my listening skill in comprehending the meaning of the stories I hear. Moreover, the mean score of the questionnaire in cycle 2 also showed that the students had positive perception toward the implementation of storytelling as a medium to improve their listening skill. The mean score in cycle 2 was higher than the mean score in cycle 1, it became 55.62.

After distributing the questionnaires to the students, the researcher conducted an interview with 4 students. The researcher provided other evidence in order to support the claim. It was the result of the interview which was conducted by the researcher towards 4 students chosen randomly. They admitted that the implementation of storytelling as a medium does improve their listening skill. They really enjoyed the learning process using storytelling because they like to listen to a story. Moreover, the use of a game made the learning process became more meaningful and exciting for the students. It was based on one of the students’ responses.

“Saya suka listening karena saya suka mendengarkan sebuah cerita. Apalagi di bagian permainannya. Itu lebih seru lagi. Teman-teman semua sangat menikmatinya.”

(I like it because I like listening to a story. Moreover, the game was really exciting. All of us very enjoyed it).
Furthermore, the others admitted that the implementation of storytelling as a medium could develop their imagination. They could imagine the plot of the story delivered by the researcher. Hamilton and Weiss (2005) state that when the students listen to a story, their imagination will develop. They will imagine what the next action the main character will do afterward and so on. It was supported by one of the students’ comments.

“Menyenangkan. Aku lebih suka dengerin cerita karena bisa sambil berimajinasi gitu tentang kisah dari ceritanya.”
(It was fun. I prefer to listen to a story because I can imagine about the plot of the story.)

For the second question, the students admitted that storytelling could improve their listening skill since it was fun for them. Before they experienced the implementation of storytelling as a medium, they felt that their listening skill was not good. They still could not be able to understand what they heard. It was based on one of the students’ responses.

“Ada peningkatan karena sebelumnya gak terlalu bisa mengerti apa yang didengarkan.”
(Yes, there is an improvement. Before that I was not able to understand what I heard.)

The others admitted that the implementation of storytelling as a medium helped them in their listening skill due to their need for repetition to understand the story. It is proved by one of the students’ responses.

“Jadi bisa lebih paham tentang cerita yang disampaikan karena disampaikannya berulang kali.”
(I get more understanding of the story delivered. It is because the story was delivered many times.)

Nonetheless, their listening skill became better since they experienced the implementation of storytelling as a medium. The students more understood about
the use of note-taking to make a short script about the story they heard then retell
the story to the other students. It was based on one of the students’ comments.

“Cara membuat catatan-catatan penting saat mendengarkan cerita terus sama
membuat naskah pendek dari cerita dan bercerita dengan teman-teman.”
(I have learned how to take notes while listening to a story and how to make a
short script about the story then we retold the story to other friends.)

In conclusion, the implementation of storytelling as a medium to improve
students’ listening skill did work. The students experienced the listening activity
by listening to the story they heard. They got better in improving their listening
skill because virtually they absorbed all the meaning from the speaker by being
sensitive to the tone of the speaker’s voice, the speaker’s facial expression, the
speaker’s body movements, and to what the speaker said (Asemota, 2015). The
students really focused on the story that they heard from the other friends because
they processed the input from the information they heard. This kind of activity
could increase their active engagement in listening and confidence to handle the
communication situation (Sharma, 2011).

C. Lesson Learned after The Implementation of Storytelling to Improve the
Students’ Listening Skill

As stated in chapter 3, CAR is a powerful method which is used to find out
the best way to improve classroom practice by the practitioner (Mettetal, 2001). A
practitioner will make an improvement of his practice if he is not satisfied with
the goal of his own practice. Then if he feels that the improvement he makes
already satisfying then he must provide the evidence to support his claim about in
what way the improvement has been done. It is because CAR is systematic in the
learning process which is in form of action and reflection (McNiff & Whitehead, 2002).

This study uses audio-lingual method (ALM) and Communicative Language Teaching (CLT) to guide the goal of this research. The audiolingual method has the goal of the teaching which links to the teaching of the students’ listening skill in comprehending the target language (Richards and Rodgers, 1986). Meanwhile, the use of communicative language teaching helps the students to interact with their friends and even the teacher to work on the target language. In this case, the researcher narrows the focus of the study which focuses more on improving the students’ listening skill.

The researcher conducted CAR in class 8B which belongs to SMP N 1 Yogyakarta in the academic year of 2017/2018. The focus of this study was obviously defined; to improve the students’ listening skill. Therefore, the researcher applied some steps as described in chapter 3 to achieve the goal and to answer every research question of this study.

The researcher introduced storytelling to the students as a new medium to improve their listening skill. Before the researcher implement storytelling, the researcher conducted the classroom observation in preliminary information gathering. The classroom observation was conducted in order to find the problems faced by the students and to make plans to implement storytelling in cycle 1. During the implementation of storytelling as a medium, the researcher also used some instruments to support the research. The data from the two observers were used by the researcher to provide the evidence of her practice. The result of the
reflection gave the researcher the guidance to conduct a new activity for improvement in the next cycle. Therefore, as a practitioner of CAR to improve the classroom practice, the researcher used a new activity of storytelling. It was a game to access the students’ listening skill.

At the end of the action, the researcher claimed that the implementation of storytelling as a medium is potentially to improve 8th grade students’ listening skill in SMP N 1 Yogyakarta in the academic year of 2017/2018. Hamilton and Weiss (2005) assert that storytelling is a way of favorable learning for the students in the classroom to practice their listening and communication skill between the speaker and the listener. However, the listening activity during the learning process was running well as well as the students’ ability to comprehend the story.

The improvement of the students’ listening using storytelling was proved by the students’ achievement and data of the instruments as described in the previous section of this chapter. For example, the mean score of the students’ test showed the improvement in every test. Furthermore, the field notes also recorded that the students really enjoyed the learning process and did the researcher’s instruction. It means that the goal of the learning process was observably achieved.

In the last of all the research findings, presented by the researcher in this chapter IV, show that the researcher as a practitioner of this CAR successfully improved the researcher’s classroom practice. The implementation of storytelling as a new medium implemented in SMP N 1 Yogyakarta did work and the goal of the learning process was achieved.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings of the research and presents their limitation. This chapter also spells out recommendations for 8th grade students in SMP N 1 Yogyakarta, English teacher in SMP N 1 Yogyakarta, and other future researchers.

A. Conclusions

The researcher as the practitioner of this classroom action research was successful improving the classroom practice. The research results and analysis in chapter IV showed that the students did improve their listening skill after the implementation of storytelling as a medium. Moreover, the students were really engaged in listening to several personal recount texts. The students became more enthusiastic and motivational in participating during the learning process.

On the other hand, the researcher could answer all the two research questions of this study; they were: How does storytelling improve listening skill of the 8th grade students of SMPN 1 Yogyakarta in the academic year of 2017/2018?, and How is the improvement of the students’ listening skill of the 8th grade students of SMPN 1 Yogyakarta in the academic year of 2017/2018?

To answer those two research questions, the researcher tried to analyze and interpret the data from the research instruments. The research instrument which were used were: Observation checklists, field notes, tests, questionnaires, and interviews. The researcher used observation checklists and field notes to answer
the first research question. The finding and conclusion related to the first research question is storytelling did improve the students’ listening skill in the way the students were asked to listen to the personal story three times. Then, the students had to complete some comprehensive questions and then they had to make a short script about the story they had heard. After that, when the students had made a short script about the story they heard, then they had to retell the story in front of the other students.

Furthermore, the use of storytelling as a medium to teach listening skill also helped the students in participating and focusing to the stories told by the researcher. The students really paid great attention to the researcher’s instructions and questions. They were articulated in asking for the help from their friends, researcher, or the observers. Therefore, they could be able to work on the listening task. Moreover, they seemed to be ready when the researcher started to tell the stories. Most of the time, they seemed to involve their feelings and expressions to the stories they heard by smiling or laughing. The students became more active and motivated in the learning process using storytelling as a medium.

