

CHAPTER 1

INTRODUCTION

A. The Background of Research

One of the most obvious reasons to test listening is that traditionally language ability has been considered to comprise four skill, and listening comprehension, along with speaking, reading and writing. Feyten (1991) claims that more than 45 percent of our total time communicating is spent listening, which suggests the tremendous importance of listening skills in overall language ability. Whenever people are interested in general language proficiency, they usually want to know about listening ability¹, which clearly show how important this skill in over all language ability. Despite that, there are some people still consider that listening in English is difficult, especially for foreign language students include Indonesia. They feel difficult to understand English in both of monologue and dialogue form with variation reasons such as lack vocabularies, grammar problems, an unfamiliar with spoken language of native speaker.

¹ Gary Buck, *Assessing listening* (New York : Cambridge University Press, 2001), 95.

In reality, listening was not the main lesson in the school. Moreover it is forgotten by us. Some schools are still giving general material of listening when teacher teaches in the class. Such as, material of politic, material of social, material of economic, material of education, and so on. Therefore, many of students undergo difficulty when they lesson listening. Because, they are still lake insight, lake vocabulary, and information of unfamiliar.

Based on the researcher's observation, the problem also occurred at SMAN 5 CILEGON. The students find the difficulties in lesson listening. Because of them are still confuse about it. Beside that, they also cannot predict what speakers are going to say when they have to listen the native speakers. So, it makes the students feel that listening is difficult to learn.

Based on the background above, the researcher offer the alternative strategy to solve those problems that is by using media called *folktale* which can be implemented to practice student's listening ability in the class. Finally, the researcher takes the title "*Improving Students' Listening Skill Through Folktale*".

B. Statement of The Problem

Based on the explanation of the background above, the writer formulated the problem as follow:

1. How is the students' ability of SMAN 5 Cilegon in listening skill?
2. How can Folktale improves students' listening skill by using folktale?

C. The Limitation of The Problem

This study is concentrated on analyzing The improving students' listening skill through folktale of the students at SMAN 5 Cilegon and this study is the students listening skill.

The limitation of the study is monologue text of narrative. The writer uses a limitation in order to give a clear description of discussion in this study.

D. The Aim of The Research

The writer makes some objectives of the research as follows:

1. To know the students' ability in listening skill.
2. To know the students improvement of listening skill by using folktale.

E. The Use of The Study

The writer tries to give solution in teaching-learning process, especially in teaching the major of listening. It is hoped that by understanding the concept of listening, students will have the ability to find listening skill in the class.

F. The Previous Studies

1. 092300688, Fatmawati, which the title “ The Effectiveness of Using English Folktale to Increase Students’ Writing Narrative Text Ability (An Experimental Research at the Second Students of SMP Negeri 1 Bojonegara - Serang)”.
2. 072300271, Evi Fadilah, which the title “The Effectiveness of Using Folktale in Improving Students’ Speaking Ability (An Experimental Research at the Second Grade in MA Sultan Hasanuddin Lebak)”.

G. The Importance of the Research

The result of the research is expected has many uses for the researcher, especially and also for some people, the study has two major benefits as follows:

1. Theoretical Benefit
 - a. The result of the study can be used an input in using folktale as a media on the students' listening skill.
 - b. The result of the study can be used as reference for who want to conduct this research.
2. Practical Benefit
 - a. Student
 - 1) Through using folktale as a media, students can improve their listening skill as one process and enjoyable activity.
 - 2) Can help student understanding the material of listening better.
 - b. English Teacher
 - 1) It can develop a teaching technique more creative, effective and efficient to make students interested in learning listening.
 - 2) The teacher can know the teaching technique which can improve students listening skill.
 - c. The writer
 - 1) It gives a description about using folktale to teaching listening skill.

2) It can improve the writer's knowledge, skill, and experience about teaching learning process especially in English listening subject.

d. Further researcher

- 1) It gives a profitable description to any further researcher which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.
- 2) It can be a data source for other writer who interest using folktale as media to improve and apply it by using other approach or researcher method.

H. Organization of Writing

This thesis is divided into five chapters :

Chapter one is introduction which the writer explains about the background of Research, statement of the problem, The limitation of the problem, the aim of the research , the use of the study, the previous studies ,the importance of the research, and organization of writing.

Chapter two discusses about theoretical review, definition of listening, type of listening, models of listening process, listening

Principles, the nature of folktale , definition of folktale, procedure of folktale, and advantages of folktale.

Chapter three discusses about methodology of research which consist of the method of the research, location and time of the research, the technique of data collecting and data analyzing.

Chapter four contain the result of research general description of SMAN 5 Cilegon the contains analysis result of the research improving of listening skill data the correlation between variable x and y data.

Chapter five discuss about conclusion and suggestion that are completed by bibliography and appendices.

CHAPTER II

REVIEW OF THE RELATED THEORY

A. The Nature of Listening

1. Definition of Listening

Thanajaro said that “Listening is defined as an active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words in an attempt to understand the intended message of a speaker or the oral text so that he/she can respond effectively to oral communication.”² It is a process where the listener is trying to interpret the meaning or the information from what he or she hears with the result that he or she can understand the intended message of a speaker or the oral text such as monologue text, poem, broadcast news, etc.

