

**THE EFFECTIVENESS OF USING AUDIOBOOK TO TEACH
LISTENING SKILL AT ELEVENTH GRADE OF SMAN 2 SUKOHARJO
IN THE ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as A Partial Requirments

For the Undergraduate Degree in English Language Education Department



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Assalamu'alaikum Warohmatullahi Wabarokatuh

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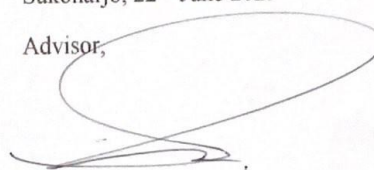
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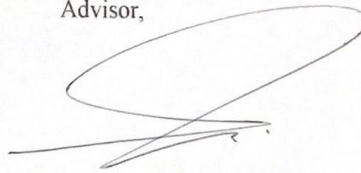
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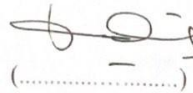
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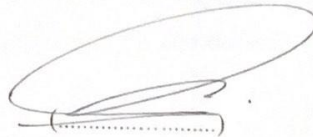
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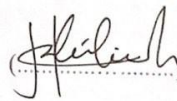
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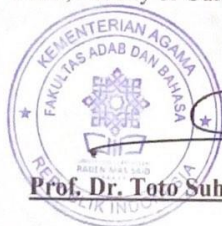

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DEDICATION

This thesis is dedicated to:

1. My beloved father and mother, Heru Purwanto and Kriswati, thank you so much for your sincere struggle, love, and support my dreams come true to finish my study.
2. My beloved brothers, Tegar Olive Pradipta who gives me support and motivate to finish this thesis
3. My advisor, Mr. H. Zainal Arifin, S.Pd, M.Pd, thank you very much for your time, careful, guidance, clear briefing, helpful correction, and awesome advice during the consultation of this thesis.
4. My Almamater UIN Raden Mas Said

MOTTO

“A million dreams are keeping me awake”

-The Greatest Snowman-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled

“The Effectiveness of Using Audiobook to Teach Listening Skill at The Eleventh Grade of SMAN 2 Sukoharjo in The Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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6. The eleventh grade *bahasa* students of SMAN 2 Sukoharjo in the academic year 2022/2023 for the participant in this research.
7. Avanti Hendrasti, Oktaviana Dewi, Aninda Shinta, Alvi Septiani, and Rio Alfien, my beloved friends who always support and help me to finish this research.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 20th June 2023

The researcher



Intan Puspita Ningrum

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis “The Effectiveness of Using Audiobook to Teach Listening Skill at The Eleventh Grade of SMAN 2 Sukoharjo in The Academic Year 2022/2023”.

Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir Abdullah, M.Ag. as the rector of Raden Mas Said State Islamic University Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag, M.Ag, as the dean of The Faculty of Cultures and Languages
3. Wildan Mahir Muttaqin, M.A. TESL as the head of English Language Education Study Program
4. H. Zainal Arifin, S.Pd, M.Pd, as the first consultant for his guidance, precious advices, and motivation for the researcher.
5. Mr. Ahmad Dadang Pramusinta, M.Pd as the English teacher of SMAN 2 Sukoharjo for facilitating and helping the researcher in collecting data and did the research.

6. The eleventh grade *bahasa* students of SMAN 2 Sukoharjo in the academic year 2022/2023 for the participant in this research.
7. Avanti Hendrasti, Oktaviana Dewi, Aninda Shinta, Alvi Septiani, and Rio Alfien, my beloved friends who always support and help me to finish this research.

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Sukoharjo, 20th June 2023

The researcher



Intan Puspita Ningrum

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ABSTRACT

Intan Puspita Ningrum, 2023. *The Effectiveness of Using Audiobook to Teach Listening Skill at The Eleventh Grade of SMAN 2 Sukoharjo in The Academic Year of 2022/2023.*

Advisor: H. Zainal Arifin, S.Pd, M.Pd.

Listening is one of important language skill for achieving effective and good academic communication achievement among students. To help students listen better, teacher should have appropriate methods that are attractive, creative, and innovative. In this case, the teacher can use the media to support the learning process. One example of media can be used in teaching listening English is audiobook. Based on the subject of previous studies have a positive revealing that Audiobook was effective. This research has primary purpose to investigate the effectiveness of using audiobook to teach listening skill at the eleventh grade of SMAN 2 Sukoharjo in the academic year of 2022/2023 which has a language class with a learning frequency of listening is 80% in a week.

In this research, the data was analyzed by using experimental research. The quasi experimental group was used in collecting data by comparing the scores of experimental group with the control one. The design of this research used pre-test and post-test design, it divided into an experimental group and a control group. The experimental group gave treatment using an audiobook. On the other hand, the other group gave treatment without using an audiobook. This research was participated by 36 eleventh grade students of in The Academic Year of 2022/2023. They were selected by using clusters random sampling technique. Besides, variables of this research was divided into independent and dependent variable. Independents variable was using audiobook in teaching listening and dependent variable was students' listening skill.

Based on the result, it shows the eleventh grade of SMAN 2 Sukoharjo has monotonous listening learning so that students got bored easily. However, the listening learning by using audiobooks through reading story technique by native speakers makes students interested. It because the pronunciation is obvious and

interactive. In independent sample test, the results shows that in control group $> 0.05 = 0.57 > 0.05$ and in experimental group $> 0.05 = 0.05 = 0.05$. Significance level is 0.05. It means H_0 is rejected and H_a is accepted. Because the significance value in the control group is smaller than the significance level ($0.57 < 0.05$).

Key words : Effectiveness, Audiobook, Listening skill

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the background of the study, identification of the problem, limitation of the problem, research problem, objectives of the study, the benefit of the study, definition of key terms.

A. Background of The Study

Listening is one of important language skill for achieving effective and good academic communication achievement among students. Listening itself has a definition; According to (Nurmala Hendrawati, 2019) listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. According to (Field, 2010) listening skill is not passive skill as during the communication, the listeners guess, predict, infer, criticize, and above all interpret the utterance of their counterparts. That's why listening class needs to be more interactive and attract students' interests to practice their listening skills. If they are good at listening, as a result they will understand and even have a good competency in productive skills namely speaking and writing. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning. For the students, understanding what a speaker say is not easy.

Students are given many opportunities as possible to learn graded listening skills. This is intended students' listening s skills can be more honed. Considering

that listening skill is not a passive activity. Students must listen, remember, and understand what the speaker said. Listening is yet another necessitates in language. The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process (Lorena Manaj, 2005). Besides, according to (Renukadevi, 2014) listening is a fundamental receptive skill that includes understanding, predicting, inferring, criticizing, and interpreting the speakers' meaning.

Active listening is a communication technique that increases understanding and rapport between speaker and listener. Active listening involves restating a paraphrased version of the speaker's message, asking questions when appropriate, and maintaining moderate to high nonverbal conversational involvement (Harry Weger, dkk. 2014). Rather than passively listening to the speaker (or not listening at all), the active listener pays close attention to both verbal and body language, then repeats back the most important points of the speaker's message. Active listening requires that we listen not only for the content of the speaker message, but more importantly, for the intent and feeling of the message as well. The active listener shows the listener, both verbally and nonverbally that they are truly interested and listening. They are usually skilfull questioners, but never interrupt and are always looking for verbal and visual cues that signify the other person has something to say.

To help students listen better, teacher should have appropriate methods that are attractive, creative, and innovative. In this case, the teacher can use the

media to support the learning process. Suyanto (2007) said that the use of effective and interesting media in teaching can help the students understand the material easily. Besides, according to Smaldino, Lowthther, and Russell (2012) six teaching media can be used in teaching listening, including text media, audio, visual, video, manipulative, and people. Text media is in alphanumeric characters that display on the textbook, poster, or whiteboard. Audio media is in the form of something that can be listened to like a sound. Visual media includes posters, pictures, photos, diagrams, and so on. Video media includes DVD, computer animation, and so on. The types of audio media are records, tapes, radio, and podcasts Arcega (2010). This reseach uses audiobooks, because audiobooks are included in media are records.

According to Fajri (2016) audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology. Audiobook can increase vocabulary and can be used to practice listening skills in students. Because of audiobook are usually read by native speakers who have accents and clear pronunciation, it helps students to understand what the speakers said. Achlia (2013) said that as they listen to a variety of books read aloud, youngsters' understanding of story structure, written language conventions, vocabulary, and aspects of their own and exotic cultures increases. As this knowledge base grows, more challenging stories become comprehensible to them, leading in turn to higher levels of understanding of structure, conventions, vocabulary and general. Thus, the audiobook has been considered compensatory; it has been treated in terms of its ability to overcome various kinds of insufficiencies or difficulties (Iben, 2012).

So far, several studies about audiobook have been conducted by some researchers. First study was conducted by Merliana Gita from Universitas Raden Intan Lampung (2017), entitled “A Comparative Study of Students’ Listening Comprehension Taught Using Video and that Taught Using Audiobook at the First Semester of the Tenth Grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 academic year”. This study revealed there is a significant increasing score in students’ listening skill. The researcher used quantitative method, using the static-group comparison design (Gita, 2017). Second study was conducted by Fajry from Syiah Kuala University, Banda Aceh (2016), entitled, “Audiobook: Teaching Listening Comprehension” that had been done by Fajry, Komariah, and Silvianti in SMAN 1 Ingin Jaya Aceh Besar in 2014/2015 of academic year. The result of that research is the researcher found that audiobook was successful in enhancing the students’ performance in listening comprehension. The researcher used quantitative approach with pre experimental design (Fajry, 2016)

Learning listening at SMAN 2 Sukoharjo still using conventional method, by listening to dialogue or text descriptions from audio. Then the students were asked to answer the questions given by the teacher. This activity takes place repeatedly so that students feel bored and less motivated to take part in learning. While the advantage of audiobooks is that the audio comes from a summary of the book, in this study it is a story book. So it is hope students will be more interested in participating in the listening process because audiobooks are new for students.

Moreover, the researcher wants to conduct a study with the same media. An all of the subject of previous studies have a positive revealing that Audiobook was effective. The researcher took SMAN 2 Sukoharjo as the setting of study. This high school has a language class with a learning frequency of listening is 80% in a week. The difference between this study and the first previous research is the challenge. This research was conducted during online learning. While the difference with the second previous research is the sample. Previous research used a sample of class XI science, while this study used a sample of class XI language.

Based on the explanations above, the researcher tried to used audiobook to help teaching learning process especially on listening section. Thus, the research that carry out by the researcher entitled *“The Effectiveness of Using Audiobook to Teach Listening Skill at The Eleventh Grade of SMAN 2 Sukoharjo in The Academic Year of 2022/2023”*.

B. Problem Identification

The problems identified in the process of teaching English at this school, especially in the language class, are as follows:

1. Monotonous and uninteresting

Teaching methods that focus on listening using the same media and repetitive materials make students feel bored and less motivated. This monotonous approach can reduce students' interest in learning English and lead to boredom.