The finding and conclusion related to the second research question about the improvement of students’ listening skill using storytelling as a medium shows that the students could improve their listening skill. The researcher used pre-test and post-test to see the improvement of the students’ listening skill. In the pre-test, the mean score was 50.59; however, the students could achieve 76.32 in the post-test. The result of the students’ tests shows that the students greatly did improve their listening skill.
Other evidence of the students’ improvement was gathered from the questionnaires. It was aimed to see the students’ perception toward the implementation of storytelling as a medium to improve their listening skill. In this case, the researcher distributed the questionnaires to the students to be filled out. In cycle 1, the students did not fully agree with the implementation of storytelling as a medium could improve their listening skill. Nonetheless, in cycle 2, the students gave positive perception towards the implementation of storytelling as a medium could improve their listening skill after experiencing storytelling by including a game. The result of the interview after the action also supported their perception.

B. Recommendations

In this part, the researcher spells out three recommendations. They are for 8th grade students in SMP N 1 Yogyakarta, English teacher in SMP N 1 Yogyakarta, and other future researchers.

1) The 8th Grade Students in SMP N 1 Yogyakarta

After the implementation of storytelling as a medium, the students are expected to practice more to improve their listening skill. They have to believe in themselves that they can improve their listening skill through many kinds of stories in English. The students can practice their listening from many kinds of stories from the internet or books.
2) **English Teacher in SMP N 1 Yogyakarta**

The researcher recommends the English teacher to always think and know about the learning goal first. Besides, the English teacher can know what works well for the students in the classroom. The appropriate media, material, and activity can enhance the students’ better understanding in listening. The teacher should also find other strategies in order to improve the students’ listening skill through more practices.

The result of this study showed that storytelling can improve the students’ listening skill. Therefore, the English teacher can create fun activities for the students using storytelling creatively so that the student will not be bored and enjoy practicing more to improve their listening skill.

3) **Future Researchers**

The researcher expects that this study can give an insight to the future researchers who have the desire to conduct the other study using storytelling as a medium to improve the students’ listening skill. The researcher hopes that for the future researcher, they can be able to realize the essence of conducting classroom action research (CAR) in order to improve their classroom practice. In order to improve their classroom practice, the future researcher should apply the appropriate strategy or activities to improve the students’ listening skill as creative as they can to achieve a better learning goal.
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APPENDICES
APPENDIX A

Letters of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PEMERINTAHAN KOTA YOGYAKARTA
DINAS PENANAMAN MODAL DAN PERIZINAN

NOMOR: 070/3065
8849/34

Membaca Surat

Tanggal: 5 Desember 2017

Mengingat:

Ditujukan Kepada

Nama: ASTINI AGUN
No. Mhs/ NIM: 141214092
Pekerjaan: Magister Filsafat (M.Psi.) Universitas Gadjah Mada
Alasan: Menyelesaikan Tugas Penelitian

Lokasi/Responden

Kota Yogyakarta
5 Desember 2017

Lampiran

Proposal dan Daftar Pustaka

Dengan Ketentuan

1. Wajib Memberikan Laporan hasil Penelitian dalam CD kepada Walikota Yogyakarta (DINAS Penanaman Modal dan Perizinan Kota Yogyakarta)
2. Wajib Menyajikan Tatalaksana dan manfaat kinerja yang dirasakan setelah terlaksana
3. Izin ini berlaku sejak pemberian sampai dengan 1 tahun atau dapat diperpanjang
4. Surat ini diwakili oleh Kepala Dinas Penanaman Modal dan Perizinan Kota Yogyakarta

Tanda Tangan

ASTINYA AGUN

Ketua

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B

Time Table of the Research
# Time Table of the Research

<table>
<thead>
<tr>
<th>Stages</th>
<th>Activities</th>
<th>Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan</td>
<td><strong>a.</strong> Asking for permission letter from Sanata Dharma university</td>
<td><strong>December</strong>&lt;br&gt;04&lt;sup&gt;th&lt;/sup&gt; of December, 2017</td>
</tr>
<tr>
<td></td>
<td><strong>b.</strong> Bring the permission letter to Badan Kesatuan Bangsa dan Politik (KesBangPol) and asking for approval from Dinas Penanaman Modal dan Perizinan</td>
<td><strong>February</strong>&lt;br&gt;05&lt;sup&gt;th&lt;/sup&gt; of December, 2017</td>
</tr>
<tr>
<td></td>
<td><strong>c.</strong> Bringing the permission letter to SMP Negeri 1 Yogyakarta and making agreement with English teacher</td>
<td><strong>March</strong>&lt;br&gt;06&lt;sup&gt;th&lt;/sup&gt; of December, 2017</td>
</tr>
<tr>
<td></td>
<td><strong>d.</strong> Conducting classroom observation</td>
<td><strong>April</strong>&lt;br&gt;28&lt;sup&gt;th&lt;/sup&gt; of February, 2018&lt;br&gt;7&lt;sup&gt;th&lt;/sup&gt; of March, 2018</td>
</tr>
<tr>
<td></td>
<td><strong>e.</strong> Giving pre-test</td>
<td><strong>March</strong>&lt;br&gt;9&lt;sup&gt;th&lt;/sup&gt; of March, 2018</td>
</tr>
<tr>
<td></td>
<td><strong>f.</strong> Preparing lesson plan, teaching materials, and</td>
<td><strong>March</strong>&lt;br&gt;11&lt;sup&gt;th&lt;/sup&gt; of March, 2018</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; &amp; 2&lt;sup&gt;nd&lt;/sup&gt; meeting</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Action</strong></td>
<td>Teaching the students in class 8B</td>
<td>14&lt;sup&gt;th&lt;/sup&gt; &amp; 16&lt;sup&gt;th&lt;/sup&gt; of March, 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. <strong>Observation (during the action)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Filling out the observation checklists</td>
</tr>
<tr>
<td>b. Filling out the field notes</td>
</tr>
<tr>
<td>c. Distributing questionnaire to the students</td>
</tr>
</tbody>
</table>

| 4. **Reflection** | 16<sup>th</sup> of March, 2018 |

<table>
<thead>
<tr>
<th>Cycle 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Plan</strong></td>
<td>Preparing the lesson plan, materials, teaching media.</td>
</tr>
</tbody>
</table>

| 2. **Action** | Teaching the students in class 8B | 23<sup>rd</sup> of March, 2018 |

<table>
<thead>
<tr>
<th>3. <strong>Observation (during the action)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Filling out the observation checklists</td>
</tr>
<tr>
<td>b. Filling out the field notes</td>
</tr>
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<td></td>
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<td></td>
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<tr>
<td><strong>4. Reflection</strong></td>
</tr>
<tr>
<td><strong>Tests</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Research Report Writing</strong></td>
</tr>
</tbody>
</table>
APPENDIX C
Lesson Plans
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII / II
Materi Pokok : Recount Text
Alokasi Waktu : 6 x 40 menit (6JP)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menunjukan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam jangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait</td>
<td>3.11.1 Menentukan fungsi sosial teks tulis dan lisan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.11.2 Mengidentifikasi struktur teks tulis dan lisan.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.11.3 Mengidentifikasi unsur</td>
</tr>
<tr>
<td>Pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>Kebahasaan dari teks tulis dan lisan dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>4.11. Teks recount</strong>&lt;br&gt;4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<em>personal recount</em>)&lt;br&gt;4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<em>personal recount</em>)</td>
<td><strong>3.11.4 Menyebutkan, mengerti, dan memahami, isi kandungan cerita dalam cerita berbentuk <em>recount</em> berdasarkan <em>storytelling</em> yang sudah diceritakan.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4.11.1.1 Mendengarkan cerita berbentuk <em>recount</em> dengan seksama dan berterima berdasarkan <em>storytelling</em> yang diceritakan.</strong>&lt;br&gt;<strong>4.11.2.1 Membuat <em>note taking</em> yang sesuai dengan inti dari cerita berbentuk <em>recount</em> yang diceritakan dalam bentuk <em>storytelling</em>.</strong>&lt;br&gt;<strong>4.11.2.2 Menceritakan kembali sebuah cerita berbentuk</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
recount secara runtut menggunakan ragam bahasa lisan, akurat, lancar, dan berterima berdasarkan storytelling yang sudah diceritakan.