Michael Rost stated that “the term listening is used in language teaching to refer to a complex process that allows us to understand spoken language.”³ This process involves understanding a speaker's accent or pronunciation, the speaker's

²Thanajaro, *Using Authentic Materials to Develop Listening Comprehension* (Blacksburg : 18 January, 2000), 4.

³ Ronald Carter and David Nunan, *Guide to Teaching English to Speakers of other Languages* (New York: Cambridge University Press, 2001), 7.

grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

According to Thomlison's in Hamouda, "listening is the ability to identify and understand what others are saying."⁴ This ability allows people to understand spoken language that communicated each others in the active communication like conversation or passive communication like broadcast news. This is based on the assumption that "the main function of listening in second language learning is to facilitate understanding of spoken discourse."⁵ It means second language listener focuses on building information from what they hear and then interpret it to understand spoken language, of course it is different from native listener where they have become accustomed to listen English spoken language.

Listening is one of the major components in language learning besides speaking, reading, and writing. Among of them, listening is one of the most important, because according to Feyten in Vasiljevic "more than 45% of communicating time is spent

⁴ Arafat Hamouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," *International Journal of Academic Research in Progressive Education and Development*, Vol.2, No.2, (April, 2013), 117.

⁵ Jack C. Ricards, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), 3.

listening. it shows that how important listening skill to overall language ability.”⁶ As we know listening is an important skill that has crucial function, besides as the skill that more often used than others, “listening also has a crucial role where it is used in conjunction with the other skills of reading, writing, and speaking.”⁷It means listening has a crucial contribution for them, for example when someone tries to speak and respond of what his partner’s say, automatically he must have a good listening skill to do it, in other hand, listening is also used as a conjunction to other skills.

Based on the definition of the listening above, it can be summed up that listening is the ability to identify and understand the spoken language to get information or intended message of speaker or oral text.

2. Type of Listening

Talking about types of listening, it can be started with how to design appropriate assessment task in listening with the

⁶ Vasiljevic, “Dictogloss as an Interactive Method of Teaching Listening”, 41.

⁷ Carter and Nunan, *Guide to Teaching English*, 7.

specification of objectives, or criteria. Those objectives will classify in terms of several types of listening. Before listening something, let us see how the process of sound gets through into memory ⁸:

- a. Recognize speech sounds and hold a temporary'' imprint'' of in short term memory
- b. Simultaneously determine the type of speech event (monologue, interpersonal dialogue, transactional dialogue) that is being processed and attend to its context (who speaker is, location and purpose) and the content of the message.
- c. Used bottom–up linguistic decoding skills and or top-down background schemata to bring a plausible interpretation to the message, and assign a literal and intended meaning to the utterance.

Each of stages represents a potential assessment objective:

- a. Comprehending of surface structure elements such as phonemes, words, intonation or grammatical category
- b. Understanding of pragmatic context

⁸ H. Douglas Brown, *Principles of Language learning and Teaching*, 5th ed (New York: Pearson Education. Inc, 2007), 119-120.

- c. Determining meaning of auditory input
- d. Developing gist, a global or comprehensive understanding.

From these stages it can be identified types of listening as below:

- a. Intensive. Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of larger stretch of language.
- b. Responsive. Listening to relatively short stretch of language (a greeting question, command, comprehension check).
- c. Selective. Processing stretches of discourse such as short monologue for several minutes in order to “ scan” for certain information. Selective listening could ask students like listen for numbers, a grammatical category, directions, or certain facts and events.
- d. Extensive. Listening to develop a top down, global understanding of spoken language. Listening for gist, main idea, and making inference are all part of extensive listening.

Based on the explanation above, the writer focuses on selective listening in which the students interpret the monologue text to get general information of the text, in this case is narrative text. Monologue is “long speech by one person.”⁹ Monologue also defined as “prolonged talk or discourse by a single speaker.”¹⁰ Monologue is common to be listening material or media in teaching listening, Harmer also suggested monologue as one of listening task, he said that “various monologue genres can be used for different listening task for example, we can ask students to listen to lectures and take note.”¹¹ One of listening task that was designed by Buck also used monologue as audio listening media, he illustrated it in table below:¹²

⁹ *Oxford Learner's Pocket Dictionary*, 4th ed (New York : Oxford University Press,2008), 284.

¹⁰ Kim Schneiderman, “The Differences Between a Monologue and a Dialogue”,<https://www.psychologytoday.com/blog/the-novel-perspective/201201/the-difference-between-monologue-and-dialogue> (downloaded at July 8th, 2015)

¹¹ Jeremy Harmer, *How to Teach English* (Edinburgh Gate: Pearson Education Limited, 2007), 143.

¹² Gary Buck, *Assessing Listening*, 224.

Table 2.1
Task Design of Gary Buck

Part	Task Type	No	Task Description
1	Comprehension question on short text	8	Test-takers listen to monologue or interaction, about 30 sec long, and answer three-option multiple-choice questions.
2	Note taking or blank filling	10	Test-takers listen to a monologue or interactions, approximately 3 min long, and complete statements or

			fill in missing information
3	Multiple matching	5	Test takers listen to a stories of short monologues or interactions, about 30 sec long, and select a short summary from a list of summary statements

4	Comprehension questions on a longer text	7	Test takers listen to a 3 min monologue, or interactions, and then answer multiple choice questions
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So, in this research the writer also will use monologue text as a media of sound in teaching listening with main task is comprehension questions on a longer text, in other hand, this research focuses on listen to monologue text.