2. Lack of variety of media

Using only dialogue or text descriptions of audio as the main medium of listening can also be a factor contributing to student boredom. The use of various media, such as interesting videos, images or sound recordings, can help increase student interest and liven up the learning atmosphere.

C. Limitation Problem

To avoid the discussion in large scope, the researcher limited this research by two things; object limitation and subject limitation. Object limitation of the research is the effectiveness of using Audiobook to teach listening class. The Audiobook is implemented in the experimental class. It presents in the narrative text which read by the native speaker. By using the audiobook, the researcher expected it can be effective for teaching listening so that the students can improve their listening skills. In obtaining the data, the researcher used pre and post test for measuring the students' listening skills and also knowing the effectiveness the audiobook.

The subject limitation of the research is the eleventh grade students of SMAN 2 Sukoharjo in the academic of 2022/2023. There were 36 students participated in this research which is divided into two groups. They were control and experimental class, each class was consisted of 18 students.

D. Problem Statement

Based on the research background mentioned above, the problems can be identifying in this study as follows:

How is effectiveness of using audiobook in teach listening skill at the eleventh grade of SMAN 2 Sukoharjo in the academic year 2022/2023?

E. Research Objective

There is several research objectives can be formulated as follows:

To identify effectiveness of using audiobook in teach listening skill at the eleventh grade of SMAN 2 Sukoharjo in the academic year 2022/2023?

F. Research Benefits

In this research, the researcher hopes that there will be some benefits for the researcher and the readers. The benefits as follows:

1. Theoretically Benefits

- a. This study can add the theory about Audiobook and teaching listening to the students.
- b. The readers will know Audiobook in teaching listening.

2. Practically Benefits

- a. For the school, hopefully Audiobook can be use dan innovative media to help teaching learning, especially to teach listening for SMAN 2 Sukoharjo in the academic year 2022/2023.
- b. For the teacher, hopefully Audiobook can be used as references and feedback for the effectiveness in teaching listening.
- c. For the students, hopefully Audiobook can help to improve learning listening skill.

G. Definiton of Key Terms

1. Listening Skill

Listening is the ability to identify and understand what others are saying.

This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin, 1974).

2. Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajri, 2016). Audiobook can increase vocabulary and can be used to practice listening skills in students. Because of audiobook are usually read by native speakers who have accents and clear pronunciation, it helps students to understand what the speakers said.

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the researcher presents about definition of listening, types of listening, listening process, listening skill, teaching listening, testing listening, media, an overview of audiobook, previous related study, rationale, and hypothesis.

A. Definition of Listening

Listening is a learned behavior, a mental process related to hearing, presence, differentiation, understanding, and remembering (Machado, 2012). It means listening is a habit that will increase students to understand what speakers saying. So, all the material can be understood by students.

Pourhossein Gilakjani and Ahmadi (2011) stated that listening includes listening for thoughts, feelings, and intentions and this needs active involvement, effort, and practice. Students are expected to hone their skills in listening to any given material, with the aim of the process understanding the material provided by the teacher. Practicing more often will certainly make students good of listening.

Communication occurs when a source delivers a message to a recipient with a conscious intention to influence the recipient's behavior (Mulyana, 2013), it means the delivery is persuasive in nature, with the aim is the recipient can understand and doing the information. In this case recipients who get information is students, because indirectly students get information when the listening process and then they respons the materials.

Based on those definitions, listening is the ability of taking information not only just hearing but also knowing, understanding and giving responses to the talker in the way that invites the communication to continue. Students can say that they listen if they can understand and give response to the talker.

B. Types of Listening

There are some types of listening that the listener use when communicating with others. Brown (2003) stated that there are some kinds of listening:

1. Intensive

Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.).

2. Responsive

Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response.

3. Selective

Listening that focus on a few keywords. It means they hear what they want to hear.

4. Extensive

Listening to develop a top-down, global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.

Based on the statement above, the researcher concludes that the two experts have shown the different types of listening. It aims for us to understand that if we are in different types of listening. Therefore learning the

kinds of listening is necessary for us in order that we can place them with the situation we are.

C. Listening Process

According to (Tyagi, 2013) process of listening occurs in five stages. These are hearing, understanding, remembering, evaluating and responding. The first stage is hearing. This stage is represented by the ear because it is the main tool involved with this listening stage process. In this first stage, the listener is required to focus on what the speaker is talking about. So the stimuli that enter the brain didn't mix with other things such hearing other people speak, screaming, or other things that can disturb the focus.

The second stage is understanding. At this stage, we are asked to understand what the message contained. Each person has different assumptions about what conveyed by the speaker. So, the brain screens stimuli and permits only a select few to come into focus. These selective perception is known as attention. That is an important requirement for effective listening.

The third stage is remembering. In the listening process, the remembering stage occurs as the audience categorizes and retains the information they have gathered from the speaker for future access. The result memory allows the person to record information about people, objects, and events for later recall. This process happens both during and after the speaker's delivery. Because of everyone has different memories, the speaker and the listener may attach different meanings to the same statement. In this sense, establishing common

ground in terms of context is extremely important, both for listeners and speakers.

The four stage is evaluating. At this stage, each listener has different when they evaluating or responding to the meanings. The effective listener makes sure that they doesn't begin this activity too soon. The beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message as a result, the listening process ceases.

The last stage is evaluating. In evaluating the listener give feedback to the speaker. Because of without feedback speaker does not know the listener who managed to grasp the meaning properly. It becomes the only overt means by which the sender may determine the degree of success in transmitting the message.

In the listening, cognitive processing are also occurring: bottom-up and top-down processing according to (Vandergift, 2009):

1. Bottom Up Process

Bottom-up processing in listening entails the perception of sounds and words in a speech stream. When there is adequate perception of lexical information, listeners can use their background knowledge to interpret the input. The bottom-up approach to teaching listening acknowledges the primacy of the acoustic signal and focuses on helping learners develop critical perception skills.

2. Top Down Process

Top-down dimension of SL/FL listening instruction involves teaching learners to reflect on the nature of listening and to self-regulate their comprehension processes. It refers to the use of background knowledge in

understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. Background knowledge may take several forms.

From the definition above, since listening is not just consist of one process, it's more, so it makes that really complex, because to make the active processes, listeners need to fit or match what they have received with what they already know.

D. Listening Skill

Brown (2007) offers a simplified list of micro-skills and macro-skills. The macro-skills isolate those skills that relate to the discourse level of organization, while those that remain at sentence level continue to be called micro-skills.

1. Macro skill

- a. Recognize cohesive devices in spoken discourse.
- b. Recognize the communicative functions of utterances, according to situation, participants, goals.
- c. Infer situations, participants, goals using real world knowledge.
- d. From events, idea, and etc described, predict outcomes, inferlinks and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplication.
- e. Distinguish between literal and implied meanings.
- f. Use facial, kinesic, body language, and other non verbal cuesto decipher meanings.

- g. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack of the theory.

2. Micro skill

- a. Retain chunks of language of different lengths in short-term memory.
- b. Discriminate among the distinctive sounds of English.
- c. Recognize English stress patterns, words in stressed and unstressed positions structure, intonational contours, and their role in signaling information.
- d. Recognize reduced forms of words.
- e. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- f. Process speech containing pauses, errors, corrections, and other performance variables.
- g. Process speech at different rates of delivery.
- h. Recognize grammatical word classes (nouns, verbs, and etc), systems (tense, agreement, pluralization), patterns, rules and elliptical forms.
- i. Detect sentence constituents and distinguish between major and minor constituents.
- j. Recognize that a particular meaning may be expressed in different grammatical forms.

In this research, the researcher focused on the macro skills, from events, idea and ets, described predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea,

supporting idea, and new information, given information, generalization, and exemplification. From that skill, the students in the classroom will follow the process of listening and then they will try to know the new information from the sound. That is the process of teaching listening in this researcher.

E. Teaching Listening

Sharma (2011:13) states that listening is a communication method that requires the listener to understand, interpret, and assess what they hear. Based on what the experts says, it can be concluded that teaching listening should have the right technique so that students can grasp the meaning properly.

Brown (2000) states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners.

Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should be beyond the understanding, then the action. The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners.

There are some principles of teaching listening skill that should be known by the teacher (Brown, 2007). First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language,

students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to students real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

It can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

F. Testing Listening

Listening is one of the crucial language skills. Therefore, like other skills it should be taught and tested properly and regularly. According to Hidayatullah (2018), listening tests typically resemble reading comprehension test except that the student listens to a passage instead of reading it. While testing listening,

different aspects of language should be tested. One way of using talks in listening tests is to have the tested listen to the talk and then fill in the blanks in a written summary of the talk. The words chosen from blanks should be ones that the tested cannot figure out from the context of the summary, without listening to the talk, but they should also be ones that are related to the main idea of the talk, so that filling in the blanks does not require remembering small details of the talk.

Another way of doing this involves giving tested questions to answer as they listen to the talk. These questions can be short answer or completion, multiple choice, or true or false. The difficulty with using short answer or completion questions is that they require the tested to both read and write while they are listening, something that can be difficult even for native speakers. Multiple choice questions may require a lot of reading, something that may also be a problem. True or false questions may be the best type for this type of task, since they require relatively little reading compared to multiple choice questions and relatively little writing compared to short answer or completion questions. Also, true or false questions can also have a "no information available" option, meaning that the information required to answer the question is not included in the talk. This decreases the amount of guessing and reduces the element of chance.

G. Media

1. Definition of Media

According to Miarso (2004), media includes everything that can be used to convey messages, so it can stimulate attention, thoughts, feelings and

influence the students to study. Media can be a stimulus for students to learn something. Media also can influence people who are not face to face with them. Currently, there are many media available. Students can choose a media when they studies. From the statement about, it can be concluded that media is a tool that can facilitate the information from teachers to students.

The use of media is expected to provide benefits and stimulation to students when receiving information or lessons from the teacher. In teaching English, teachers usually use media to attract attention of their students. Media can make the learning process effective and efficient because media can motivate students to learn. That's because the media is interactive, so students don't bored when they capturing the material.

2. Kinds of Media

Generally there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio Media

Audio is hearing or sound. According to Arief S. Sadiman, et al. (2009), audio media is a medium to convey the message to be conveyed in the form of auditive symbols, both verbal (into words or spoken language) or non-verbal. This media used in the classroom when learning listening. It hope can make it easier for the students to hear something. An example of this audio media is radio tape or cassette. The teacher sets the radio tape/cassette, then they answers or guesses what words in the audio. Audio media in learning is expected to be a stimulus to encourage student thinking.

b. Visual Media

Visual means sight. According to Djamarah (2002) visual based media is media that only uses the function of the sense of sight. Example of visual media is images, graphics, objects, or tools that can provide visual experiences to students. The advantage of visual media is it can present real ideas or events. However, visual media also has a weakness, it only focused on existing visual messages, less planning and evaluation. Then the visual media only becomes the teacher's media in the learning process, not as a source of study.

c. Audio Visual Media

According to Wina Sanjaya (2014) audio visual media is a type of media which, in addition to containing sound elements, also contains image elements that can be seen. It is better because there are two characteristics of the media. Audio visual media has the advantage of being able to attract students' attention more, and can make students more creative and practice many things.