| Fungsi sosial Recount Teks | 1. Melaporkan  
2. Mengambil teladan  
3. Membanggakan |
### Struktur *Recount* Teks

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Orientasi</td>
</tr>
<tr>
<td>2.</td>
<td>Urutan kejadian/kegiatan</td>
</tr>
<tr>
<td>3.</td>
<td>Orientasi ulang</td>
</tr>
</tbody>
</table>

### Unsur Kebahasaan *Recount* Teks

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kalimat deklaratif dan interrogatif dalam <em>Simple Past tense</em>.</td>
</tr>
<tr>
<td>2.</td>
<td>Adverbia dan frasa preposisional penujuk waktu: <em>yesterday, last month, an hour ago</em>, dan sebagainya.</td>
</tr>
<tr>
<td>3.</td>
<td>Adverbia penghubung waktu: <em>first, then, after that, before, at last, finally</em>, dan sebagainya.</td>
</tr>
<tr>
<td>4.</td>
<td>Nomina singular dan plural dengan atau tanpa <em>a, the, this, those, my, their</em>, dsb.</td>
</tr>
</tbody>
</table>

### E. Kegiatan Pembelajaran

**Pertemuan 1 (Cycle 1)**

**Pendahuluan (10 menit)**

1. Guru membuka kelas dengan doa dan salam (*greeting*).
2. Guru memeriksa kehadiran siswa.
4. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.
Kegiatan Inti (60 menit)

Mengamati
1. Peserta didik diminta untuk mengamati dan menyimak penjelasan guru tentang fungsi sosial, struktur dan unsur kebahasaan dalam teks Recount.
2. Peserta didik diminta mengamati dengan baik pertanyaan-pertanyaan penuntun sebagai dasar untuk membuat note-taking singkat yang terkait dengan cerita pengalaman seseorang yang berjudul My experience to drive a car sebelum mendengarkan cerita.

Menanya
1. Peserta didik diminta menjawab pertanyaan mengenai beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami.
3. Peserta didik diminta untuk menuliskan poin-poin penting yang terkait dengan cerita My experience to drive a car yang telah disampaikan kedalam note-taking dalam kelompok.

Mengumpulkan informasi
1. Peserta didik diminta membuat note-taking singkat tentang inti dari cerita yang disampaikan berdasarkan pertanyaan-pertanyaan penuntun.
2. Peserta didik dibagi kedalam 5 kelompok yang terdiri dari 6 sampai 7 orang untuk membuat skrip retelling story berjudul My experience to drive a car secara individual dari note-taking mereka, namun peserta didik diperbolehkan berdiskusi dengan teman satu kelompok.

Menalar/Mengasosiasi
1. Peserta didik diminta menuliskan hasil diskusi mereka terkait cerita My experience to drive a car yang telah disampaikan oleh guru.

Mengomunikasikan
1. Peserta didik dipersilahkan untuk berlatih retelling story berdasarkan skrip yang dibuat di dalam kelompok masing-masing.
2. Peserta didik diperbolehkan memberi tanggapan dan masukan terkait penampilan teman dalam satu kelompok.

Penutup (10 menit)
1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran tentang penggunaan storytelling.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan terkait pembelajaran menggunakan storytelling.
5. Guru menutup kelas dengan doa dan salam menggunakan bahasa Inggris yang baik dan benar.

Pertemuan ke 2 (Cycle 1)
Pendahuluan (10 menit)
2. Guru memeriksa kehadiran siswa.
4. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.

Kegiatan Inti (60 menit)
Mengamati
1. Peserta didik diminta untuk mengamati dan menyimak penjelasan guru tentang fungsi sosial, struktur dan unsur kebahasaan dalam teks Recount.
2. Peserta didik diminta mengamati dengan baik pertanyaan-pertanyaan
penuntun sebagai dasar untuk membuat note-taking singkat yang terkait
dengan cerita pengalaman seseorang yang berjudul *Went camping* sebelum
mendengarkan cerita.
3. Peserta diminta mengamati dan menyimak dengan baik cerita tentang
pengalaman seseorang dimasa lampau sebelum membuat note-taking.

**Menanyanya**

1. Peserta didik diminta menjawab pertanyaan mengenai beberapa hal terkait
fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau
yang ingin lebih diketahui dari teks *Recount* yang diamati/dibaca.
2. Peserta didik diminta untuk menanyakan kepada guru terkait pemahaman
mereka tentang note-taking.
3. Peserta didik diminta untuk menuliskan poin-poin penting yang terkait
dengan cerita *Went camping* yang telah disampaikan kedalam note-taking
dalam kelompok.

**Mengumpulkan informasi**

1. Peserta didik diminta membuat note-taking singkat tentang inti dari cerita
yang disampaikan berdasarkan pertanyaan-pertanyaan penuntun.
2. Peserta didik dibagi kedalam 5 kelompok yang terdiri dari 6 sampai 7 orang
untuk membuat skrip retelling story berjudul *Went camping* secara
individual dari note-taking mereka, namun peserta didik diperbolehkan
berdiskusi dengan teman satu kelompok.

**Menalar/Mengasosiasi**

1. Peserta didik diminta menuliskan hasil diskusi mereka terkait cerita *Went ca
mping* yang telah disampaikan oleh guru.

**Mengomunikasikan**

1. Peserta didik dipersilahkan untuk berlatih retelling story berdasarkan skrip
yang dibuat di dalam kelompok masing-masing dengan menggunakan
undian.
2. Peserta didik diperbolehkan memberi tanggapan dan masukan terkait
penampilan teman dalam satu kelompok.
Penutup (10 menit)

1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran tentang penggunaan storytelling.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan terkait pembelajaran menggunakan storytelling.
5. Guru menutup kelas dengan doa dan salam menggunakan bahasa Inggris yang baik dan benar.

(Pertemuan di Cycle 2)

Pendahuluan (10 menit)

1. Guru membuka kelas dengan doa dan salam (greeting).
2. Guru memeriksa kehadiran siswa.
4. Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.
5. Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.
6. Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.

Kegiatan Inti (60 menit)

Mengamati

1. Peserta didik diminta untuk mengamati dan menyimak penjelasan guru tentang fungsi sosial, struktur dan unsur kebahasaan dalam teks Recount.
2. Peserta didik diminta mengamati dengan baik pertanyaan-pertanyaan penuntun sebagai dasar untuk membuat note-taking singkat yang terkait dengan cerita pengalaman seseorang yang berjudul Go fishing sebelum mendengarkan cerita.
3. Peserta diminta mengamati dan menyimak dengan baik cerita tentang
pengalaman seseorang dimasa lampau sebelum membuat note-taking.

Menanya
1. Peserta didik diminta menjawab pertanyaan mengenai beberapa hal terkait fungsi sosial, struktur teks dan unsur kebahasaan yang belum dipahami atau yang ingin lebih diketahui dari teks Recount yang diamati/dibaca.
2. Peserta didik diminta untuk menanyakan kepada guru terkait pemahaman mereka tentang note-taking.
3. Peserta didik diminta untuk menuliskan poin-poin penting yang terkait dengan cerita Go fishing yang telah disampaikan kedalam note-taking dalam kelompok.

Mengumpulkan informasi
1. Peserta didik diminta membuat note-taking singkat tentang inti dari cerita yang disampaikan berdasarkan pertanyaan-pertanyaan penuntun.
2. Peserta didik dibagi kedalam 5 kelompok yang terdiri dari 6 sampai 7 orang untuk membuat skrip retelling story berjudul Go fishing secara individual dari note-taking mereka, namun peserta didik diperbolehkan berdiskusi dengan teman satu kelompok.

Menalar/Mengasosiasi
1. Peserta didik diminta menuliskan hasil diskusi mereka terkait cerita Go fishing yang telah disampaikan oleh guru.