3. Models of Listening Process

Several models have been developed to explain how the listening process functions in adults. According to John Flowerdew and Lindsay Miller those models divide into three categories, the

are the bottom up model, the top down model, and interactive model.¹³

a. Bottom up model

The first model of listening to be developed was the bottom-up model. According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.

b. Top down model

Top-down models emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects

¹³ John Flowerdew and Lindsay Miller, *Second Language Listening Theory and Practice* (New York: Cambridge university press, 2005), 24-26.

are quite able to identify truncated words so long as they are presented with the surrounding context.

c. Interactive model

If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably, by Rumelhart (1975). According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

An important advantage of the interactive model over hierarchical models, whether they be bottom-up or top-down, is that it allows for the possibility of individual variation in linguistic processing. From the pedagogic point of view, this opens up the possibility of a model that is sensitive to individual learning styles, on the one hand, and group needs, on the other. At the level of the individual, some individuals may prefer to

rely more on top-down processing, while others may favor an approach with more emphasis on bottom-up processes. At the level of the group, beginners are likely to need to spend more time on developing basic bottom-up skills of decoding. For more advanced learners, however, who have mastered basic phonology and syntax, emphasis on the development of top-down skills of applying schematic knowledge may be more appropriate, although even advanced learners need to work on bottom-up features of fast speech.

From listening models above, the writer will use top-down model as a limitation of this study where the main focus is students can understand and get information of the text that they hear by using their background knowledge and some key words that they find in the text.

4. Listening Principles

Harmer mentioned the principle of listening, where teachers should be pay attention about it for their students. The principles are as follow:¹⁴

¹⁴Harmer, *How to Teach English*, 135-136.

- a. Encourage students to listen as often and as much as possible.

The more students listen, the better they get at listening and the better they get at understanding pronunciation and at using it appropriately themselves.

- b. Help students prepare to listen

Students need to be made ready to listen. This means that they will need to look at the pictures, discuss the topic, or read the questions.

- c. Once may not be enough

There are almost no occasions when the teacher will play an audio track only once.

- d. Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teacher to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students.

- e. Different listening stages demand different listening task.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages.

f. Good teacher exploit listening texts to the full

If teachers ask students to invest time and emotional energy in a listening text and if they themselves have spent time choosing and preparing the listening sequence then it makes sense to use the audio track or live listening experience for as many different applications as possible.

There are many problems that occur when teaching listening is caused by teachers that still ignore the principles above such as learning activity that unplanned well, little do practice, and it is not using variation audio track.

One of the principles is the importance of using variation source or audio track, and live listening is one of good option to make variation. Harmer mentioned the kind of live listening that can used in listening activity, they are¹⁵

1) Reading aloud

Reading aloud is an enjoyable activity, when done with conviction and style, is teacher reading aloud to a class. The teacher can also read/ act out dialogues either by playing two parts or by inviting a colleague into the classroom.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed (Edinburgh Gate: Pearson Education Limited, 2008), 307.

2) Storytelling

Teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of the story, the students can be asked to predict what is coming next, or be asked to describe people in the story or pass comment on it in some other way.

3) Interviews

One of the most motivating listening activities is the live interview, especially where students themselves dream up the questions. Where possible we should have strangers visit our class to be interviewed, but we can also be the subject of interviews ourselves. In such circumstances we might want, though, to set the subject or to take on a different person for the activity.

4) Conversation

If we can persuade a colleague to come to our class we can hold conversations with them about English or any other subject. Then students have the chance to watch the interaction as well as listen to it. We can also extend storytelling possibilities by role-playing.

In this study the writer will focus on using storytelling where the story will be dictated by the writer and students will be asked to describe and answer the questions about the text.

On the other hand, listening is the ability to identify and understand the spoken language to get information or intended message of speaker or oral text. The writer will focus on listening as a process to understand and get information or intended message of speaker or oral text by using selective listening as a type of listening where it is used to find out the information of monologue text. Monologue text is used in this study as a listening media that will be delivered to students by using storytelling as a listening activity, so this study focuses on listening to monologue text where the text type is narrative text. This study also focuses on top-down models where to find out the general information of monologue text students is more dominant to use their background knowledge and some clues to help them understand the text.

B. The Nature of Folktale

1. Definition of Folktale

The term “folktale” is used for several related kinds of stories. Most narrowly, a folktale is a traditional story that has been passed on by word of mouth – told from parent to child over many generations or passed on by countless storytellers sitting around countless evening fires. No one knows who the original author was, and there are usually different versions of the same story.¹⁶

A folktale is a traditional story which has been passed down from person to person over the years. Every culture has its own folktales, and a large number of these stories have never been written down. So the story we read or listen to today may be quite different from the original. Very often we have no idea who the original author was.¹⁷

A folk tale is a story or legend handed down from generation to generation usually by oral retelling. Folk tales often explain

¹⁶ Eric K. Taylor, *Using Folktales* (New York : Cambridge University Press, 2000), 4.