3. Theory On Learning Media

In some references, there are some different terms of learning media, such as media education and instructional media. Researchers conclude that these are different terms, but has the same meaning to those on which the media used in the learning process. Implementation of learning supported by the use of appropriate learning media will provide the stimulation that can motivate learners. The media used by the teacher will draw the willingness of students to follow the learning seriously. Holden & Westfall (2006) suggests that learning is any form of communication media that can be used to pass

information from the source to the learners who aim to stimulate them to participate in learning activities. Learning media also serves to provide reinforcement and motivation. According to Rice, Hiltz, & Spencer (2005) education media is anything that can be used to deliver a message from the sender to the receiver so that it can stimulate the mind, feelings, concerns and students' interest in the learning process.

For visual-based learning media, it is necessary to pay attention to several aspects. According to Arsyad (2013: 103) in this process, design principles must be considered the principles of simplicity, integration, emphasis, and emphasis. The next visual elements to consider are shape, line, space, texture, and color. The expert opinion above emphasizes that in the process of developing visual-based media, it is necessary to pay attention to the principles of image arrangement, namely its development.

The first principle of developing visual media is simplicity, refers to the number of elements contained in the visual image. The less or simpler it will be easier for students to understand. The second development principle is cohesiveness, the principle of cohesiveness refers to the relationship between aspects in the visual image, whether the elements in the image are interrelated. The third principle is emphasis. Emphasis is needed in the image, to highlight one element compared to other elements. The fourth principle is balance, meaning that the visual image should occupy a viewing space that gives the perception of balance, even though it is not completely symmetrical. The fifth principles is the selection of forms, the selection of forms is related to what image elements are contained in the visual media, interesting forms can

arouse the interest of students. The sixth principle is the line, used for connecting the elements so as to clarify the media visualization image. The seventh principle is texture, texture in visual media is defined as media visualization that shows a rough shape or smooth. The last principle is that colors are used to give the impression, emphasis, cohesion. The use of color must be considered so that able to add to the attractiveness of the visualization of the media.

H. An Overview of Audiobook

1. Definition of Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology (Fajri, 2016). Audiobook can increase vocabulary and can be used to practice listening skills in students. Audiobook can improve student literacy skills because from audiobook students can add vocabulary, expand understanding, encourage independence. It means that audiobook are good media in the process of learning English. Students can get audiobook easily they can get it on the internet on MP3 player forms, CD etc.

Smith (2017:5) states that Audiobook is a tape-recorded book. A book is read with or without added sound effects and recorded onto a cassette tape. An audiobook is not a book. It is a recorded book of stories or novels that are read by professional writers. In order to make the audio story more interesting, the author can add sound effects.

Audiobooks are perfect scaffolding materials for reading. With audiobooks, children can practice reading without their teacher's help (Chen,

2004). Pupils can use audiobooks to help them read difficult materials independently (Bomar, 2006). Audiobooks aid and scaffold reading in the classroom by providing access to new vocabulary, demonstrations of fluent reading, and access to audiobooks that the pupils are.

Audiobooks certainly have their advantages and disadvantages. Below are the advantages and disadvantages of using audiobooks.

a. Advantages

- 1) Expose listeners to a variety of genres; meeting individual interests
- 2) Audiobook can develop reading, comprehension, listening and critical evaluation skills.
- 3) Audiobook can be listened everywhere.
- 4) Develop understanding of correct pronunciation of English, dialects, and non-English words.
- 5) Audiobooks provide authentic material recorded for general audience without consideration for non-native speakers.
- 6) Teach critical listening.
- 7) Introduction new vocabulary or difficult proper names or locales.
- 8) Sidestep unfamiliar dialects or accents, old English, and old-fashioned literary styles.

b. Disadvantages

In a large classroom with poor acoustics, audiobook can be a cause for concern. Because the teacher cannot confirm whether the students can hear the audio properly. Another problem that can occur is that students listen to audio at the same speed. In fact, in each class the hearing of students is

certainly different. Some can hear fast, some can hear slowly. Therefore, audiobook will be more effective when using headphones in the language laboratory, but not all schools have an English language laboratory. If there is no language laboratory and will conduct listening lessons using audiobooks, the teacher must ensure that the voice is clear. The teacher should look for audio that fits everything, looking for audio that is neither too fast nor too slow.

From the explanation above, it can be concluded that even though audiobooks have some disadvantages, audiobooks are a fairly new media for students so that it can be tried to be applied in learning listening.

2. Procedure of Teaching Listening by Using Audio Book

Smith (2017) provides the five procedures of using audiobook as follows:

- a. Choose audiobook of the story that is slightly above students' listening levels.
- b. The first playing, ask students to listen to the story and the Pronunciation.
- c. After listening once, listen again at the audiobook and pay attention to the words they did not know.
- d. In the third, ask students to listen to the story while following along on the book or the text of the story.
- e. Now that the students understand what the words are saying, listen again more closely to things they did not notice at the first time, like how to use a word in a sentence or how the Reader's voice sounds when they use a phrase.

I. Previous Related Study

In this part, the researcher will give the previous study concerning in The Effectiveness of Using Audiobook have conducted similar research. Those researches help the arrangement of this research. There are three researcher use a previous study of this research.

The first researcher, Khairul Fajri, Endang Komariyah, and Tengku Maya Silvianti, conducted a pre-experimental study titled "Audio Book: Teaching Listening Comprehension" to investigate the impact of audio books with narrative stories on students' listening comprehension. The second researcher, Febriani Rohma Rizania, focused on "The effectiveness of Audiobook on the Students' Listening Skill of Eighth Grade Students of MTs. Al-Huda Bandung" using a quantitative approach with a quasi-experimental design. The third researcher, Merliana Gita, conducted a comparative study titled "A Comparative Study of Students' Listening Comprehension Taught Using Video and That Taught Using Audiobook" using a static-group comparison design.

Table 2. 1 Several Previous Study

No		Title	Result of Research	Relevance
1		Audio Book: Teaching Listening Comprehension	The purpose of that study is finding out whether the implementation of audio book with narrative story can enhance	The relevance is using audiobooks for high school students to find out whether

			students' listening comprehension. The result of that research is the researcher found that audiobook was successful in enhancing the students' performance in listening comprehension	audiobooks can improve students' listening skills.
2		The effectiveness of Audiobook on the Students' Listening Skill of Eighth Grade Students of MTs. Al-Huda Bandung	The purpose of the study is to identify is there any significant differences of the student's listening skill of the eighth grade taught and taught without by using audiobook. The result of that research is the researcher found that is there any significant differences of using and without using audiobook.	The relevance is the equation of using and research methods. The difference is in the object of research.

3		A Comparative Study of Students' Listening Comprehension Taught Using Video and That Taught Using Audiobook at The First Semester of The Tenth Grade of SMAN 1 Gedong Tataan Pesawaran in 2017/2018 Academic Year	The objective of this research is to find out whether there is a significant different of students' listening comprehension taught using video and that taught using audiobook. This study revealed there is a significant increasing score in students' listening comprehension	The relevance is the similarity in the use of audiobook, one of the media used in this study. And the results there is significance between the use of the media and without using the media.
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J. Rationale

The basic idea of teaching and learning using audiobooks is to bring students learn English in interesting and different situations. The situation is not only have to be interesting, but also have to keep students pay attention to the next material. In this situation, the researcher assumes that the audiobook will enable teachers to teach and manage the teaching and learning process in such an interesting way.

Audiobooks will combine several aspects such as audio and attractively tailored background sound. It's simple can make students feel interested, easy, and focused to pay attention to the material given.

In addition, Audiobooks can produce more natural atmosphere, accelerate the learning process. Teaching listening by using Audiobooks make it possible to improve students' listening skills. Teaching using audiobooks will make students feel interested because the learning method is different from the usual.

The media used by the teacher in the teaching and learning process can have a major influence on students' listening comprehension. The use of audiobooks will be a good way to improve students' listening comprehension because it will provide students with interesting ways. Furthermore, students can focus more on the listening part and as a result their listening skills will improve immediately.

K. Hypothesis

Ho : There is no significant difference between students who are taught using audiobook and who are not treated using audiobook.

Ha : There is a significant difference between students who are taught using audiobook and who are not treated using audiobook.

CHAPTER III

RESEARCH METODOLOGY

In this chapter, the researcher presents about research design, research setting, subject of the study, research variable, technique of collecting data, validity and reliability testing, and technique of analysing data.

A. Research Design

In this research, the researcher using an experimental research. It constitutes the blueprint for the collection, measurement and analysis of data. According to Creswell (2003), experimental research is most appropriate for answering a research question about the effect of treatment. It purposefully us to know how the effectiveness of using audiobook on students' listening skill at eleventh grade students of SMAN 2 Sukoharjo academic year 2022/2023.

The type of research is a quasi experimental group that using non-randomized samples to infer changes from the treatment. The design of this research uses two groups, Pre-test and Post-test Design, which use one group experimental group and the other one as control group. The experimental group gave treatment using an audiobook. On the other hand, the other group gave treatment without using an audiobook. The data are occupy from compare the scores of experimental group with the control one.

The research design in this research presented in the table 3.1 below (Sugiono, 2010: 116):

Table 3. 1

Group	Experimental (A class)	Control (B class)
Pre-Test	G1	T1
Treatment	X	O
Post-Test	G2	T2

G1 : Experimental group (A class) on pre-test

T1 : Control group (B class) on pre-test

X : Using Audiobook treatment

O : Non using Audiobook

G2 : Experimental group (A class) on post test

T2 : Control group (B class) on post-test

B. Research Setting

1. Setting of Place

This research was conducted at SMA N 2 Sukoharjo. It was located on Jalan Raya Solo-Kartasura, Mendungan, Pabelan, Kartasura, Sukoharjo. This

school which has 24 classes certainly also has facilities or infrastructure that support learning. including 6 laboratories (physics, biology, chemistry, multimedia, language, and computers), prayer room, library, sports/ceremony field, and many more.

2. Time of Research

This research was carried out at SMA N 2 Sukoharjo from pre-observation as the pre-research until the end of the research. The researcher conducted the research in February 2023. The research schedule are:

Table 3. 2 Time of Research

Activity/Month	August 2022	February 2023	March 2023	June 2023
Seminar Proposal	√			
Research		√		
Collecting Data		√		
Analysis Data			√	
Munaqasyah				√

C. Subject of The Study

1. Population

In order to the research study more feasible, it is important for the author to do and know the area where the research will conduct. This research was conducted at SMAN 2 Sukoharjo. This research is aim at eleventh grade students of SMAN 2 Sukoharjo in the academic year 2022/2023. (Louis: 2005) states that

Population is an object that has several existing properties and properties selected to be clean and concluded by the researcher (Louis: 2005). The population of this study were all eleventh grade students of SMAN 2 Sukoharjo.

2. Samples

In selecting research samples, a good sample is one of them representative of the select population. The sample is two classes as the experimental group, and the second class as the control group.