Mengomunikasikan
1. Peserta didik dipersilahkan untuk berlatih retelling story berdasarkan skrip yang dibuat di dalam kelompok masing-masing.
2. Peserta didik diperbolehkan memberi tanggapan dan masukan terkait penampilan teman dalam satu kelompok.
3. Peserta didik diminta perorangan maju ke depan untuk menceritakan kembali cerita yang dibacakan dengan menggunakan games.

Penutup (10 menit)
1. Peserta didik dan guru membuat rangkuman/simpulan pelajaran tentang
penggunaan storytelling.
2. Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan terkait pembelajaran menggunakan storytelling.
5. Guru menutup kelas dengan doa dan salam menggunakan bahasa Inggris yang baik dan benar.

D. Penilaian

1. Sikap spiritual
   a. Teknik Penilaian : Observasi
   b. Instrumen : Observasi (Jurnal)

2. Sikap sosial
   a. Teknik Penilaian : Observasi
   b. Instrumen : Observasi (Jurnal)

3. Keterampilan
   a. Teknik Penilaian : Kinerja (Unjuk kerja)
   b. Bentuk Instrumen : Kertas kerja Listening Task (Interpretive task)

<table>
<thead>
<tr>
<th>NO.</th>
<th>Indikator Soal</th>
<th>Butir Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Disajikan kertas tiga lembar jawab. Lembar jawab pertama disajikan untuk membuat note-taking, lembar jawab kedua disajikan untuk menjawab 5 pertanyaan dan lembar jawab terakhir disajikan untuk membuat skrip cerita yang telah dibacakan.</td>
<td>Lihat Lamp. 1</td>
</tr>
</tbody>
</table>
c. Penilaian

<table>
<thead>
<tr>
<th>PENILAIAN</th>
<th>SKOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apabila siswa selalu menjawab benar tata bahasa tepat</td>
<td>5</td>
</tr>
<tr>
<td>Apabila siswa selalu menjawab benar tata bahasa kurang tepat</td>
<td>4</td>
</tr>
<tr>
<td>Apabila siswa sering menjawab benar tata bahasa kurang tepat</td>
<td>3</td>
</tr>
<tr>
<td>Apabila siswa kadang-kadang menjawab benar tata bahasa kurang tepat</td>
<td>2</td>
</tr>
<tr>
<td>Apabila siswa tidak pernah menjawab benar tata bahasa kurang tepat</td>
<td>1</td>
</tr>
</tbody>
</table>

\[
\text{Skor akhir} = \frac{\text{jumlah perolehan skor}}{20} \times 100
\]

E. Metode Pembelajaran

1. Penugasan
2. Diskusi
3. Praktik

F. Media Pembelajaran

Proses pembelajaran dan mengajar disertai penggunaan media pembelajaran sebagai berikut:

1. Laptop
2. Lcd
3. Presentasi Power Point
4. Papan Tulis
5. Storytelling berjudul *My experience to drive a car*
6. Soal dan lembar jawab

Sumber Pembelajaran:

Teks:

http://www.belajarbahasainggris.us/2014/02/recount-text-penjelasan-contoh-
Yogyakarta, 23 Maret 2018

Mengetahui

Guru Mapel Bahasa Inggris

Praktikan

Dra. Agatha Yenni L. Astini Agun
NIP. 19640110 198412 2 005 NIP. 141214092
LISTENING SECTION

My Experience to Drive a Car

Name: ___________________  St. Number: _________

A. Write down the main points from the story!
B. Answer these five questions correctly based on the story!

1. When did the story take place?
2. What was the promise that the writer’s brother wanted to do?
3. Where was the place the writer taught to drive a car? What was the experience the writer got from his driving lesson with his brother?
4. Why was the writer alone?
5. How did the accident happen to the writer?

ANSWER BELOW!

1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. ____________________________________________________________
   ____________________________________________________________
C. Make a short script about the story by using the note-taking, you have created!
My First Experience to Drive a car

Last year, when I was twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I persuaded my oldest brother to teach me to drive the car. But, my brother refused my request.

My brother promised me that he would teach me to drive the car about three or four years later, but I still whimpered. Finally, my brother accepted my request and he wanted to teach me to drive a car. Three days later, my brother and I went to the field to teach me how to drive a car. My brother was very patient to give me some directions.

I was very nervous because that was my first time to drive a car. One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because that, I was alone at home. So, I had an opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall.

After that, I called my brother by phone to tell him about the accident. I imagined my brother would be angry. But the reality was exactly, on the contrary, my brother was not angry. He just gave me some advice and since that accident, I promised I would always ask my brother’s permission to drive his car.

Source:
LISTENING SECTION

Went Camping

Name: ____________________  St. Number: ________

A. Write down the main points from the story!
B. Answer these five questions correctly based on the story!

1. When did the writer and his friends go camping?
2. Why did they go camping to Palutungan, Kuningan?
3. How long did it take to Palutunga, Kuningan?
4. What were they doing on the first day?
5. Where did they go fishing on the second day?

ANSWER BELOW!

1. 

2. 

3. 

4. 

5. 
C. Make a short script about the story by using the note-taking, you have created!
Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. The spot was near from our town. It was about one hour to get there. We chose Palutungan because it was not too far from our home.

We prepared everything before went to Palutungan. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles.

On the first day, we sat up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called curug Putri. After played at the waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together. The first night of our camping, the air was so cold, we made a campfire, sang songs together and after we slept. We used the sleeping bags when we slept to make our body still in warm condition.

On the second day, we had some activities. We tried to go fishing in the river near the waterfall but we got a shoe. After that, we packed everything we bought. We cleaned the area. We made a memory by taking photos together in front of a waterfall and then went home happily. We were very tired.

Source:
LISTENING SECTION

Go Fishing

Name: ___________________  St. Number: ______

A. Write down the main points from the story!
B. Answer these five questions correctly based on the story!

1. What did the writer do to that beggar?
2. When the writer go fishing?
3. Why was the writer happy?
4. Where was the best point for the writer to fishing at the lake?
5. How was the preparation of the writer before fishing?

ANSWER BELOW!

1. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. ________________________________________________________________
   ________________________________________________________________

3. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. ________________________________________________________________
   ________________________________________________________________
C. Make a short script about the story by using the note-taking, you have created!
GO FISHING

Yesterday I went to the lake. It was a good time for fishing because I had no work to do. I woke up earlier in the morning. I went to the marketplace to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At the lake, I was looking for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I could then I was waiting for the fish eating my bait. 30 minutes left and finally, there was a fish ate my bait. It was the first big enough fish that I got.

I got 10 big fish and 3 small fish at that day. I was so happy. I would cook that fish at home and then I would call my friends to come to my house. We would have a small party. I had been thinking of this before going to the lake. I could not wait for the small party.

Nevertheless, I was not lucky enough because, on the way home, I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food. Even I did not have any fish after that, I was so happy because I could help people.

Source:
https://gudangpelajaran.com/contoh-recount-text/
APPENDIX D

Observation Checklists
OBSERVATION CHECKLIST

A. Students
1. The students were ready to start the class
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

Notes:

It needed some times to make all the students ready and listen to the researcher.

2. The students did the teacher’s instruction.
   - Yes, most of the time
   - Yes, but rarely
   - Seldom
   - Never

Notes:

The Students were enthusiastic.

3. The students participated actively during the learning process.
   - Yes, most of the time
   - Yes but rarely
   - Seldom
   - Never

Notes:

Some students were actively ask some questions to the researcher.

4. The students looked enthusiastic during the learning process.
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students
Notes:
Some students even responded to some small details the researcher said.

B. Learning Process
1. The learning process ran well in accordance with the lesson plan.
   - Absolutely yes
   - Sufficiently
     - Confusingly
     - Absolutely no

Notes:
The teaching and learning actively were done well.

2. The learning process involved the students’ participation.
   - Yes, most of the time
     - Seldom
     - Confusingly
     - Absolutely no

Notes:
The grouping made students involved more active in understanding the material.

3. The learning process created positive attitudes towards the students.
   - Yes, most of the time
     - Sufficiently
     - Confusingly
     - Absolutely no

Notes:
The researcher told the students to respect those who speak in front of the class. The researcher also gave the opportunity to share their ideas.