¹⁷ Retold by Kathy Burke, *World Folktales* (Edinburg Gate: First published by Penguin Books 2003), vi.

something that happens in nature or convey a certain truth about life.¹⁸

Based on some explanations above the researcher summed up that folktales is story or legend that was told from persons to other by using oral communication and it's unknown who is the original author of the story.

2. Procedure of Folktale

The researcher uses folktales as a media and combine it with content - based instruction approach as a teaching method, on the other hand the procedure of the teaching method are:

1. Linguistic analysis: discussion of grammar and vocabulary based on students' analysis of oral presentations done the day before.
2. Preparation for audio: activities previewing vocabulary in the audio, including a vocabulary worksheet.
3. Viewing a segment of the audio.
4. Discussion of the audio: The teacher leads a discussion of the audio

¹⁸ Appleseed ,Johnny "What is a Folk Tale?",
http://bookunitteacher.com/indians/reading/what_is_a_folk_tale.htm
(downloaded at 16th May 2016)

5. Presentation of articles: Students make presentations, which may be taped so that they can later listen for self-correction.¹⁹

3. Advantages of Folktale

There are many advantages of using folktale for language learning, they are:²⁰

- a. They contain a predictable structure that assists students in comprehending the details of the story.
- b. They contain a lot of cultural connections that allow a students to easily compare and contrast elements of the tale with their own culture, especially on issues dealing with beliefs, moral ethics, practices and traditions.
- c. Folktales contain common universal themes dealing with humanity and how we relate to each other.
- d. They are also very useful for helping students develop academic skills because the text requires less time to decode.

As a result, students can concentrate on improving their ability to compare and contrast; to evaluate ideas, organize them and understand how they relate to each other; to compile facts

¹⁹ Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 2th ed (New York : Cambridge University Press, 2001), 219

²⁰ Anne Michelle Myrick, *Folktales and Philanthropy* (Brattleboro : November 1, 2012),44.

and write summaries; and to infer or draw conclusions from what has been read.

CHAPTER III METHODOLOGY OF RESEARCH

A. The Method of The Research

The study of research that is used by writer is an action research. The action research is the research through that students or teacher work toward the improvement of their own practices.

In classroom action research, the observers take four procedures in conducting the research, they are planning, action, observation, and reflection.

The following will be described below:

a. Planning

Planning action is arranged based on the identification of problem planning this stage includes action relate to learning process planning and executing behavioral changes in the client organization.

b. Action

This cycle is implementation of all planning. It takes place is in the classroom. Action is guided by palling in the

sense that it looks back to planning for its rationale as a result, plans for action must always have a tentative provisional quality : they must be flexible and open to change in the light of circumstances.

c. Observation

The observation is done simultaneously with action. The data is collected in this cycle, observation has the function of documenting the effects of critically informed action. It looks forward, providing the basis for reflection now, but more in the immediate future as the present cycle runs its course.

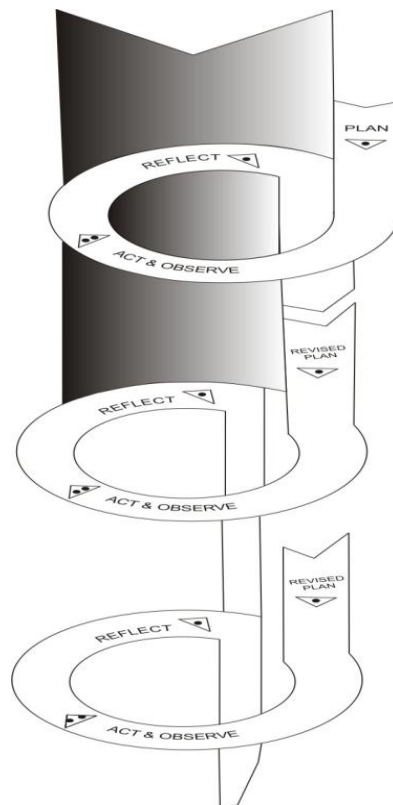
d. Reflection

This cycle has purpose to analyze generally. Reflection in classroom action research consists of analyzing, synthesis and evaluation toward the result of action. Reflection seeks to make sense process, problems, issues and constraints made manifest in strategic action. Reflection is usually aided by discussion among participant.

Process before recycling into further study. To be clearer, here is the modified figure of action research.

One of them cycles figure of classroom action research by Jean McNiff and Jack Whitehead below :

Figure 3.1 Action – reflection cycle of planning, acting, observing, and reflecting²¹.



²¹ Jean McNiff and Jack Whitehead Jean Meniff Jack Whitehead, *Action Research Principles and Practice*, 2nd ed (New York : First published by RoutledgeFalmer, 2002), 45.

While, to the procedure above are steps that will be done by the research:

Cycle 1

a. Planning

1. The researchers has to has legal permission from school where the researches does the research to conduct the classroom action research
2. The researcher observe. That is done by researcher to get initial feature about SMA N 5 Cilegon as whole and the condition of learning process in particularly at SMA N 5 Cilegon
3. To identify the problems of English which arise in teaching process, particularly at SMA N 5 Cilegon
4. To set learning scenario or structure by using various exercise in listening skill through folktale.

b. Acting

1. To know the situation of the class, learning process, use method, classroom activity, especially the students' listening skill. So that the research conducts classroom action 1, to do teaching English learning.