From this explanation, the sample choose eleven grade. A (experimental group) which consisted of 18 students, and class B (control group) consists of 18 students at SMAN 2 Sukoharjo in the academic year 2022/2023 and all of them come from the language class.

3. Sampling

According to Gall, Joyce, & Borg (2003), sampling is the process of selecting members of a research sample from a defined population, usually with the intent that the sample accurately represents that population. In this research, the researcher takes clusters sampling to take the sample. Cluster random sampling is the selection of groups or clusters, of subject rather than individuals, based on Azwar (2010), cluster random sampling is randomization of groups, not to individual subjects.

D. Research Variable

According to Ary (2002), a variable is an attribute that is regarded as reflecting or expressing some concept or construct. Variable of the study was divided into two kinds. They were independent variable and dependent variable.

1. Independent Variable (X)

Independent variable is a variable which is observed to see the side effect. Independent variable can appear and exist by itself without any other support. It influences and gives special effects independent variable. Independent variable cannot stand by itself without dependent variable. In this study, independent variable is the using Audiobook (X) in teaching listening.

Table 3. 3 Independent Variable

Group	Pre-test	Treatment (X)	Post-test
Experimental	O1	X1	O2
Control	O1	X2	O2

O1 = Pre-test

O2 = Post-test

X1 = Treatment using audiobook

X2 = Treatment without using audiobook

2. Dependent Variable (Y)

Dependent variable is the response or the criterion variable that is presumed to be influenced by the independent treatment conditions and any other. In this research the dependent variable is students' listening skill.

E. Technique of Collecting Data

Data collection method is an important aspect of any type of research study. Method is the technique or the way that is used by the researcher to collect the data (Ridwan, 2006: 97). The data collecting method is administering test that

consists of pre-test and post-test. The procedure of administering test was clarified as follows:

1. Pre-test at the first meeting, the writer gave a pre-test to the students of experimental and control group to measure students listening skill before treatment process. The score analyzed to determine the students' score between pretest and posttest.
2. Post-test conduct to measure to students' listening skill of experimental group and control group after treatment process, this test in order to know the students' listening skill before and after they get treatment. Before getting the score, the researcher determines procedure to be use in scoring the students' work. In order to do that the researcher use Arikunto's formula. The ideal high score is 100.

The score of post-test will calculate by using the following formula:

$$s = \frac{r}{n} \times 100$$

Where:

s = the score of the test

r = the total of the right answer

n = the total item

Table 3. 4 Blue Print of Test

Skill : Listening

Material : Narrative texts

School : SMAN 2 Sukoharjo

No.	Indicators	Number of Item
1	Identify the title and the orientation of the text	2, 3
2	Identify the use simple past tense of the text	4,10,18
3	Identify the adverb of the text	7
4	Finding spesific information from narrative text	5, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17, 19, 20
5	Determining the kinds of the text	1
	Total	20 items

F. Validity and Reliability Testing

1. Validity

According to Ary (2010: 225) validity is the most important consideration in developing and evaluating measuring instruments. These are four types of validity; 1) Content validity, 2) Criterion related validity, 3). Construct validity, 4). Face validity. In this research, to measure whether the test has a good validity, the researcher was analyzed the test from content validity and construct validity.

a. Content validity

Content validity is correspondence between curriculum objectives and objectives being assessed. The instrument in this research achieved content validity since the test was designed based on main competence and basic competence in Curriculum of 2013 since the school implements the Curriculum of 2013 in the time the researcher conducted this research.

Table 3. 5 Main Competence and Basic Competence in Curriculum of 2013

Core Competence	Basic Competence
Understanding the meaning of short functional text and simple monologue text in the form of recount text, narrative text and procedure text in the context of everyday life.	Responding to meaning in simple monologue texts that use verbally accurate, fluent, and acceptable speech in various contexts of everyday life in text: recount text, narrative text, and procedure text.

b. Construct validity

A test is said to have construct validity if demonstrated that it measured just the ability which supposed to measure (Isnawati, 2014). It is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. In this study, the researcher used construct validity in administering listening test and the technique of scoring students' listening skill based on three aspects, those were the main ideas, the detail information, and the inferences.

c. Face validity

Face validity refers to the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on subjective judgment or the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers (Brown, 2004). In this study, the face validity was done through validated by the expert.

2. Reliability

Based on the Harrison in Johnson (2001) says that the reliability of a test is its consistency. Thus, reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination.

Before giving posttest, the researcher made test to be tried out to the students to know how far the reliability of the instrument. It was done on Monday, 18th January 2021 in the XI Language class. Then, the researcher analyzed each item of instrument and computed it by using in SPSS Statistics. Then the result of computing can be seen below:

Table 3. 6 Result of Reliability

Cronbach Alpha	N of items
.596	2

Based on the table above, it showed that the reliability of cronbach's alpha is 0,596. According to Triton in Sujianto (2009:97) the value of cronbach's alpha can be interpreted as follow:

Table 3. 7 Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

Based on the table above, it can be concluded that the instrument of this research was in the category reliable because 0,596 took place between 0,41-0,60.

G. Technique of Analysing Data

There were two techniques of analysing the data of this research, namely descriptive and inferential statistics. In the descriptive analysis, there were two formulas used in the computation; the mean and the standard deviation analysis. In the inferential statistics, this research used test of normality, test of homogeneity, and test of hypothesis.

1. Descriptive Analysis

Descriptive analysis aims to provide answers to research questions on the effect of audiobook to improve listening skills. The statistics use in computation are the mean and standard deviation. Mean is the average score achieved by the subject's research. Standard deviation is the average variability of all score around the mean. The greater the standard deviation the more variability comes from a central point in the distribution, and vice versa.

2. Normality Testing

The normality test is use to test whether the data is normally distributed or not. The calculation of normality testing in this study can use the One Sample Kolmogorov-Smirnov test provide that it is Asymp. Sig > 0.05, the data is normally distribute (Asmarani, 2008: 234). In this case normality uses SPSS (Statistics Product and Service Solutions) for Windows.

4. Homogeneity Testing

Homogeneity testing is carrying out to determine whether the data obtain have a homogeneous variant or not. The calculation of homogeneity testing used SPSS Statistics, namely the One-Sample Kolmogrov-Smirnov test with a standard of significance (α) = 0.050. Before carrying out the homogeneity test, the researcher set the hypothesis in this homogeneity as follows:

Ho: Both variants (before and after treatment) are the same.

Ha: The two variants (before and after treatment) are different.

There is also certainty in making homogeneity testing decisions, as follows:

If the sig significance value > 0.050, then Ho is accepting, it means that the sample data has the same variance.

5. Hypothesis Testing

If the fulfilment of the assumptions normality tests and homogeneity test were fulfilled, in this research will use independent sample t-test. In this case, used statistical computation by using SPSS (Statistical Package for Social Science) 16.0 version for hypothetical of test will use. The purpose of using SPSS in this case was to practically and efficiency in the study.

The Hypothesis are:

Ho : There is no any significant differences students listening skill taught using audiobook and taught without using audiobook at eleven grade students' of SMAN 2 Sukoharjo

Ha : There is any significant differences students listening skill taught using audiobook and taught without using audiobook at eleven grade students' of SMAN 2 Sukoharjo.

The criteria for acceptance and rejection of the hypothesis were:

Ho is accepted if Sig. (P value) $> \alpha = 0.05$

Ha is accepted if Sig. (P value) $< \alpha = 0.05$

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents about research finding that include data of research findings, normality and homogeneity testing, data analysis, hypothesis and discussion.

A. Research Finding

Based on the objective of the research which has been stated by the researcher in the previous chapter, this research was aimed to know whether use audiobook was effective to teach narrative text on students' listening skill. Therefore, in this research the researcher wanted to measure the significant difference between the two groups by conducting test and analysing the result of test by using t-test.

There were two kinds of test, pre-test and post-test. These two kinds of test was conducted to know whether the students who were using simulation technique achieved better than those who were not using simulation technique. In this chapter the data presents the result from data analysis of t-test.

The pre-test was held on Monday, February 6th 2023 and the post-test was held on Monday, February 20th 2023 in experimental class. The pre-test was held on Wednesday, February 22nd 2023 and the post-test was held on Tuesday, Februari 27th 2023 in control class.

The data compare post-test score of experimental group and control group.

The Schedule of the tests and treatments to experimental class.

No	Day And Date	Activities
1	Monday, February 6 th 2023	<ul style="list-style-type: none"> • Give handout and explain about narrative text, generic structure, language features and give an example of narrative text. • Doing the pre-test.
2	Wednesday, February 8 th 2023	<ul style="list-style-type: none"> • Giving treatment 1 • Introduction about audiobook and explaining how the procedures use an audiobook. • Explain about narrative text, generic structure, language features and give an example of narrative text.
3	Monday, February 13 th 2023	<ul style="list-style-type: none"> • Giving treatment 2 • Teacher plays audio about The Ant and the Grasshopper without text and asks students to understand story and the native speaker's pronunciation.

		<ul style="list-style-type: none"> • Teacher replays the audio with text and the students heard to understand the whole story; how to use the word in a sentence or how the sound of the narrator goes off when they use the phrase. • Teacher replays the audio and give test with use fill in the blank and multiple choice questions.
4	Thursday, 16 th 2023	<ul style="list-style-type: none"> • Giving treatment 3 • Teacher plays audio about Little Red Riding Hood without text and asks students to understand story and the native speaker's pronunciation. • Teacher replays the audio with text and the students heard to understand the whole story; how to use the word in a sentence or how the sound of the narrator goes off when

		<p>they use the phrase.</p> <ul style="list-style-type: none"> • Teacher replays the audio and give test with use fill in the blank and multiple choice questions.
5	Monday, February 20 th 2023	<ul style="list-style-type: none"> • Review about the definition of narrative text, generic structure, language features of narrative text. • Doing post-test.

The schedule of the tests to control class.

No	Day And Date	Activities
1	Wednesday, February 22 nd 2023	<ul style="list-style-type: none"> • Give handout and explain about narrative text, generic structure, language features and give an example of narrative text. • Doing Pre-test.
2	Friday, February 24 th 2023	<ul style="list-style-type: none"> • Give an exercise using conventional method
3	Tuesday, Februari 27 th 2023	<ul style="list-style-type: none"> • Review about the definition of narrative text, generic

		structure, language features of narrative text. <ul style="list-style-type: none"> • Doing post-test.
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To know whether the students' listening skill, the researcher gave criteria as suggested by the English teacher of SMAN 2 Sukoharjo. This is as follows:

Table 4. 1 The score's criteria

Score	Criteria
85-100	Excellent
70-84	Good
55-69	Average
40-54	Poor
0-40	Very Poor

The table below showed the student's listening score of post-test in experimental and control class. The post-test was administered for 36 students in XI bahasa class taken as sample. The students are coded in to initial name. The data are presented in the following table:

Table 4. 2 The result of the student's listening of pretest and post-test in control class

No	Intial students	Pre test score	Post test score
1	AAK	70	80
2	MRF	65	70

3	SKC	75	70
4	AIA	70	65
5	MM	80	70
6	AH	75	65
7	LPA	85	75
8	FF	85	75
9	FSKA	70	75
10	SJA	70	75
11	ATP	75	85
12	ASW	75	70
13	AFQ	80	80
14	VMA	75	85
15	MTA	70	87
16	ERD	75	85
17	LPR	80	85
18	GLP	75	85

Based on the table above, it showed that the lowest score in pre-test was 65 and the highest score was 85. Besides that, the highest score of post-test was 87, the lowest score was 65.

a. Pre-test and post-test on control class

Descriptive statistics of pre-test and post-test control class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
x1	18	65,00	85,00	75,0000	5,42326
x2	18	65,00	87,00	76,7778	7,42457
Valid N (listwise)	18				

Based on the table above, showed that the mean of student pretest was 75; the standard deviation was 5.42326; the minimum was 65, and the maximum was 85. Whereas the mean of student posttest was 76; the standard deviation was 7.42457; the minimum was 65, and the maximum was 87.