4. The learning process achieved the goals of learning.
   - All goals
   - Only some goals
     - Confusingly
     - Absolutely not at all
C. Teaching Practice

1. The teacher gave clear instructions.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

   Notes:
   No notes.

2. The teacher mastered the material.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

   Notes:
   No notes.

3. The teacher gave response to the students’ questions.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

   Notes:
   No notes.

4. The teacher managed the class well.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

Notes:
Some students at the back row seemed left behind. The learning process was actually not successful enough for most of the students.
D. Materials

1. The material’s difficulty level was appropriate for the students.
   - Appropriate
     - Mostly appropriate
     - Confusingly
     - Absolutely no

Notes:

The teacher used conventional way by reading the personal recount text for the students three times. Moreover, the speed and the pronunciation were clear.

2. The material guided the students to master today’s topic.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:

The teacher might give the students more opportunity to practice or more active.

3. The material guided the students achieve the learning goals.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:

No notes.

Yogyakarta, 14 March 2018

Observer

(Observer A)
OBSERVATION CHECKLIST

A. Students
1. The students were ready to start the class
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

Notes:

No notes.

2. The students did the teacher’s instruction.
   - Yes, most of the time
   - Yes, but rarely
   - Seldom
   - Never

Notes:

No notes.

3. The students participated actively during the learning process.
   - Yes, most of the time
   - Yes but rarely
   - Seldom
   - Never

Notes:

No notes.

4. The students looked enthusiastic during the learning process.
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

Notes:

No notes.
B. Learning Process
1. The learning process ran well in accordance with the lesson plan.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:
No notes.

2. The learning process involved the students’ participation.
   - Yes, most of the time
   - Seldom
   - Confusingly
   - Absolutely no

Notes:
No notes.

3. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:
No notes.

4. The learning process achieved the goals of learning.
   - All goals
   - Only some goals
   - Confusingly
   - Absolutely not at all

Notes:
No notes.

C. Teaching Practice
1. The teacher gave clear instructions.
   - Perfect
• Mostly perfect
  ○ Confusingly
  ○ Absolutely no

Notes:

No notes.

2. The teacher mastered the material.
  ○ Perfect
  • Mostly perfect
  ○ Confusingly
  ○ Absolutely no

Notes:

No notes.

3. The teacher gave response to the students’ questions.
  ○ Perfect
  • Mostly perfect
  ○ Confusingly
  ○ Absolutely no

Notes:

No notes.

4. The teacher managed the class well.
  ○ Perfect
  • Mostly perfect
  ○ Confusingly
  ○ Absolutely no

Notes:

No notes.

D. Materials
1. The material’s difficulty level was appropriate for the students.
  • Appropriate
    ○ Mostly appropriate
    ○ Confusingly
    ○ Absolutely no
Notes:

No notes.

2. The material guided the students to master today's topic.
   - Absolutely yes
     - Sufficiently
     - Confusingly
     - Absolutely no

Notes:

No notes.

3. The material guided the students achieve the learning goals.
   - Absolutely yes
     - Sufficiently
     - Confusingly
     - Absolutely no

Notes:

No notes.

Yogyakarta, 14 March 2018
Observer

(Observer B)
### OBSERVATION CHECKLIST

**A. Students**

1. The students were ready to start the class
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

   **Notes:**
   - No notes.

2. The students did the teacher's instruction.
   - Yes, most of the time
   - Yes, but rarely
   - Seldom
   - Never

   **Notes:**
   - No notes.

3. The students participated actively during the learning process.
   - Yes, most of the time
   - Yes but rarely
   - Seldom
   - Never

   **Notes:**
   - No notes.

4. The students looked enthusiastic during the learning process.
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

   **Notes:**
   - No notes.
B. Learning Process
1. The learning process ran well in accordance with the lesson plan.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:
No notes.

2. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:
No notes.

3. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:
No notes.

4. The learning process achieved the goals of learning.
   - All goals
   - Only some goals
   - Confusingly
   - Absolutely not at all

Notes:
No notes.

C. Teaching Practice
1. The teacher gave clear instructions.
   - Perfect
- Mostly perfect
  - Confusingly
  - Absolutely no

Notes:

No notes.

2. The teacher mastered the material.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

Notes:

No notes.

3. The teacher gave response to the students’ questions.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

Notes:

No notes.

4. The teacher managed the class well.
   - Perfect
   - Mostly perfect
   - Confusingly
   - Absolutely no

Notes:

No notes.

D. Materials
1. The material’s difficulty level was appropriate for the students.
   - Appropriate
     - Mostly appropriate
     - Confusingly
     - Absolutely no
Notes:
No notes.

2. The material guided the students to master today’s topic.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:
No notes.

3. The material guided the students achieve the learning goals.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:
No notes.

Yogyakarta, 16 March 2018
Observer

(Observer A)
OBSERVATION CHECKLIST

A. Students
1. The students were ready to start the class
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

Notes:
No notes.

2. The students did the teacher's instruction.
   - Yes, most of the time
   - Yes, but rarely
   - Seldom
   - Never

Notes:
No notes.

3. The students participated actively during the learning process.
   - Yes, most of the time
   - Yes but rarely
   - Seldom
   - Never

Notes:
No notes.

4. The students looked enthusiastic during the learning process.
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

Notes:
No notes.
B. Learning Process
1. The learning process ran well in accordance with the lesson plan.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   No notes.

2. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   No notes.

3. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   No notes.

4. The learning process achieved the goals of learning.
   - All goals
   - Only some goals
   - Confusingly
   - Absolutely not at all

   Notes:
   No notes.

C. Teaching Practice
1. The teacher gave clear instructions.
   - Perfect
2. The teacher mastered the material.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

   Notes:
   No notes.

3. The teacher gave response to the students' questions.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

   Notes:
   No notes.

4. The teacher managed the class well.
   - Perfect
     - Mostly perfect
     - Confusingly
     - Absolutely no

   Notes:
   No notes.

D. Materials
1. The material's difficulty level was appropriate for the students.
   - Appropriate
     - Mostly appropriate
     - Confusingly
     - Absolutely no
2. The material guided the students to master today’s topic.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

3. The material guided the students achieve the learning goals.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Yogyakarta, 16 March 2018
Observer

(Observer B)
OBSERVATION CHECKLIST

A. Students
1. The students were ready to start the class
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

   Notes:
   No notes.

2. The students did the teacher’s instruction.
   - Yes, most of the time
   - Yes, but rarely
   - Seldom
   - Never

   Notes:
   No notes.

3. The students participated actively during the learning process.
   - Yes, most of the time
   - Yes but rarely
   - Seldom
   - Never

   Notes:
   No notes.

4. The students looked enthusiastic during the learning process.
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

   Notes:
   No notes.
B. Learning Process
1. The learning process ran well in accordance with the lesson plan.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   No notes.

2. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   No notes.

3. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   The researcher still let the students to focus on other subject.

4. The learning process achieved the goals of learning.
   - All goals
   - Only some goals
   - Confusingly
   - Absolutely not at all

   Notes:
   No notes.

C. Teaching Practice
1. The teacher gave clear instructions.
   - Perfect
• Mostly perfect
  ○ Confusingly
  ○ Absolutely no

**Notes:**

No notes.

2. The teacher mastered the material.

- Perfect
  - Mostly perfect
  - Confusingly
  - Absolutely no

**Notes:**

No notes.

3. The teacher gave response to the students’ questions.

  ○ Perfect
    - Mostly perfect
    - Confusingly
    - Absolutely no

**Notes:**

No notes.

4. The teacher managed the class well.

  ○ Perfect
    - Mostly perfect
    - Confusingly
    - Absolutely no

**Notes:**

No notes.

**D. Materials**

1. The material’s difficulty level was appropriate for the students.

  ○ Appropriate
    - Mostly appropriate
    - Confusingly
    - Absolutely no
2. The material guided the students to master today’s topic.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

3. The material guided the students achieve the learning goals.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Yogyakarta, 23 March 2018
Observer

(Observer A)
OBSERVATION CHECKLIST

A. Students
1. The students were ready to start the class
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

Notes:
No notes.