2. For several minute the researcher describe about the important of English language especially listening.
3. And then the researcher conduct classroom action 1, that is by using folktale .
4. The researcher give the instructions and the students to respond it.
5. The students have to identify the instruction according to the folktale.

c. Observing

1. To observes the activity, that is focused on how far effectiveness of the first tasks to purpose of improving students' listening skill.
2. The researcher give the opportunity to the students to listen the folktale about their difficult in learning listening.

d. Reflecting

1. To evaluate the result of the practice and analyzing the data basis of identifying the objects. That is done to know the difficulties of using this media of study.

2. To renew the media of the study based on the previous evaluation and observation on that will be done in the cycle II.
3. Reflection I, in this part the researcher set the new design of listening skill to renew action that will be done in the cycle II.

Cycle II

a. Planning

1. The research set learning scenario by using folktale formulated by practicing the instruction according to things or objects of materials.
2. The research prepares things or objects of materials as a medium.
3. The students respond the instruction.

b. Acting

1. The researcher identify one of things or objects of materials as example.

2. The students match the correct instruction according to the folktale in accordance with the object and meaning is learned in English.
3. The students practice the instruction.

c. Observing

1. Observing the activity that is focused how far the effectiveness of this medium for the purpose of improving students listening.
2. The researcher noted highness and the lowness to match the correct instruction according to the folktale in accordance with the object and meaning is learned in English.

d. Reflecting

1. Evaluating the result of the practice and analyzing the data on the basis of the format arranged. That is done to know how far effectiveness and achievement by using folktale of studying cycle II.
2. Renewing the medium of study based on the previous evaluation and observation.

B. Location of The Research and Time of The Research

This research is held by researcher at *SMAN 5 Cilegon, Kota Cilegon, the school is located on Jl.Sunan Bonang, Km 2, Kel. Kubang Sari Kec.Ciwandan, Kota. Cilegon Banten*, and the writer choose the place because teaching experience at this school which the problem come up from the class and the writer is teacher this school.

C. Technique of Data Collecting

As the study is intended to improve the students' ability in listening by analyzing the standard competence for senior high school the technique used to collect the data is a listening test that takers listen to the folktale.

There are so many techniques and variation for listening test according to Chastain recommends going from the sample to the complex interms of difficulty factors and from the short to long term of content for developing the memory span these night be first specified some practical principle for designing technique that

include aural comprehension dialogue or multi participants announcement task or lecture, instruction, direction etc.²²

Data is very important in the field research. The data will give the researcher information about the respondent.

In collecting data the writer do some steps, such as :

a. Interview

To add the data the writer look for the information through interview it is done to the students as participant in English learning.

b. Observation

The observation is needed to get the primary information from the school. Besides, it can help the research to record the progress of student in mastering the lesson. The research observes and documents classroom interaction by using observation sheet.

²² Suzanne Herschenhorn ,*Teaching Listening Comprehension* (Los Angles : New Burry House Publisher, 1978),68.

c. Test

A test is said to be valid if it measure accurate what it is intended to measure. A test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc.²³

D. The Technique of Data Analyzing

To analyze the data, the researcher will apply the following technique:

- a. Preparing the key
- b. Correcting and scoring the student's answer sheets
- c. Computing the students; correct answer on the test.
- d. Computing the presentage of the correct answer on the test
- e. The student score is used to determine the level of their ability in listening ability in particular to score the right answer of the student the researcher used this formula:

$$S = \frac{R}{N} \times 100 \%$$

S = student's score

R = The sum of the right answer

²³ Arthur Hughes ,*Testing For Language Teachers* (New York: Cambridge University press,1989),22.

N = The sum of the items

E. To interpret the student's score. The research determine by using ration scale, internal scale, ordinal scale or nominal scale, for this reason cause the researcher use it as the measurement tool the student ability, the level to group student score are as follow :

90 – 100 (A/Extremely good)

75 - 89 (B/Good)

60 – 74 (C/Fair)

45 – 59 (D/Low)

0 – 44 (E/Extremely low/fair)

To find the mean score the writer used the formula as follows :

$$X = \frac{\sum fx}{f}$$

M = Mean score

\sum = The sum of

X = The students' score

F = The number of students²⁴

²⁴ Supardi dan Syah Darwiansyah, *Pengantar Statistik Pendidikan* (Jakarta: Gedung Diadit Media,2009),38.

CHAPTER IV

THE RESULT OF STUDY

A. Description of Data

After conducting the classroom action research in senior high school, it gives the writer many opportunities to improve students' listening skill. The writer is easy to manage the class because in this stage the students are able to share their problems in learning English. They can state what they find out in learning more effectively to improve the listening skill.

Listening to some folktale is used for students in order to make the students not only understand the entire text of the book but also apply the rule of the listening folktale.

In this chapter we do have two cycles :

In this cycle I, we design about what program we would like to apply, include planing, observation and action for students to get understand them about listening skill from folktale comprehension. In the last program, we often make some reflection to evaluate the programe.