Table 4. 3 The result of the student's listening of pre-test and post-test in experimental class

No	Intial students	Pre test score	Post test score
1	DAP	65	85
2	SWP	70	90
3	RGS	65	75
4	SMP	70	85
5	NWIL	75	80
6	LD	80	90
7	SS	75	90
8	MRD	75	80
9	MA	65	85
10	ARP	70	90

11	FIF	80	90
12	MPC	70	85
13	CAR	85	80
14	CA	70	70
15	FA	75	85
16	CEDP	80	80
17	DP	75	85
18	SIF	75	85

Based on the table above, it showed that the lowest score in pre-test was 65 and the highest score was 85. Besides that, the highest score of post-test was 90, the lowest score was 70.

b. Pre-test and post-test on experimental class

Descriptive statistic pre-test and post-test on experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
x3	18	65,00	85,00	73,3333	5,68796
x4	18	70,00	90,00	83,8889	5,57187
Valid N (listwise)	18				

Based on the table above, showed that the mean of student pretest was 73; the standard deviation was 5.68796; the minimum was 65, and the maximum was 85. Whereas the mean of student posttest was 83; the standard deviation was 5.57187; the minimum was 70, and the maximum was 90.

B. Normality and Homogeneity

1. The result of normality testing

Normality testing is conducted to determine whether the gotten data is normal distribution or not. The researcher used SPSS.16. One-Sample Kolmogorov-Smirnov test by the value of significance (α) = 0.050. The result can be seen below.

Pretest

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
x1	,222	18	,019	,917	18	,116
x3	,171	18	,176	,926	18	,162

a. Lilliefors Significance Correction

Based on the table above was known th at the significance value was 0.019 and 0.176. It means that Ho is accepted and Ha is rejected. So, it can be interpreted that both of data (control and experimental) are in normal distribution.

Post test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.

x2	,199	18	,057	,896	18	,048
x4	,246	18	,005	,869	18	,017

a. Lilliefors Significance Correction

Based on the table above was known th at the significance value was 0.05 and 0.57. It means that Ho is accepted and Ha is rejected. So, it can be interpreted that both of data (control and experimental) are in normal distribution.

2. The result of homogeneity testing

Homogeneity testing is conducted to know whether the gotten data has a homogeneous variance or not. To know the homogeneity, the researcher used Test of Homogeneity of Variances with SPSS.16 by the value of significance (α) = 0.050. The result can be seen below:

Table 4. 4 Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
3,602	1	34	,066

Based on the table above is known that the sig/p value was 0.66 higher than 0.05 means Ho is rejected and Ha is accepted. So, it can be interpreted that the data is homogeneity.

C. Hypothesis Testing

1. Pre-test score

Coefficients^a

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	76,667	2,929		26,176	,000
	Class	-1,667	1,852	-,152	-,900	,375

a. Dependent Variable: Pretest score

Post

2. Post-test score**Coefficients^a**

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	76,667	2,929		26,176	,000
	Class post	-1,667	1,852	-,152	-,900	,375

a. Dependent Variable: Posttest score

Based on the table it was clear that the Sig. is 0.000 and $\alpha = 0.05$. It means that Sig.value is smaller than 0.05 ($0.000 < 0.05$). So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there were any significant differences students listening skill taught using audiobook and taught without using audiobook at eleventh grade of SMAN 2 Sukoharjo.

From the data it could be identify that:

a. If sig.value <0.05 , the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. It means that there was significant different score of listening skill to eleventh grade students at SMAN 2 Sukoharjo taught and taught without by using Audiobook.

b. If sig.value >0.05 , the null hypothesis (H_0) is accepted, while the alternative hypothesis (H_a) is rejected. It means that there was no significant different score of listening skill to eleventh grade students of SMAN 2 Sukoharjo taught and taught without by using Audiobook.

Thus, it could be concluded that using Audiobook was effective on the students' listening skill.

D. Discussion

To investigate the effective of Audiobook on students' listening skill in SMAN 2 Sukoharjo, the researcher got the data by the listening test pretest and posttest from control class and experimental class. The analyzed of data get the result that scores of posttest from experimental class is bigger than posttest from control class. There is a significant difference of students' listening skill taught using audio and without using audiobook. It was proven the Audiobook can be used for teaching listening skill.

Furthermore, the normality test was known that the significance value was 0.57 higher than 0.05. It means that H_0 is accepted and H_a is rejected. So, it can be interpreted that both of data (control and experimental) are in normal distribution. And the homogeneity was known that the sig/p value was 0.517

higher than 0.05 means H_0 is rejected and H_a is accepted. So, it can be interpreted that the data is homogeneity.

The total score of test listening narrative text of 18 students from control class (without using Audiobook) for pretest was 75 and posttest was 76. The gain of the mean score of control class between pretest and posttest was 1. The total score of 18 students from experimental class (using Audiobook) for pretest was 73 and posttest was 83. The gain of the mean score of experimental class between pretest and posttest was 10.

The finding shows that there was a significant difference in academic achievement between the experimental and control group. It means audiobook effectively used as a tool to promote listening skills. Hence, several factors might explain the findings. First, the experimental group members were accustomed to using the audiobook as the media of learning. The students are used to listen the native speakers while they are listening to the audiobook. The students can understand and adjust the speed and the pronunciation of the speakers. Therefore, audiobook could be beneficial in educational settings since most students are familiar with technology and have easy access to the internet (Sanjana, 2014). It could bring benefits in education and become pure entertainment, a distraction, and provide learning benefits.

. One of the differences of this research from previous research is that in this subject, the subject on this research is *bahasa* class which have listening class 80% in a week. Another finding is that audiobook could improve and develop the students' listening habits. Also, as could be seen also the confounding variables from the score pre test to post test in control group was higher than

the score pre test to post test in experimental group. It was because the students in control group used to do the conventional method.

Theoretically, this study could give references for further studies that listening skill that the students should master, but in order to achieve that, the teacher needs to be more creative, primarily while listening class process. The teacher should encourage the students more in individual learning because language need a lot of practice to be perfectly mastered. The students cannot only depend on the lesson they got on the school but they also practice by themselves at home. Since audiobook is a media that can be easily accessed, the student would not have many troubles in looking for it.

Pedagogically, the research findings are expected to provide relevant references to help students practice the full range of listening skills necessary to modern teaching media like audiobook. The use of such media in this era is very needed by the teacher and the students. The educators need to explore the audiobook as an alternative teaching media while the students can also explore podcast to discover learning sources by themselves.

BAB V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion and suggestion. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes of discussion of the research finding. Meanwhile, the suggestion is a reflection of the presentation of the research finding, the discussion and the conclusion.

A. Conclusion

The objectivity in this study was to find out the effectiveness of using audiobooks in teaching listening skill of eleventh grade students at SMAN 2 Sukoharjo. Previously, researchers concluded that learning listening in SMAN 2 Sukoharjo is about 80% with conventional media.

In independent sample test, the results were found that in control group $> 0.05 = 0.57 > 0.05$ and in experimental group $> 0.05 = 0.05 = 0.05$. Significance level is 0.05. It means H_0 is rejected and H_a is accepted. Because the significance value in the control group is smaller than the significance level ($0.57 < 0.05$).

From the findings, it could be concluded that two steps should be done to know whether the test is normality and homogeneity. In a normality test using SPSS 16, it was found that the data was normally distributed because the significance level was higher than 0.05. In a homogeneity test using SPSS 16, it was found that the data was heterogeneous as the significance value of homogeneity was higher than 0.05. After the data were analysed with SPSS 16, it was discovered that the Sig. value in hypothesis testing of normality and homogeneity was lower than 0.05.

It fulfils the hypothesis statement if the Sig. value is below 0.05, and then the null hypothesis is rejected. In conclusion, the eleventh grade students in the experimental group at SMAN 2 Sukoharjo achieved better in listening. Since the differences between two means of the scores is not significant, there is no sufficient evidence to reject null hypothesis the performance on the listening of the two groups is not significantly and statistically different despite the treatment exposed to the experimental grup. It can also be justified that the means of listening using audiobook is significantly higher than that of the group conventional listening class.

B. Suggestion

Based on the conclusion above, the researcher would like to offer some suggestion as follow:

1. For English teachers.

The author suggests that teachers use various media in listening class, like using Audiobooks. Because it can motivate, stimulate and help students if they do not understand the material. Beside that, using Audiobooks make the students will not boring in listening class.

2. For next researcher.

Future researchers can expand the research subject and can also find out the effectiveness of Audiobooks on other types of text, for example recount text, descriptive text, and others.

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APPENDICIES

Appendix 01 Lesson Plan of Experimental Group

LESSON PLAN (EXPERIMENTAL GROUP)

School : SMA Negeri 2 Sukoharjo

Subject : English

Class/Semester : XI/2

Material : Narrative Text

Skill Focus : Listening

Time Allowance : 12x45 minutes

I. Core Competence

- a. Respect and comprehend the religion doctrine they believe.

Respect and comprehend the behaviors, such as honest, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction with the social environment extend to society and its existence.

- b. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the phenomena and an eye-seen event.
- c. Processing, providing and thinking in concrete domain (using, analyzing,

modifying, and making) and abstract domain based on the students learn in the school and some other education source which has same theory.

II. Basic Competence

Distinguish social function, text structure, and linguistic elements of some oral and written narrative texts by giving and soliciting information related to popular legend, simple, in accordance with the context of its use.

III. Aim of Learning

Students are able to identify the information of the narrative text.

IV. Indicators

- a. Students are able to identify the social function of narrative text.
- b. Students are able to identify the generic structure of narrative text.
- c. Students are able to identify Language feature of narrative text.
- d. Students are able to explain the content of narrative text.