2. The students did the teacher’s instruction.
   - Yes, most of the time
   - Yes, but rarely
   - Seldom
   - Never

Notes:
Most of the students know well the researcher’s instruction and do the exercise after the teacher read the text.

3. The students participated actively during the learning process.
   - Yes, most of the time
   - Yes but rarely
   - Seldom
   - Never

Notes:
The students take part during the learning process. In addition, some of them ask the teacher when they find difficulty.

4. The students looked enthusiastic during the learning process.
   - Absolutely yes
   - Absolutely not
   - Only some of the students
   - Only few of the students

Notes:
The students seem enjoy the learning process. It indicates that they listen to the text attentively and understand the content of the text.
B. Learning Process
1. The learning process ran well in accordance with the lesson plan.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   No notes.

2. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   No notes.

3. The learning process created positive attitudes towards the students.
   - Yes, most of the time
   - Sufficiently
   - Confusingly
   - Absolutely no

   Notes:
   The researcher still let the students to focus on other subject.

4. The learning process achieved the goals of learning.
   - All goals
   - Only some goals
   - Confusingly
   - Absolutely not at all

   Notes:
   No notes.

C. Teaching Practice
1. The teacher gave clear instructions.
   - Perfect
o Mostly perfect
o Confusingly
o Absolutely no

Notes:
No notes.

2. The teacher mastered the material.
   ▪ Perfect
     o Mostly perfect
     o Confusingly
     o Absolutely no

Notes:
No notes.

3. The teacher gave response to the students’ questions.
   ▪ Perfect
     o Mostly perfect
     o Confusingly
     o Absolutely no

Notes:
No notes.

4. The teacher managed the class well.
   ▪ Perfect
     o Mostly perfect
     o Confusingly
     o Absolutely no

Notes:
No notes.

D. Materials
1. The material’s difficulty level was appropriate for the students.
   ▪ Appropriate
     o Mostly appropriate
     o Confusingly
     o Absolutely no
Notes:

The material's difficulty level was appropriate for the students. Most of them comprehend the content of the text, but a few of them still do the wrong grammar when they answer the questions.

2. The material guided the students to master today's topic.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:

No notes.

3. The material guided the students achieve the learning goals.
   - Absolutely yes
   - Sufficiently
   - Confusingly
   - Absolutely no

Notes:

No notes.

Yogyakarta, 23 March 2018
Observer

(Observer B)
APPENDIX E

Field Notes
Field Note
(Wednesday, February 28th, 2018)
From the Researcher in Preliminary Information Gathering

Please write down the classroom situation!

The classroom situation was crowded. Most of the students were still eating and the others were not in the classroom yet when the teacher and the researcher entered the classroom. Furthermore, when the teacher asked the students several questions, none of them raised their hands and answered. The teacher had to point one by one to answer the questions. In addition, when the teacher explained the material in front of the class, the students who were sitting at the back row, played with their phone. Meanwhile, the other students who were sitting in the middle of the row looked unmotivated and bored. They were not engaged enough in the explanation. Especially, during the listening section, they had to come in front of the class to listen to the audio because the noise from the outside was disturbing them. Some of the students looked lazy and bored while working on the exercise.

Please write down the successful activities!
1. The students listened to the teacher instructions. They seemed to be ready to learn when the teacher greeted them.
2. The students listened to the teacher explanation well.
3. The students could answer the questions correctly.

Please write down the unsuccessful activities!
1. Some of the students had to come in front of the class to listen to the audio because the noise outside the classroom was disturbing them.
2. The students who were sitting at the back and in the middle of the row did not pay full attention to the teacher explanation. They were busy with their stuff.
3. The students did not focus on the exercise. They discussed the other things.
4. The students were afraid of making mistakes. Especially, when the teacher asked the students several questions. The teacher had to point some of them to answer the questions.
5. The students looked confused when the teacher spoke in English. Therefore, the teacher had to explain the material in the Indonesian language.
**Field Note**

(\textit{Wednesday, March 7}^{\text{th}}, 2018)

\textbf{From the Researcher in Preliminary Information Gathering}

---

**Please write down the classroom situation!**

The classroom situation was crowded. The teacher had to manage the class before the teaching and learning process was begun. When the teacher started the class, the situation and condition of the class became quiet. The students listened to the teacher explanation well. Nonetheless, when the teacher asked the students to answer the questions, only two of the students wanted to answer. The other students kept silent, thus, the teacher had to call their names to answer questions. They also made noise when the teacher asked a question to one of the students. Furthermore, when the listening section, some of the students did not focus on listening to the audio, they focused on checking their friends’ works. Sometimes, they played with their phones when the teacher gave them time to complete their works.

**Please write down the successful activities!**

1. Most of the students paid attention to the teacher explanation.
2. The students could answer the questions correctly.
3. Some of the students focused on the listening activity.
4. The students did the teacher’s instructions.

**Please write down the unsuccessful activities!**

1. The students had to ask for repetition when the teacher asked questions to them.
2. The students were busy drawing something on the paper when the teacher gave an explanation and did not pay full attention.
3. During the listening section, some of the students were talking to each other.
4. The students were busy checking on their friends’ works instead of working on their own.
Field Note
(Wednesday, March 14th, 2018)
From Observer A in Cycle 1

Please write down the classroom situation!

The situation of the classroom was quite conducive. The students were cooperative and enthusiastic. Nevertheless, the whiteboard and LCD projector as the teaching media were not clear. Therefore, the students could not see the words clearly. Hereinafter, researcher always gave re-enforcements to the students’ activeness. The students actively asked questions about the material and they greatly did the researcher’s instructions. They always asked about the difficulties they encountered during the listening section. Furthermore, the researcher also told some difficult words to the students before the listening section began. To actively involve the students’ participation, the researcher divided the students into group of 5. In each group, the students had to practice retelling the story they had made.

Please write down the successful activities!

1. The researcher could explain the materials well, therefore the students paid attention to the explanation. The researcher also helped the students to pronounce some difficult words.
2. The delivering of the material used some media which made the students were easier to understand.
3. The researcher gave the details including the language features- tenses formula
4. The group works were done efficiently. The students seemed enjoyed retelling the story to others.

Please write down the unsuccessful activities!

1. When the researcher explained the material, some of the students were noisy in the corner.
2. The drilling went not well because the projector was not clear but the researcher kept going with the explanation.
3. There was a student in front of the researcher took a picture with her phone in order to be able to read the text clearly.
4. When the researcher asked the students to do her instruction, there was one student at the back seemed confused.
Field Note

(Wednesday, March 14th, 2018)

From Observer B in Cycle 1

Please write down the classroom situation!

1. Most of the students are ready to join the lesson. Only two students sitting in the back row were still busy with their own matters.
2. The researcher always appreciated the students’ activeness by giving them re-enforcements.
3. The researcher told the students about some new vocabularies in order to facilitate the students to comprehend the story well.
4. The students greatly listened to the story delivered by the researcher.
5. The researcher divided the students into group of 5 and asked them to discuss their answers with others and practice retelling story they had made.
6. The researcher could manage the class when the classroom situation was not conducive.

Please write down the successful activities!

1. When the researcher explained the material, the students focused on listening to the explanation. They pronounce the difficult words well.
2. When the researcher finished the explanation, some of the students were not afraid of asking the researcher about the difficulty to answer the questions.
3. When the researcher gave the instructions to the students, the students gave good responses toward the researcher’s instructions and they were able to do what had been instructed in the groups.

Please write down the unsuccessful activities!

1. When the researcher started the class, it needed few times to make all the students to be ready and to listen to the researcher.
2. When the researcher gave the instructions, some of the students were still discussing something else.
3. The time allocation for working on the exercise and group discussion was too long. The students took too much time to discuss something else rather than focus on the works.
Field Note
(Friday, March 16th, 2018)
From Observer A in Cycle 1

Please write down the classroom situation!