Where as, for the cycle II we do apply some programs which complete the previous programe in the cycle I. The cycle II

upgrades the cycle I whether it has some less or not. and of course at last we often make the final reflection for both cycles.

To check whether this cycle runs well or not we can see from the explanation below:

- **Cycle 1**

- 1. Plan I**

1. The researcher proposes a lesson plan based on syllabus and set the learning texts folktale takers which of the first medium is making the instruction according the the folktale.
2. To form the model interaction in the class that is greeting, hearing, and question about folktale takers. the research prepare learning tools as media that will be used in teaching and learning listening.
3. The researcher asks students to give the result of their listening to order students.

- 2. Action and Observation**

learning activity on cycle 1 was conducted on Thursday August 18-2016, by time allocation 2 x 45

minutes, in cycle 1 the research give material about folktale takers.

The steps of teaching learning on cycle 1as follows :

1. In the first meeting the teacher introduces herself and her purpose came at the class.
2. The Students are given 10 minutes to listen the audio folktale
3. In the last steps, the students answered the text folktale takers.

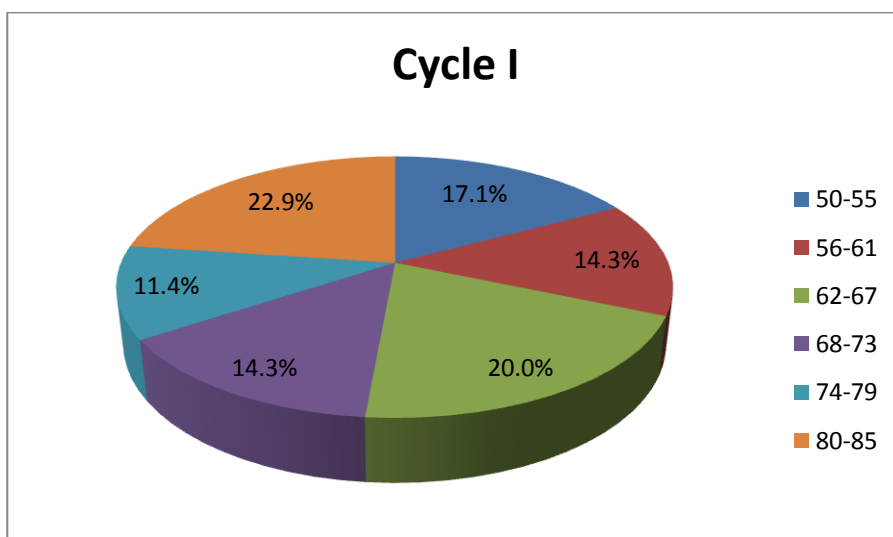
Based on the activity above, the researcher observed that there is improvement on students listening although there was some students were incapable in doing this. the result of this assessment was six students (17,1%) get score between 50-55 was still poor : the students were not ready to study and not familiar with the vocabs yet. five students (14,3%) got score between 56-61 they still felt confused : the students felt confused in understanding of the test. seven students (20%) got score between 62-67 were good enough of the test, although they were less in listening. four students (11,4%) got score between 74-79, and eight students (22,9%) got the score

between 80-85 were very good : they can identify the instruction according to the folktale of the audio.

For more details, we can refer the following graphic :

Graphic 4.1

The result of the students score in the first test



Based on the students' assessment of the test, it can be described that students' listening ability still below average. For the details, we can refer to the following table:

Table 4.1
The Test Result of Cycle 1

Score	Frequency (f)	Mid Point (x)	Percentage	FX
50-55	6	52,5	17,1%	315
56-61	5	58,5	14,3%	292,5
62-67	7	64,5	20,0%	451,5
68-73	5	70,5	14,3%	352,5
74-79	4	76,5	11,4%	306
80-85	8	82,5	22,9%	660
Total	35			\sum FX 2377,5

Range \textcircled{R} = High score – Low score

$$= 85 - 50$$

$$= 35$$

Class (K) = $1 + (3,3) \log n$

$$= 1 + (3,3) \log 35$$

$$= 1 + (3,3) 1,54$$

$$= 1 + 5,082$$

$$\begin{aligned}
 &= 6,082/6 \\
 \text{Interval Class} &= R:K \\
 &= 35:6 \\
 &= 5,8 \\
 &= 6 \\
 \text{Mean/x} &= \sum \frac{fx}{n} \\
 &= \frac{2377,5}{35} \\
 &= 67,9 \text{ (C/Fair)}
 \end{aligned}$$

Based on the average of students score in the first cycle the position of listening proviciency level is C/Fair.

3. Reflection 1

The activity of the first cycle gives the result of the students liked very difficult, lot of students are uncapable in their English Listening Skill, so they can't answer the question. Hence I will do the second cycle by giving the students again about an audio folktale titled situ bagendit.

- **Cycle II**

- 1. Revised plan II**

- a. The researcher designed lesson plan to applied at the class.
- b. Making the class conducive and comfortable circumstances
- c. Asking the students to give the result of their listening skill to order student.