V. Learning Material

1) Regular Material

Definition narrative text is a kind of text to retell the story that have happened in the past.

a. Social Function:

To amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

b. Generic structure

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arise.
- Resolution : the crisis is resolved, for better orfor worse.
- Re-orientation : optional.

c. Significant lexico grammatical or Language Feature

- focus on specific and usually individualized participants
- use of material process (and in this text, behavioural and verbal processes)
- use of relational processes and mental processes
- use of temporal conjunctions, and temporal circumstance
- use of past tense

d. Example of Narrative Text

Text I

Snow White

Once upon a time there lived a little, named snow white. She lived

Orientation

{ with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving snow white in the castle because they wanted to go to America and they didn't have enough money to take snow white with them.

Complication

{ Snow white didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no one answered so

she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside.

Resolution



There, they found snow white woke up. She saw the dwarfs. The dwarfs said; “what is your name?” Snow white said, “My name is Snow White”. One of the dwarfs said, “If you wish, you may live here with us”. Snow White told the whole story about her. Then, Snow White and the seven dwarfs lived happily ever after.

VI. Learning Method

Audio Lingual Method

VII. Media and Source of Material

1. Media

- Paper
- Laptop
- Power point

2. Source:

- Teacher’s explanation
- Audio in <http://storynory.com>

VIII. Learning Activities

1. **First Meeting**

	Activities	Time
Pre Activity	<ul style="list-style-type: none"> - Teacher greets the students - Teacher asks the students to pray together - Teacher checks students’ attendance 	5 min

Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher gives a brainstorming to the students and stimulates the students by giving a text about narrative short story - The students observe the text sample which given by the teacher 	5 min
	<p>Questioning</p> <ul style="list-style-type: none"> - Teacher asks the students about the contain and the feature of the narrative text 	10 min
	<p>Exploring</p> <ul style="list-style-type: none"> - Teacher gives some explanation of the material on the slide - Teacher guides students to ask question 	25 min
	<p>Associating</p> <ul style="list-style-type: none"> - Doing pre-test 	30 min
	<p>Communicating</p> <ul style="list-style-type: none"> - Teacher asks student about the pre-test Teacher discuss with students about the pre-test 	10 min
Closing	<ul style="list-style-type: none"> - Teacher makes a conclusion of the material - Teacher motivates students to study hard - Teacher finishes the activities and close the lesson 	5 min

2. Second Meeting

	Activities	Time
Pre Activity	<ul style="list-style-type: none"> - Teacher greets the students - Teacher asks the students to pray together - Teacher checks students' attendance 	5 min
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher reviews the material last meeting 	5 min
	<p>Questioning</p> <ul style="list-style-type: none"> - Teacher gives a chance to the students to make a question about the last material 	10 min
	<p>Exploring</p> <ul style="list-style-type: none"> - Teacher gives some explanation of the material on the slide especially about audiobook 	25 min
	<p>Associating</p> <ul style="list-style-type: none"> - Teacher gives students example of audiobook. - Teacher asks students to listen the story 	30 min
	<p>Communicating</p> <ul style="list-style-type: none"> - Teacher give a chance to the students to make a question about the audiobook - Teacher asks students about audiobook 	10 min
Closing	<ul style="list-style-type: none"> - Teacher makes a conclusion of the material - Teacher motivates students to study hard - Teacher finishes the activities and close the lesson 	5 min

3. Third Meeting

	Activities	Time
Pre Activity	<ul style="list-style-type: none"> - Teacher greets the students - Teacher asks the students to pray together - Teacher checks students' attendance 	5 min
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher reviews the material last meeting 	5 min
	<p>Questioning</p> <ul style="list-style-type: none"> - Teacher gives a chance to the students to make a question about the material 	10 min
	<p>Exploring</p> <ul style="list-style-type: none"> - Teacher continues the material last meeting - Teacher gives some explanation of the material on the slide - Teacher guides students to ask question 	25 min
	<p>Associating</p> <ul style="list-style-type: none"> - Teacher gives students a short story - Teacher plays audio Red Riding Hood - Teacher asks students listen carefully - Teacher asks students to answer the question - Teacher asks students to do their task by themselves 	30 min
	<p>Communicating</p> <ul style="list-style-type: none"> - Teacher asks one of students to present result - Students present the result in front of class 	10 min

Closing	<ul style="list-style-type: none"> - Teacher makes a conclusion of the material - Teacher motivates students to study hard Teacher finishes the activities and close the lesson 	5 min
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4. Fourth Meeting

	Activities	Time
Pre Activity	<ul style="list-style-type: none"> - Teacher greets the students - Teacher asks the students to pray together - Teacher checks students' attendance 	5 min
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher reviews the material last meeting 	5 min
	<p>Questioning</p> <ul style="list-style-type: none"> - Teacher gives a chance to the students to make a question about the material 	10 min
	<p>Exploring</p> <ul style="list-style-type: none"> - Teacher continues the material last meeting - Teacher gives some explanation of the material on the slide - Teacher guides students to ask question 	25 min
	<p>Associating</p> <ul style="list-style-type: none"> - Teacher gives students a new short story - Teacher plays audio The Ant and The Grasshopper - Teacher asks students listen carefully - Teacher asks students to answer the question 	30 min

	- Teacher asks students to do their task by themselves	
	Communicating - Teacher asks one of students to present result - Students present the result in front of class	10 min
Closing	- Teacher makes a conclusion of the material - Teacher motivates students to study hard Teacher finishes the activities and close the lesson.	5 min

5. Fifth Meeting

	Activities	Time
Pre Activity	- Teacher greets the students - Teacher asks the students to pray together - Teacher checks students' attendance	5 min
Main Activity	Observing - Teacher reviews the material last meeting	5 min
	Questioning - Teacher gives a chance to the students to make a question about the material	10 min
	Exploring - Teacher continues the material last meeting - Teacher gives some explanation of the material on the slide. - Teacher guides students to ask question	25 min
	Associating	30 min

	- Doing post-test	
	<p>Communicating</p> <ul style="list-style-type: none"> - Teacher asks students about the post-test - Teacher discuss with students about the post-test 	10 min
Closing	<ul style="list-style-type: none"> - Teacher makes a conclusion of the material - Teacher motivates students to study hard <p>Teacher finishes the activities and close the lesson.</p>	5 min

IX. Assessment

1. Type : listen test
2. Technique : students are assigned to answer the questions about narrative text.
3. Aspect, instrument, and scoring guidance:
 - a. Aspect
Listening
 - b. Instrument
Listen the audiobook
 - c. Guidance scoring of narrative text
 - Pronunciation : 25 %
 - Vocabulary : 25 %
 - Structure : 25 %
 - Comorehension : 25 %

Score of each student = $total\ score \times 10 = value$

Students' score = $10 \times 10 = 100$ (total score)

Sukoharjo, February 20th 2023

Researcher

Intan Puspita Ningrum

Approved by

English Teacher

Ahmad Dadang Pramusinta, M.Pd.

Activity on 3rd meeting

Red Riding Hood

Once upon a time, in a small village

surrounded by a beautiful forest, there lived a young girl named Little Red Riding Hood. She was known for her vibrant red cloak that she wore everywhere she went. Red Riding Hood was a spirited and active girl, always eager to explore the world around her.

One sunny morning, Red Riding Hood's mother approached her with a request. "My dear daughter," she said, "Your grandmother is feeling weak, and I have prepared a basket of nutritious goodies for her. I want you to deliver it to her, but I also want you to get some exercise on your way. Can you do that for me?"

Red Riding Hood's eyes lit up with excitement. "Of course, Mother! I will make sure to get some exercise while delivering the basket," she replied eagerly. She understood the importance of staying healthy and active, and she was more than happy to incorporate exercise into her journey.

With the basket of goodies securely in her hands, Red Riding Hood set off on her adventure. As she entered the enchanting forest, she noticed a beautiful path that meandered through the trees. She thought to herself, "This seems like the perfect place to start my exercise."

She began walking briskly, feeling the gentle breeze on her face and listening to the birds chirping in the distance. As she walked, she occasionally broke into a light jog, feeling the exhilaration of her heart pumping faster and her legs stretching with each step. Red Riding Hood marveled at the natural beauty surrounding her, taking in the sights and sounds of the forest.

After a while, Red Riding Hood came across a steep hill. She paused for a moment, contemplating how to turn this into an exercise opportunity. With a mischievous grin, she decided to challenge herself and sprint up the hill. She pushed her body to its limits, feeling the burn in her muscles as she reached the top. Red Riding Hood couldn't help but giggle with joy and a sense of accomplishment.

Continuing on her journey, Red Riding Hood spotted a small clearing with a tall tree. The branches were low-hanging and perfect for climbing. She eagerly approached the tree and began scaling its trunk. With each branch she conquered, her arms grew stronger, and her agility improved. When she finally reached the top, she sat on a sturdy branch, marveling at the breathtaking view before her.

Red Riding Hood descended from the tree and continued her trek, engaging in various exercises along the way. She skipped and hopped over fallen logs, practicing her balance and coordination. She even found a shallow stream and waded through the water, feeling the resistance against her legs as she splashed and laughed.

Finally, Red Riding Hood arrived at her grandmother's cottage. With a wide smile, she knocked on the door and entered. Her grandmother, delighted to see her, exclaimed, "My dear Red Riding Hood, you look positively radiant! Did you have an exciting journey?"

Red Riding Hood replied happily, "Yes, Grandma! I had so much fun delivering your basket, and I turned it into an exercise adventure. I jogged, sprinted up a hill, climbed a tree, and even skipped and hopped along the way."

Her grandmother chuckled, proud of her granddaughter's adventurous spirit and commitment to staying active. They shared a warm meal together, enjoying the nourishing treats from the basket. As they ate, Red Riding Hood recounted her exhilarating journey, leaving her grandmother in awe of her energy and enthusiasm.

From that day forward, Red Riding Hood continued to incorporate exercise into her daily routines. She recognized the importance of an active lifestyle and made it a priority to stay healthy and strong. And so, she lived a long and joyous life, always embracing the world with curiosity and a spring in her step.

1. What was the name of the young girl in the story?

- a. Little Rose
- b. Little Red Riding Hood
- c. Little Daisy
- d. Little Violet

2. What was the color of Little Red Riding Hood's cloak?

- a. Blue
- b. Green
- c. Red
- d. Yellow

3. Who asked Little Red Riding Hood to deliver a basket?

- a. Her mother
- b. Her grandmother
- c. The village mayor
- d. The town crier

4. Why did Little Red Riding Hood's mother want her to deliver the basket?

- a. To exercise
- b. To visit a friend
- c. To give a gift
- d. To surprise her grandmother

5. Who did Little Red Riding Hood encounter on her way to her grandmother's house?

a. A wolf

b. A bear

c. A deer

d. A rabbit

6. What did the wolf ask Little Red Riding Hood about?

a. Her name

b. Her favorite color

c. Her grandmother's house

d. Her favorite book

7. How did Little Red Riding Hood escape from the wolf?

a. She ran away

b. She screamed for help

c. She hid in the bushes

d. She tricked the wolf

8. Who did Little Red Riding Hood find in her grandmother's bed?

- a. Her grandmother
- b. The wolf disguised as her grandmother
- c. Her mother
- d. A hunter

9. How did Little Red Riding Hood and her grandmother get saved in the end?

- a. They fought the wolf off themselves
- b. The hunter arrived and rescued them
- c. They scared the wolf away with a loud noise
- d. They called for help and the villagers came to their aid

10. What lesson can we learn from the story of Little Red Riding Hood?

- a. Always trust strangers you meet in the woods
- b. Never go on a journey alone
- c. Listen to your parents' instructions
- d. Wolves are harmless creatures

Activity 4th meeting

The Ant and The Grasshopper

Once upon a time, in a lush meadow, there lived an ant and a grasshopper. The ant, known as Andy, was diligent and hardworking. He spent his days gathering food and storing it away for the winter. Andy understood the importance of preparing for the future and always had a sense of responsibility. On the other hand, the grasshopper, named Greg, was carefree and loved to sing and play his music all day long.