The situation in the classroom was conducive. The students listened to the researcher carefully and attentively. The students were not noisy because the researcher could manage the classroom well. The researcher also gave reinforcement toward the students’ engagement during the learning process. Moreover, when the researcher told the story, the students seemed enjoying the story. They sometimes responded to the plot of the story with smile or laugh. After that, the students seemed enthusiastic during the group discussion. The researcher also asked the students to do a lottery, so that every student got the chance to retell the story. Sometimes they also asked the researcher some difficulties related to the story.

Please write down the successful activities!

1. The learning activities went well. The students could engage in the learning activities well.
2. The students know what to do when the researcher gave the instructions.
3. The students focused on their assignments when the researcher gave the time to finish their works.
4. The students responded to the researcher’s instruction well.
5. The group discussion went well. The student practiced retelling the story nicely.

Please write down the unsuccessful activities!

1. The instructions given by the researcher were not clear at the beginning. Therefore, the students looked confused.
2. The researcher did not pay attention to some students who were sitting in the back row. They looked discussing something else.
Field Note
(Friday, March 16th, 2018)
From Observer B in Cycle 1

Please write down the classroom situation!

1. The students seemed ready to join the learning process.
2. The researcher re-explained about tenses formula to the students so that the students could get a better understanding of the use of tenses.
3. The researcher involved the students’ participation during the learning process so that the students seemed enthusiastic.
4. The listening section was running well. During the listening section, the students seemed to enjoy the story. Sometimes, they gave responses to the story by smiling and laughing.
5. The researcher gave re-enforcement to the students’ activeness.
6. The researcher divided the students into group of 5. Each group consisted of 5 to 7 students. All group had to do lottery so that every student got a chance to practice retelling a story.

Please write down the successful activities!

1. The explanation was done well. The researcher did involve the students’ engagement in answering the questions.
2. The students concentrated on the listening activities.
3. Most of the time the teacher asked the researcher about the difficulties related to the story.
4. The lottery made all students got the chance to practice retelling the story in their groups.

Please write down the unsuccessful activities!

1. The time allocation for working on the exercise was too long. The students took too much time to discuss something else rather than focus on the works.
2. The students who were still in the back row did not fully focus on their works. They were discussing something else.
3. The students looked confused with the instructions given by the researcher. Therefore, they asked for repetition in order to get a clear understanding.
Field Note

(Friday, March 23rd, 2018)
From Observer A in Cycle 2

Please write down the classroom situation!
1. The situation inside the classroom was good. The students were ready for the class.
2. The researcher greeted the students warmly and enthusiastically.
3. The students responded to the researcher greetings nicely.
4. The researcher reviewed the previous material and asked the students about tenses formula.
5. The students could answer the researcher questions well.
6. The researcher’s voice was clear.
7. The students did all the instruction given by the researcher.

Please write down the successful activities!
1. The researcher told the story enthusiastically by recreating voice, gestures and body movements that made the students enjoy and focused on the story well.
2. The students seemed to enjoy listening to the story.
3. The students listened to the researcher carefully.
4. The game made the students looked enthusiastic. They helped the other students to answer the questions correctly and retell the story.

Please write down the unsuccessful activities!
1. There were only two students who were discussing something else.
2. Some of the students were off-text. They focused on other subjects.
Field Note
(Friday, March 23rd, 2018)
From Observer B in Cycle 2

Please write down the classroom situation!
1. The teaching and learning process was running well. The research could manage the class.
2. The students seemed enjoyed the learning activity, especially when the researcher used a game to engage the students’ participation.
3. The researcher always reminded the students to recheck on their works.
4. The classroom was quiet when the researcher started to deliver the story.
5. During the listening activity, the researcher walked around checking the students’ works.

Please write down the successful activities!
1. The students were active in the classroom because the researcher used a game.
2. The researcher gave a clear instruction which made the students were easy to do the instruction.
3. The time allocation was enough for the students to work on their assignments.
4. The researcher did involve the students’ participation by using a game made the students concentrated on the questions and instruction.
5. The researcher recreated the voice, gestures and body movements while retelling a story made the students were not bored. They looked enjoying it.

Please write down the unsuccessful activities!
1. There were only some of the students who did not pay attention to the researcher’s instructions.
APPENDIX F
Listening Test Results
### The Result of the Students’ Pre-Test in Preliminary Information Gathering

<table>
<thead>
<tr>
<th>No.</th>
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## The Result of the Students’ Post-Test 1 in Cycle 1

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APPENDIX G

Questionnaire Results
Questionnaire Result of Students’ Perception toward the Implementation of Storytelling to Improve Students’ Listening Skill in Cycle 1

Points of each choice:
- Strongly Agree = 4
- Agree = 3
- Disagree = 2
- Strongly Disagree = 1

| No. | Student | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | TOTAL |
|-----|---------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1   | Student 1 | 3  | 2  | 3  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 2  | 4  | 1  | 45   |
| 2   | Student 2 | 3  | 3  | 2  | 3  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 3   | Student 3 | 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 4   | Student 4 | 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 5   | Student 5 | 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 6   | Student 6 | 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 7   | Student 7 | 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 8   | Student 8 | 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 9   | Student 9 | 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |
| 10  | Student 10| 3  | 2  | 2  | 2  | 2  | 3  | 1  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 43   |

The mean \( \bar{X} \) = \( \frac{X_1 + X_2 + \ldots + X_n}{n} = \frac{1640}{34} = 48.24 \)
The Percentage of Students’ Perception toward the Implementation of Storytelling to Improve Students’ Listening Skill in Cycle 1

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<th>No.</th>
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<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly Agree (4)</th>
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<tbody>
<tr>
<td>1.</td>
<td>I can listen to spoken language well.</td>
<td>1 (2.94%)</td>
<td>3 (8.82%)</td>
<td>24 (70.59%)</td>
<td>6 (17.65%)</td>
</tr>
<tr>
<td>2.</td>
<td>I can fully understand what the speaker said in English.</td>
<td>- (11.76 %)</td>
<td>4 (11.76 %)</td>
<td>29 (85.29%)</td>
<td>1 (2.94%)</td>
</tr>
<tr>
<td>3.</td>
<td>I can recognize the English words and directly remember it.</td>
<td>- (35.29%)</td>
<td>12 (35.29%)</td>
<td>20 (58.82%)</td>
<td>2 (5.88%)</td>
</tr>
<tr>
<td>4.</td>
<td>I can determine the type of text delivered.</td>
<td>- (26.47%)</td>
<td>9 (26.47%)</td>
<td>25 (73.53%)</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>I can comprehend the meaning of the whole words.</td>
<td>- (26.47%)</td>
<td>9 (26.47%)</td>
<td>23 (67.65%)</td>
<td>2 (5.88%)</td>
</tr>
<tr>
<td>6.</td>
<td>I can use my background knowledge in comprehending the overall meaning.</td>
<td>- (17.65%)</td>
<td>6 (17.65%)</td>
<td>27 (79.41%)</td>
<td>1 (2.94%)</td>
</tr>
<tr>
<td>7.</td>
<td>I only keep the important or relevant information I heard.</td>
<td>1 (2.94%)</td>
<td>5 (14.71%)</td>
<td>23 (67.65%)</td>
<td>5 (14.71%)</td>
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<tr>
<td>8.</td>
<td>I do not have problems in listening to English words.</td>
<td>10 (29.41%)</td>
<td>15 (44.12%)</td>
<td>3 (8.82%)</td>
<td>6 (17.65%)</td>
</tr>
<tr>
<td>9.</td>
<td>I can differentiate parts of speech.</td>
<td>3 (8.82%)</td>
<td>18 (52.94%)</td>
<td>12 (35.29%)</td>
<td>1 (2.94%)</td>
</tr>
<tr>
<td>10.</td>
<td>I can understand the overall meaning of the information I heard.</td>
<td>- (61.76%)</td>
<td>21 (61.76%)</td>
<td>12 (35.29%)</td>
<td>1 (2.94%)</td>
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<tr>
<td>11.</td>
<td>I can develop my imagination creatively through storytelling.</td>
<td>- (8.82%)</td>
<td>3 (8.82%)</td>
<td>28 (82.35%)</td>
<td>3 (8.82%)</td>
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<tr>
<td>12.</td>
<td>Storytelling helps me to develop my spoken language.</td>
<td>2 (5.88%)</td>
<td>3 (8.82%)</td>
<td>23 (67.65%)</td>
<td>6 (17.65%)</td>
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<tr>
<td>13.</td>
<td>Storytelling helps me to create better learning communities</td>
<td>1 (2.94%)</td>
<td>5 (14.71%)</td>
<td>21 (61.76%)</td>
<td>7 (20.59%)</td>
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<tr>
<td>14.</td>
<td>The implementation of storytelling encourages me to practice listening to others’ stories very well</td>
<td>2 (5.88%)</td>
<td>2 (5.88%)</td>
<td>21 (61.76%)</td>
<td>9 (26.47%)</td>
</tr>
</tbody>
</table>
15. I become more understand and engage in others’ stories after I listen to them. | - | 1 | 29 | 4 |
|   | (2.94%) | (85.29%) | (11.76%) |