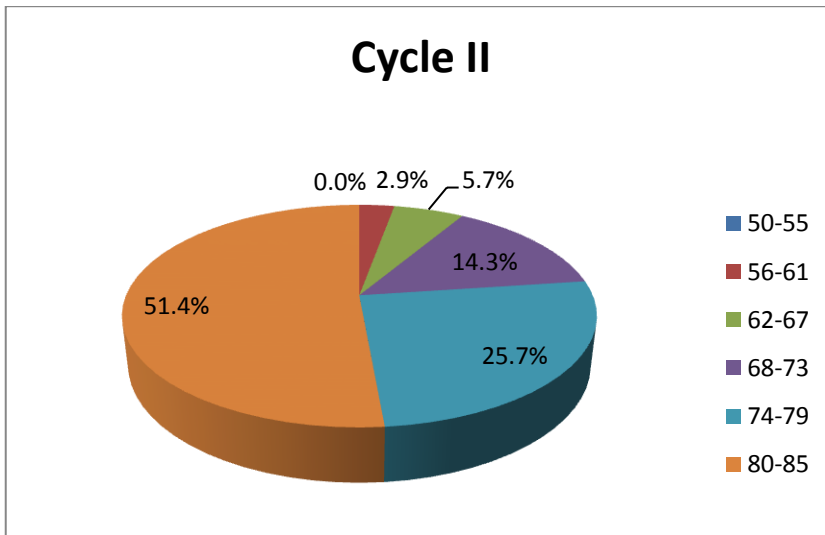
- 2. Action and observation II**

Learning activity on cycle II was conducted on Thursday 15-09-2016, by time allocation 2 x 45 minutes, in cycle II the research give different material than before about things in the classroom.

The steps of teaching learning on cycle II as follows :

- a. The Students listened what the researcher asked
- b. The Students were given 10 minutes to listen the folktale of audio
- c. The Students answered the text folktale takers.
- d. In the last steps, the Students answered the question about the folktale.

Based on the observation of the last technique, the research concludes that the student who have the ability of listening comprehension can basically rise the quality of listening skill. The result of the listening assessment test. the writer found that some students (2,9%) got score between 56-61 was low, the students did not familiar yet with the vocabulary and the students got confused in understanding of filling the test. Two student (5,7%) got score between 74-79 was good and eighteen students (51,4%) got score between 80-85 was very good : they can identify the instruction according to the text folktale takers of the audio and the students understand of filling the test.

Graphic 4.2**The result of the Students' score in the second test**

Based on the assessment of students' test in the last cycle, this is last cycle there are many students get good score before. For the details we can see the table.

Table 4.2
The test result of cycle II

Score	Frequency (f)	Mid Point (x)	Percentage	FX
50-55	0	52,5	0,0%	0
56-61	1	58,5	2,9%	58,5
62-67	2	64,5	5,7%	129
68-73	5	70,5	14,3%	352,5
74-79	9	76,5	25,7%	688,5
80-85	18	82,5	51,4%	1485
Total	35			Σ FX 2713,5

Range \textcircled{R} = High score – Low score

$$= 85 - 50$$

$$= 35$$

Class (K) = $1 + (3,3) \log n$

$$= 1 + (3,3) \log 35$$

$$= 1 + (3,3) 1,54$$

$$= 1 + 5,082$$

$$= 6,082/6$$

$$\text{Interval Class} = R:K$$

$$= 35:6$$

$$= 5,8$$

$$= 6$$

$$\text{Mean}/x = \sum \frac{fx}{n}$$

$$= \frac{2713,5}{35}$$

$$= 77,5 \text{ (B/Good)}$$

The average of cycle II was better than cycle 1 and the position of listening proficiency is B/Good.

3. Reflection II

The activity looked more interested (the students feel happy and enthusiasm in using folktale), more active (the students were active in asking, answering and responding to lessons with a good English), than before, the students can answer fluently. The development in this cycle is measured by the test and the cycle II that the researcher provides.

B. Interpretation of the Data

After conducting the classroom research only of cycle 1 until cycle II, because there were an increase of students in the folktale of audio has been successful, in default value taken is 77,5. The researcher found that some techniques are easy and some of them are some what difficult and the result of cycle II showed that indicator of success has targeted is achieved well. The researcher intended to describe the result of students listening skill by using folktale. Having analyzed the development in each cycle and score reached by the tester, the research knows that there were positive development.

Table 4.3

The Students Score of Cycle I and Cycle II

NO	NAME	SCORE	
		CYCLE 1	CYCLE II
1	Afan Ruahdi	52	68
2	Ahmad Allan Kusuma	82	85

3	Ainun Nisa	85	75
4	Airin Natasya	85	82
5	Alyfha Putri Erita Anugrahan	78	82
6	Ratu Hana Nuraini	67	78
7	Dwi Uswatun Hasanah	82	75
8	Eka Susanti	85	82
9	Endang Ayu Hartini	56	83
10	Febbi Firayanti	82	85
11	Fesi Sintia	80	82
12	Fitriah	58	85
13	Haikal Zihni Firdaus	80	65
14	Hijazul Arif	69	85
15	Iis Tiyanah	68	84
16	Jolanson Tinus Lumban Goal	55	85
17	Lisnawati	70	79
18	Maemunah	79	74
19	Muhammad Aldi	60	85