As the days grew warmer and the sun shone brighter, Greg would often visit Andy while he was busy working. "Why are you always working so hard, Andy?" Greg asked, curiously. "Come and enjoy the warmth of the sun, and let's sing and dance together!"

Andy replied, "I appreciate your spirit, Greg, but winter will come sooner or later. It's crucial to gather enough food to survive during the cold season. If we don't prepare now, we'll suffer when resources become scarce."

Ignoring Andy's advice, Greg continued to frolic and enjoy himself, without a care in the world. He believed that winter was far away and that there was plenty of time to gather food later.

As the days turned into weeks, and weeks turned into months, the seasons changed. The once green meadow transformed into a chilly landscape. The leaves fell from the trees, and a biting wind filled the air.

One day, as Greg was searching for food in the barren meadow, his empty stomach growling, he realized the harsh reality of his situation. The winter had arrived, and he had nothing to eat. Greg felt cold, hungry, and regretful.

Desperate and shivering, Greg decided to seek help from Andy, hoping he would share his food and save him from the bitter cold. He found Andy in his cozy shelter, surrounded by his well-stocked pantry.

"Please, Andy," Greg pleaded. "I didn't listen to your advice, and now I have nothing. I'm freezing and starving. Can you help me?"

Andy, being kind-hearted, felt sorry for Greg. He recognized the consequences of Greg's actions but decided to teach him a valuable lesson. He said, "Greg, I warned you about the importance of preparing for the future. While I worked hard to gather food, you enjoyed the present without considering the consequences. Nevertheless, I won't let you suffer. Come in and share my food."

Grateful for Andy's generosity, Greg humbly entered Andy's shelter. The ant shared his carefully collected provisions, giving Greg enough food to survive the winter. Greg felt both grateful and ashamed, realizing the importance of being responsible and planning ahead.

As the winter passed and spring returned, Greg emerged from Andy's shelter a changed grasshopper. He had learned his lesson and understood the significance of hard work, responsibility, and foresight. From that day forward, Greg decided to help Andy gather food, ensuring they both had enough for the coming seasons.

Together, Andy the ant and Greg the grasshopper formed an unlikely but harmonious partnership. They worked diligently throughout the warm months, gathering food and preparing for the next winter. And when the cold season arrived, they were both well-prepared and content, knowing they had taken the necessary steps to ensure their survival.

The tale of the ant and the grasshopper serves as a reminder that while enjoying the present is essential, it is equally important to plan for the future and take responsibility for our actions.

1. What were the names of the ant and the grasshopper?

a. Adam and George

b. Andy and Greg

c. Alex and Henry

d. Arnold and Gerald

2. What was the ant known for?

a. Singing and dancing

b. Being lazy and carefree

c. Hard work and responsibility

d. Enjoying the warmth of the sun

3. What did the grasshopper love to do?

a. Gather food for the winter

b. Play music and sing

c. Help the ant with his work

d. Prepare for the cold season

4. Why did the ant work hard to gather food?

a. To prepare for winter

b. To enjoy the warm weather

c. To sing and dance with the grasshopper

d. To avoid sharing food with others

5. How did the grasshopper spend his time?

a. Playing in the meadow

b. Building a shelter

c. Gathering food like the ant

d. Working alongside the ant

6. What was the grasshopper's attitude towards preparing for winter?

a. He understood its importance

b. He believed there was plenty of time

c. He helped the ant with his preparations

d. He disliked the cold season

7. What happened to the meadow as winter approached?

a. It became warmer and sunnier

b. The grass turned green and vibrant

c. The leaves fell, and it became chilly

d. The animals migrated to a warmer place

8. What did the grasshopper realize when winter arrived?

a. He had gathered enough food

b. He needed to find shelter immediately

c. He regretted not preparing like the ant

d. He felt excited about the snowfall

9. How did Andy the ant respond when Greg asked for help?

a. He refused to help Greg

b. He scolded Greg for his laziness

- c. He shared his food and shelter with Greg
- d. He ignored Greg and went about his work

10. How did the story end for Andy and Greg?

- a. They both suffered through the winter
- b. Greg learned his lesson and helped Andy
- c. Andy gave all his food to Greg and starved
- d. They continued their carefree lifestyle together

Appendix 02 Lesson Plan of Control Group

LESSON PLAN (CONTROL GROUP)

School : SMA Negeri 2 Sukoharjo

Subject : English

Class/Semester : XI/2

Material : Narrative Text

Skill Focus : Listening

Time Allowance : 6x45 minutes

X. Core Competence

- d. Respect and comprehend the religion doctrine they believe.

Respect and comprehend the behaviors, such as honest, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction with the social environment extend to society and its existence.

- e. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the phenomena and an eye-seen event.

- f. Processing, providing and thinking in concrete domain (using, analyzing, modifying, and making) and abstract domain based on the students learn in the school and some other education source which has same theory.

XI. Basic Competence

Distinguish social function, text structure, and linguistic elements of some oral and written narrative texts by giving and soliciting information related to popular legend, simple, in accordance with the context of its use.

XII. Aim of Learning

Students are able to identify the information of the narrative text.

XIII. Indicators

- e. Students are able to identify the social function of narrative text.
- f. Students are able to identify the generic structure of narrative text.
- g. Students are able to identify Language feature of narrative text.
- h. Students are able to explain the content of narrative text.

XIV. Learning Material

2) Regular Material

Definition narrative text is a kind of text to retell the story that have happened in the past.

- a. Social Function:

To amuse, entertain and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

b. Generic structure

- Orientation : sets the scene and introduces the participants.
- Complication : a crisis arise.
- Resolution : the crisis is resolved, for better orfor worse.
- Re-orientation : optional.

c. Significant lexico grammatical or Language Feature

- focus on specific and usually individualizedparticipants
- use of material process (and in this text, behavioural and verbal processes)
- use of relational processes and mental processes
- use of temporal conjunctions, and temporal circumstance
- use of past tense

d. Example of Narrative Text

Text I

Snow White

Once upon a time there lived a little, named snow white. She lived

Orientation

with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving snow white inthe castle because they wanted to go to America and they didn't have enough money to take snow white with them.

Complication

Snow white didn't want her uncle and aunt to do this. So, she decided to run away. The next morning, she run away from home when her aunt and uncle

were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw the cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside.

Resolution



There, they found snow white woke up. She saw the dwarfs. The dwarfs said; “what is your name?” Snow white said, “My name is Snow White”. One of the dwarfs said, “If you wish, you may live here with us”. Snow White told the whole story about her. Then, Snow White and the seven dwarfs lived happily ever after.

XV. Learning Method

Audio Lingual Method

XVI. Media and Source of Material

1. Media

- Paper
- Laptop
- Power point

2. Source:

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- Teacher’s explanation
- Listening audio in <http://ahzaa.net>

XVII. Learning Activities

1. **First Meeting**

	Activities	Time
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Pre Activity	<ul style="list-style-type: none"> - Teacher greets the students - Teacher asks the students to pray together - Teacher checks students' attendance 	5 min
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher gives a brainstorming to the students and stimulates the students by giving a text about narrative short story - The students observe the text sample which given by the teacher 	5 min
	<p>Questioning</p> <ul style="list-style-type: none"> - Teacher asks the students about the contain and the feature of the narrative text 	10 min
	<p>Exploring</p> <ul style="list-style-type: none"> - Teacher gives some explanation of the material on the slide - Teacher guides students to ask question 	25 min
	<p>Associating</p> <ul style="list-style-type: none"> - Doing pre-test 	30 min
	<p>Communicating</p> <ul style="list-style-type: none"> - Teacher asks student about the pre-test Teacher discuss with students about the pre-test 	10 min
Closing	<ul style="list-style-type: none"> - Teacher makes a conclusion of the material - Teacher motivates students to study hard - Teacher finishes the activities and close the lesson 	5 min

2. Second Meeting

	Activities	Time
Pre Activity	<ul style="list-style-type: none"> - Teacher greets the students - Teacher asks the students to pray together - Teacher checks students' attendance 	5 min
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher reviews the material last meeting 	5 min
	<p>Questioning</p> <ul style="list-style-type: none"> - Teacher gives a chance to the students to make a question about the last material 	10 min
	<p>Exploring</p> <ul style="list-style-type: none"> - Teacher gives some explanation of the material on the slide 	25 min
	<p>Associating</p> <ul style="list-style-type: none"> - Teacher gives students conventional method of listening section - Teacher asks students to listen carefully - Teacher asks students to answer the question - Teacher asks students to do their task by themselves 	30 min
	<p>Communicating</p> <ul style="list-style-type: none"> - Teacher asks one of students to present result - Students present the result in front of class 	10 min
Closing	<ul style="list-style-type: none"> - Teacher makes a conclusion of the material - Teacher motivates students to study hard 	5 min

	- Teacher finishes the activities and close the lesson	
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3. Third Meeting

	Activities	Time
Pre Activity	<ul style="list-style-type: none"> - Teacher greets the students - Teacher asks the students to pray together - Teacher checks students' attendance 	5 min
Main Activity	<p>Observing</p> <ul style="list-style-type: none"> - Teacher reviews the material last meeting 	5 min
	<p>Questioning</p> <ul style="list-style-type: none"> - Teacher gives a chance to the students to make a question about the material 	10 min
	<p>Exploring</p> <ul style="list-style-type: none"> - Teacher re-teach the material especially narrative text 	25 min
	<p>Associating</p> <ul style="list-style-type: none"> - Doing post-test 	30 min
	<p>Communicating</p> <ul style="list-style-type: none"> - Teacher asks students about the post-test - Teacher discuss with the students about the post-test 	10 min

Closing	<ul style="list-style-type: none">- Teacher makes a conclusion of the material- Teacher motivates students to study hard Teacher finishes the activities and close the lesson	5 min
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XVIII. Assessment

1. Type : listen test
2. Technique : students are assigned to answer the questions about narrative text.
3. Aspect, instrument, and scoring guidance:
 - d. Aspect
Listening
 - e. Instrument
Listen the conventional method
 - f. Guidance scoring of narrative text
 - Pronunciation : 25 %
 - Vocabulary : 25 %
 - Structure : 25 %
 - Comorehension : 25 %

Score of each student = $(total\ score \times 2) : 3 = value$

Students' score = $(15 \times 2) : 3 = 10$ (total score)

Sukoharjo, February 20th 2023

Researcher

Intan Puspita Ningrum

Approved by

English Teacher

Ahmad Dadang Pramusinta, M.Pd.