16. The implementation of storytelling encourages me to involve my emotional and personal connection and the visual imagery in getting the deeper and richer meaning | - | 1 | 28 | 5 |
|   | (2.94%) | (82.35%) | (14.71%) |

17. The implementation of storytelling helps me to practice my listening skills in comprehending the meaning of the story I hear. | 2 | 2 | 20 | 10 |
|   | (5.88%) | (5.88%) | (58.82%) | (29.41%) |

Total | 22 | 119 | 368 | 69 |
Total X point | 22 | 238 | 1104 | 276 |
Total Point | **1640**
Questionnaire Result of Students’ Perception toward the Implementation of Storytelling to Improve Students’ Listening Skill in Cycle 2

Points of each choice:
- Strongly Agree = 4
- Agree = 3
- Disagree = 2
- Strongly Disagree = 1

| No. | Student | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | TOTAL |
|-----|---------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|-----|-------|
| 1   | Student 1 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | Total: 22 |
| 2   | Student 2 | 4 | 4 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | Total: 20 |
| 3   | Student 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | Total: 20 |
| 4   | Student 4 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 5   | Student 5 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 6   | Student 6 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | Total: 24 |
| 7   | Student 7 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | Total: 20 |
| 8   | Student 8 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 9   | Student 9 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 10  | Student 10 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 11  | Student 11 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 12  | Student 12 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 13  | Student 13 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 14  | Student 14 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 15  | Student 15 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 16  | Student 16 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 17  | Student 17 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 18  | Student 18 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 19  | Student 19 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 20  | Student 20 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 21  | Student 21 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 22  | Student 22 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 23  | Student 23 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 24  | Student 24 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 25  | Student 25 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 26  | Student 26 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 27  | Student 27 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 28  | Student 28 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 29  | Student 29 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 30  | Student 30 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 31  | Student 31 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 32  | Student 32 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 33  | Student 33 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |
| 34  | Student 34 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | Total: 24 |

The mean = \( \frac{X_1 + X_2 + \ldots + X_n}{n} = \frac{1891}{34} = 55.62 \)
The Percentage of Students’ Perception toward the Implementation of Storytelling to Improve Students’ Listening Skill in Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly Agree (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can listen to spoken language well.</td>
<td>- (2.94%)</td>
<td>1 (2.94%)</td>
<td>5 (14.71%)</td>
<td>28 (82.35%)</td>
</tr>
<tr>
<td>2.</td>
<td>I can fully understand what the speaker said in English.</td>
<td>- (17.65%)</td>
<td>6 (23.53%)</td>
<td>24 (70.59%)</td>
<td>4 (11.76%)</td>
</tr>
<tr>
<td>3.</td>
<td>I can recognize the English words and directly remember it.</td>
<td>1 (2.94%)</td>
<td>8 (23.53%)</td>
<td>20 (58.82%)</td>
<td>5 (14.71%)</td>
</tr>
<tr>
<td>4.</td>
<td>I can determine the type of text delivered.</td>
<td>- (14.71%)</td>
<td>5 (14.71%)</td>
<td>26 (76.47%)</td>
<td>3 (8.82%)</td>
</tr>
<tr>
<td>5.</td>
<td>I can comprehend the meaning of the whole words.</td>
<td>- (5.88%)</td>
<td>2 (5.88%)</td>
<td>28 (82.35%)</td>
<td>4 (11.76%)</td>
</tr>
<tr>
<td>6.</td>
<td>I can use my background knowledge in comprehending the overall meaning.</td>
<td>- (17.65%)</td>
<td>6 (17.65%)</td>
<td>25 (73.53%)</td>
<td>3 (8.82%)</td>
</tr>
<tr>
<td>7.</td>
<td>I only keep the important or relevant information I heard.</td>
<td>1 (2.94%)</td>
<td>3 (8.82%)</td>
<td>24 (70.59%)</td>
<td>6 (17.65%)</td>
</tr>
<tr>
<td>8.</td>
<td>I do not have problems in listening to English words.</td>
<td>20 (58.82%)</td>
<td>11 (32.32%)</td>
<td>3 (8.82%)</td>
<td>-</td>
</tr>
<tr>
<td>9.</td>
<td>I can differentiate parts of speech.</td>
<td>2 (5.88%)</td>
<td>6 (17.65%)</td>
<td>8 (23.53%)</td>
<td>18 (52.94%)</td>
</tr>
<tr>
<td>10.</td>
<td>I can understand the overall meaning of the information I heard.</td>
<td>2 (5.88%)</td>
<td>10 (29.41%)</td>
<td>1 (2.94%)</td>
<td>21 (61.76%)</td>
</tr>
<tr>
<td>11.</td>
<td>I can develop my imagination creatively through storytelling.</td>
<td>- (8.82%)</td>
<td>3 (8.82%)</td>
<td>5 (14.71%)</td>
<td>26 (76.47%)</td>
</tr>
<tr>
<td>12.</td>
<td>Storytelling helps me to develop my spoken language.</td>
<td>- (2.94%)</td>
<td>1 (2.94%)</td>
<td>28 (82.35%)</td>
<td>5 (14.71%)</td>
</tr>
<tr>
<td>13.</td>
<td>Storytelling helps me to create better learning communities</td>
<td>- (2.94%)</td>
<td>1 (2.94%)</td>
<td>27 (79.41%)</td>
<td>6 (17.65%)</td>
</tr>
<tr>
<td>14.</td>
<td>The implementation of storytelling encourages me to practice listening to others’ stories very well</td>
<td>1 (2.94%)</td>
<td>1 (2.94%)</td>
<td>5 (14.71%)</td>
<td>27 (79.41%)</td>
</tr>
</tbody>
</table>
15. I become more understand and engage in others’ stories after I listen to them. | - | 3 | 3 | 28 | (8.82%) | (8.82%) | (82.35%) |
16. The implementation of storytelling encourages me to involve my emotional and personal connection and the visual imagery in getting the deeper and richer meaning | - | 2 | 29 | 3 | (5.88%) | (85.29%) | (8.82%) |
17. The implementation of storytelling helps me to practice my listening skills in comprehending the meaning of the story I hear. | - | - | 9 | 25 | (26.47%) | (73.52%) |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th>Total X point</th>
<th></th>
<th>Total Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>61</td>
<td>278</td>
<td>232</td>
<td>1891</td>
</tr>
</tbody>
</table>
APPENDIX H

Interview Guidelines
1. What do you think about the learning process using storytelling?
2. What do you think about your listening skills? Is there any improvement?
3. What have you learned from learning using storytelling?
APPENDIX I

Invitation letter
Dear friends,

I am Astini Agun as an undergraduate student would like to ask for your willingness to be my peer observer in conducting my research with the title, “The Implementation of Storytelling to Improve Listening Skill of the 8th grade Students of SMPN 1 Yogyakarta.”

If you want to be my peer observer voluntarily, please contact me via E-mail or telephone number below:

E-mail: Astiniagun@gmail.com

Telephone number: 082311255667

I would very appreciate a cooperation and interview with you at your convenience to discuss your works as a peer observer. I can be reached in confidence at the above E-mail and telephone number and look forward to hearing from you.
APPENDIX J

Photos Taken During the Research
*More photos will be provided upon request.