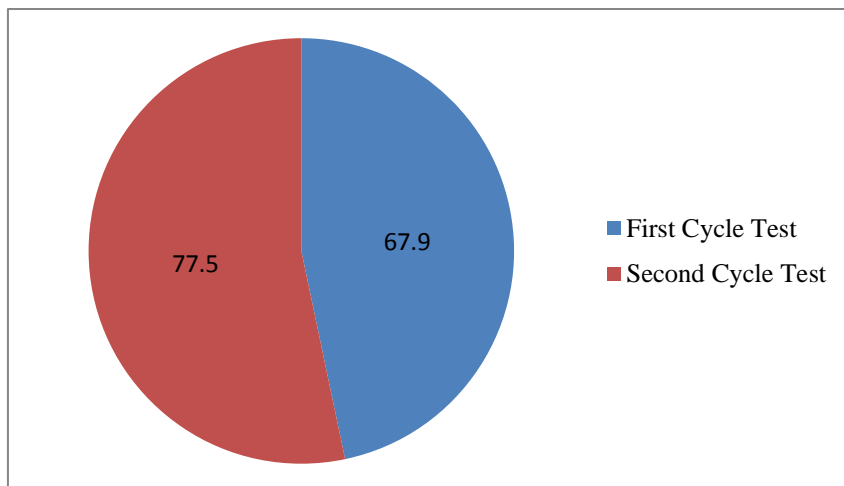
20	Muhammad Fauzul Adhim	52	80
21	Nabela Tri Wahyuni	70	60
22	Nurbaeti	58	83
23	Putri Almagianti	65	75
24	Ratu Indri Febrianti	59	82
25	Rezza Widia Utami	79	79
26	Safiroh	62	74
27	Septia Rini	75	74
28	Silvi Astuti	72	80
29	Siti Amnah	64	62
30	Siti Jariyah	52	85
31	Sri Rahmah Sari	52	68
32	Sulis Sanria	66	84
33	Vina Hildianah	55	68

34	Winda Astuti	62	69
35	Zacky Fadhilah	65	70
SUM		2381	2712

Table 4.4

The Data of cycle I and cycle II, as follows :

	First Cycle Test	Second Cycle Test
SUM	2381	2712
AVARAGE	67,9	77,5
LAVEL	C	B

Graphic 4.3**The Comparison of the Result in Each Cycle**

Based on the table, the writer could see that there was from the first cycle until the last cycle. the writer could compare the result of the first test to the last test. It could be described the students' listening to improve by using folktale from 2381 to 2712, the average from 67,9 with level C, to 77,5 with level B. From the result, it could be concluded that folktale could improve students listening skill.

From this table we have known that there is improvement between the first cycle until the last cycle in improving students listening skill by making the instruction according to the text

folktale takers (mean score : 67,9/ C), choosing the expression agree with the text folktale takers (77,5/ B) the matching the sign and the meaning, so interpreted that there is significant effectiveness in increasing students listening using folktale.

it can be also seen from the observation sheet 1 the students' responses, participations, is enough, but the student's creativity and skill is good and effectiveness of using the techniques is enough but making the instruction according to the text folktale takers is good, and the observation sheet II the students very good because in this observation aspects the students making the instruction according to the text folktale takers and able to associate language.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After observing this research, the researcher found that using the folktale was the process the students become more active, participative, and more struggle to show their listening skill.

And the researcher gets the result there are :

- The students' ability in listening skill at SMA Negeri 5 Cilegon more enthusiastic. In cycle 1 the students' got score 67,9 (C/Fair) and finally on cycle II got score 77,5 (B/Good), because folktale could improve students' listening skill. So in another word, teaching method uses listening folktale was interesting, happy and one way to improve students' listening that could be applied in Senior High School. The result of this research showed that folktale did not only improve students' listening achievement, but also motivated the students to learn listening with interesting way.
- The usage of the folktale technique would seem that it would certainly improve the students opportunities for language use the students would be placed in the situations where they would

be required to use the language as well as listen and comprehend.

- folktale not only solves problems about listening ability, but also how can folktale improves students' listening skill, and asked the student to answer question.
- The folktale takers in listening toward students' listening skill using folktale activities was success, the result of study is very well, the students are enthusiastic to follow the class using folktale.

B. Suggestion

After getting the result of students text folktale taker the researcher needs to give some suggestion which much more useful not only for teacher but also for students as the learners :

1. For Students

- The students should find their own age as their best folktale in improve English
- The students should exercise more in order to have more good in listening.

- The students of SMA Negeri 5 Cilegon must listen a lot of learning to increase listening ability.

2. For Teacher

- Teachers should give new and various method in teaching English.
- The teacher must look for some interesting ways to teach listening in order the students did not feel bored in learning English.
- The teacher should be very familiar with varieties of teaching technique to improve their students' listening skill.

3. For The School

- The school could basically find the alternative method of teaching based on from this classroom action research.
- The school is able to improve not only the quality of teaching and learning but also other object by adopting classroom action research.

4. For Researcher

- For other researcher, the writer suggests to do research by using folktale with another research methodology.
- Folktale is multiple skills where it can develop not only listening skill but also writing skill, speaking skill, reading skill, and vocabulary skill. The writer suggests to analyze other component of English, for example using folktale to develop student's writing skill.
- Beside, folktale can give the teachers and the students all about knowledge even moral value taken from the folktale itself

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APPENDICES