Activity on 2rd meeting

LISTENING SECTION

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with special directions for each part.

PART I

Question 1 to 4.

Directions:

In this part of the test, you will hear some dialogues and questions spoken in English. The questions and the dialogues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

After you listen the dialogue and the question about it, read the five possible answers, and decide which one would be the best answer to the question you have heard. Now listen to a sample question.

You will hear:

Man : How can I help you, Mum?

Woman : Please buy a kilo of rice, two kilos of sugar, a half kilo of eggs and a pack of tea.

Man : Do you need some chicken nuggets?

Woman : No, we still have some in the refrigerator.

Narrator : What shouldn't the man buy?

A. Eggs.

B. Tea.

C. Rice.

D. Sugar.

E. Nuggets.

Narrator : The best answer to the question "What shouldn't the man buy?" is nuggets. Therefore you should answer (E).

1. Woman : I thought the bus leaves on the hour

Man : It usually does, but this is a week end

Woman : I completely forgot. I hope we won't be late for the movie

Where are they?

- A. On the train
- B. At the bus stop
- C. In the station
- D. In the cinema
- E. In the airport

2. Woman : John, we're going to have lunch down in Mamamia Steak. Why don't you join us?

Man : I'd love to Mira, but I've to finish my report

Woman : Well, maybe next time. You'd like the way they have their menu

What is Mira going to do?

- A. Join a fishing club
- B. Look for some books
- C. Enjoy steak
- D. Finish the report
- E. Watch the movie

3. Woman : Larry, Where did you learn to speak English?

Man : I grew up with it. My parents are English teachers and they would always speak about

things to me

Woman : I'll be doing the same next time when I become parent to my children

What is known about Larry?

- A. He teaches English
- B. He is a father
- C. He speaks English
- D. He understands many things
- E. He has children

4. Woman : Would you like something to drink with your meal?

Man : Yes, I'd like something cold

Woman : We have only water and fruit juices. Would you want a juice?

What is the woman going to get for the man?

- A. A sweater
- B. Some medicine
- C. A pen and paper

D. Something to drink

E. Meals

Part II: Questions 5 to 7

Directions: In this part of the test, you will hear some incomplete dialogues spoken in English, followed by four responses, also spoken in English. The dialogues and the responses will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. You have to choose the best response to each question. Now listen to a sample question.

Woman : Do you have any plans for next weekend?

Man : I am thinking of going mountain climbing.

Woman : That's interesting. Can I go with you?

Man : Sure. Do you have any suggestions for activities there?

Woman : ...

Narrator : What does the woman probably respond?

A. Sorry, but I don't know much about that.

B. Yes, we could have a barbecue there.

C. Yes, I think that mountain is too high.

D. Yes, I really love mountain climbing.

Narrator : The best answer to the question "What does the woman probably respond?" is "Yes, we could have a barbecue there." Therefore you should choose answer (B).

5. Man : Where can I fish around here?

Woman : Near Ambarawa. There is a big lake with some of the best fishing in this part of this city.

Man :

Narrator : What is the man's possible response?

A. Sounds great

B. It's terrible

C. Let me see

D. Don't worry

6. Man : I have to repair my Notebook this afternoon and then I'm going to bookstore

Woman : Let's go together. I need to buy some books too

Man : I'll pick you up around three OK?

Woman :

Narrator : What is the woman's possible response?

A. Are you sure? You lie to me!

B. You are not on time

C. You are so good

D. I wish you could come!

7. M : I just wonder how I can return my book to the library

W : How come? What's your problem?

M : It's the due time and I am supposed to come to the principal's room

W :

Narrator : What is the woman's possible response?

A. Check it first before you return it

B. I suggest you return it now

C. You needn't return the book

D. I can do it for you if you want to

PART III

Questions 8 to 11

Directions

In this part of the test, you will hear some dialogues or monologues spoken in English. The dialogues or monologues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen to the dialogue or monologue, look at the five pictures provided in your test book, and decide which would be the most suitable one for the dialogue or monologue you have heard.

Number 8

Man : Where is the gas station?

Woman : It's behind the garden Restaurant, where that warehouse was burned down last year.

Man : How convenient! I go that way to work every day. I can save time by stopping there. Thank you.

Narrator : Where will the man go?



Number 9

Man : Do you know of a place where I can have my car worked on?

Woman : Try Tulus Garage. They do good work and are reasonably priced

Man : Thanks. I'm new in town and I don't know my way around yet.

Woman : Okay.

What picture shows about the man looking for?



Number 10

Woman : A car is a means of transportation. Almost everybody goes to work by car. Therefore, a car is very crucial. It needs to be serviced by the owner regularly. Beside servicing the engine, the owner should pay attention to all the tyres. Inside the car there should be important tools such as scissor, lead, pick, jack for wheel alarmed. It is very important to change the tyre when it is flat. A car doesn't need to have a nail to change a generator, a tyre compressor, a tyre changer and did all tyre lifter, but the owner should check all tyres regularly before driving.

Narrator : Which picture is the most suitable with the story?



Number 11

Man : It is one of the seven wonders of the world. It impresses many people because it is the symbol of love from a husband to his wife.

It stands in the city of Agra, in the northern Indian state of Uttar Pradesh, on the banks of the Yamuna river. It was built in the memory of the beautiful Mumtaz Mahal, who won the heart of a Mughal prince, Shah Jahan. Mumtaz Mahal died during the birth of their child, Gauhara Begum.

The focus of this building is the white marble tomb. Four minarets frame the tomb. Meanwhile, the main chamber houses the cenotaphs of Mumtaz Mahal and her husband, with their graves located on the lower level.

Narrator : Which picture goes with the description?



PART IV

Questions 12 to 15

Directions

In this part of the test, you will hear several monologues. Each monologue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you hear the monologue and the

question about it, read the five possible answers and decide which one would be the best answer to the question you have heard.

Questions 12 and 13 are based on the following monologue.

Man : Good evening, I'm Jed West and this is the six o'clock news.

Last night there was an accident in the South China sea, near the Philippines. An oil tanker hit a fishing boat. The collision happened in very stormy weather at half past two in the morning. The fishing boat sank, but the crew got into a life raft. The tanker didn't see the men in the life raft and didn't stop. There was a big hole in the bow of the oil tanker and thousands of tons of oil came out, and leaked into the sea. The fishermen sent up rockets and flares. A rescue boat saw them and rescued the fishermen. They gave them blankets and hot drinks but they were still very cold and shocked.

This morning, in daylight, a search helicopter saw all the oil on the sea. Special boats are spraying chemicals on the oil but the beaches are already polluted. A lot of fish and seabirds are caught in the oil. It is a very bad day indeed for the fishing and tourism industries.

And that was the six o'clock news. Join me at seven for the latest headlines. I'm Jed West and thank you for watching Channel 105.

Number 12, what time did the accident happen?

- A. 5.30 A.M
- B. 4.30 AM
- C. 3.30 AM
- D. 2.30 AM
- E. 1.30 AM

Number 13, what caused the oil leak?

- A. Stormy Weather
- B. Fishing Boat
- C. Rescue Boat
- D. Rockets and Flares
- E. Big Hole in The Bow of The Tanker

Questions 14 and 15 are based on the following monologue.

Woman : Elephants are the largest land animals alive today. These animals have special body characteristics among them are tusks and trunk.

Elephants' tusks are made of a hard, white substance like bone. When an elephant is angry, its tusk can be very dangerous. The tusks of an elephant are actually its front teeth. People pay a lot of money for the ivory of an elephant's tusk. The ivory from the tusks is made into many beautiful things.

the trunk of an elephant is a fusion of the nose and upper lip. An elephant uses trunk in many ways. It pulls up trees with its trunk when it wants to make a path through

the jungle. It also uses its trunk to get water. The trunk can hold a lot of water, as an elephant needs to drink three hundreds pints of water every day.

Number 14, What is the topic of the monologue ?

- A. An Elephant Habit
- B. Training an Elephant
- C. Hunting an Elephant
- D. How an Elephant Uses its Trynk
- E. Elephant Tusk and Trunks

Number 15, What do people want from hunting the elephants?

- A. Its Flesh
- B. Its Skin
- C. Its Trunk
- D. Its Ivory
- E. Its Teeth

This is the end of listening section

Appendix 03 Test Script

Listen carefully and choose the right answers based on the story!

1. What type of the text that you hear?

- a. Recount text
- b. Narrative text
- c. Procedure text
- d. Hortatory text

2. What is the purpose of the text?

- a. To explain how the Beauty got married with the beast
- b. To entertain the readers
- c. To tell a news to the readers
- d. To describe the story of the Beast

3. What is the character of Belle?

- a. Kind
- b. Cruel
- c. Evil

d. Envious

4. "Belle wanted an adventure like those she read about in her beloved books". What is the same meaning of the underlined?

word?

a. Exploration

b. Journey

c. Trip

d. Camp

5. Who turned a handsome prince into a beast?

a. Witch

b. Fairy

c. Enchantress

d. Wizard

6. What would happen if the last rose petal fell before the prince find his true love?

- a. He would remain a Beast forever
- b. He would change to be Prince again
- c. He would marry some girl
- d. He would change to an animal

7. Where did Belle and her father live?

- a. Town
- b. Castle
- c. Hill
- d. Village

8. Who wanted to marry Belle?

- a. The Prince
- b. The Beast
- c. Gaston
- d. Argust

9. How did Belle think about him?

a. He was a beastly bore

b. He was charming

c. He was amazing

d. He was handsome

10. On his way to the fair, Bell's father..... In the woods

a. Walk away

b. Got lost

c. Ran away

d. Turned away

11. What made Belle search for her father?

a. When his father called her

b. When her father's horse came home alone

c. When someone told her that her father got lost

d. When she heard his father screamed

12. How many enchanted objects are mentioned in the story?

a. 3

b. 5

c. 5

d. 6

13. What did the Beast do after saw Belle found it?

a. Yelled at her

b. Dragged her

c. Grabbed her

d. Left her

14. Who attacked Belle?

a. The beast

b. The wolves

c. Gaston

d. The enchanted objects

15. Who saved Belle?

- a. The beast
- b. The wolves
- c. Gaston
- d. The enchanted objects

16. What did Belle say to the Beast about his second invitation?

- a. She agreed
- b. She disagreed
- c. She refused it
- d. She ignored it

17. What did Belle tell to the Beast after pulled him to safety?

- a. To sleep
- b. To wake up
- c. To not leave her
- d. To not wake up again

18. What happened to Beast after that?

- a. He woke up
- b. He died
- c. He turned back to a handsome prince
- d. He didn't change at all

19. What happened to the enchanted objects after that?

- a. They disappeared
- b. They flew away
- c. They got lost
- d. They turned back into humans too

20. What did they do after that?

- a. Watched Belle and the Prince fall in love
- b. Went back into the castle
- c. Ran away
- d. Stayed still

Appendix 04 Documentation

