



**STORYTELLING AS A TECHNIQUE  
IN TEACHING LISTENING  
AT ELEMENTARY SCHOOL**

**(A Case of Fifth Year Students of SDN Wonosekar  
in the Academic Year of 2008/2009)**

a final project  
submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan  
in English

PERPUSTAKAAN  
UNNES  
by

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Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya bersedia menerima akibatnya.

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**Verily never will Allah change the condition of a people  
until they change it themselves  
(with their own souls).**

**(The Meaning of the Holy Qur'an, Ar Ro'du: 11)**



To:

- My beloved parents, Endah Tri Harningsih, and Bikulin
- My dearest sister Lely Winda Restiana

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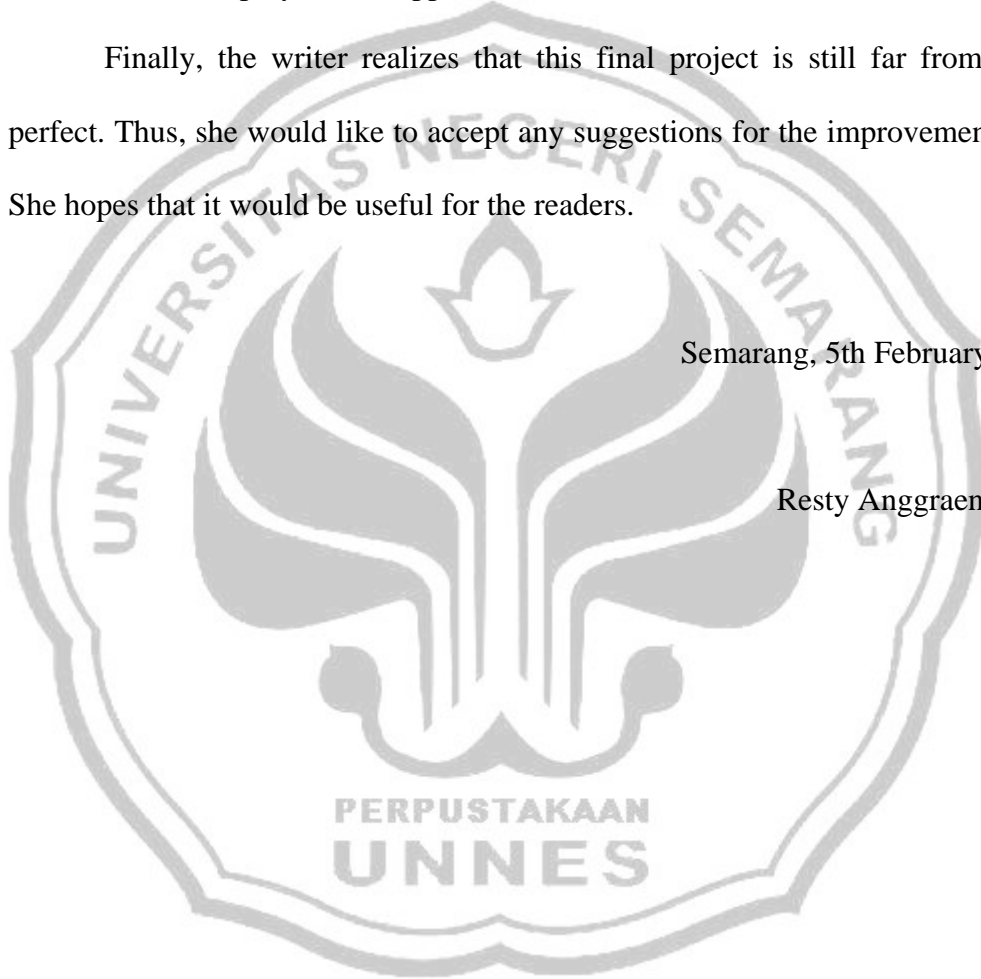
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Resty Anggraeni



## ABSTRACT

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**Keywords:** Storytelling, Teaching Listening, Young Learners

This final project is concerned with using storytelling as a technique to improve student's listening skill to the fifth grade students of SDN Wonosekar Pati. Teaching listening to elementary school students is not an easy task. It requires a lot of creativity from a professional teacher. This study aims at finding out the students' achievement in listening skill through using storytelling as a technique.

To achieve the objective of the study, the researcher conducted an action research. The population of the study was the fifth graders of SDN Wonosekar Pati. The total number of the sample was 26 students. In conducting this action research, two cycles was applied. The activity in the cycle 1 was only using gesture. Meanwhile, the activity in the cycle 2 was using gesture and color picture. There were three tests in this study; pre test, cycle 1 test and cycle 2 test (post test).

The result of the analysis showed that there was a significant improvement of pre test, cycle 1 test and cycle 2 test (post test).. The average achievement of the students' pre-test was 57.76%; 71.00% in the cycle 1 test; and 81.76% in the post-test. This improvement was affected by the students' interest in storytelling technique, the students' motivation toward the existence of storytelling technique, and the students' comprehension of the story as indicated from the questionnaire result. This can be inferred from the questionnaire result that the students' interest in storytelling is high; the students' motivation in learning English using storytelling is high; the storytelling could help the students to comprehend the story.

The result of this study showed that using storytelling as a technique in teaching listening is very beneficial for the students.

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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

English as an international language plays a major role in international communication process. It is needed not only to communicate among people over the world, but also to develop sciences, technology, art, and culture. Considering this fact, English was chosen by the government to be taught at every level of education in Indonesia as the only compulsory foreign language subject, begins earlier as a local content at elementary schools up to college and adult education programs. In addition Ramelan states that:

“English is an important means of communication, which is used by many countries in this world. It plays an important role in the process of modernization as an international language. This is why the Indonesian government chooses English as the first foreign language to be taught in school.  
“(1992:3)

Nowadays English is being introduced into primary school in Indonesia. As stated in School Based Curriculum (KTSP) English is taught at elementary school as a local content subject which the intention is to develop students' language skill for accompanying action (Language accompanying action). The material covers all four-language skills, i.e. listening, speaking, reading, and writing. This program is begun from the fourth to sixth grade, with the basic aim

is to facilitate the students in order to be ready and self-confidence in learning English at the higher levels of education.

Learning English for elementary school students means that it is the first time for them to learn English. As the first foreign language they learn, listening becomes the important skill to teach. It is quite clear that listening is the skill that the children acquire first before they learn the others skill. As a matter of fact children acquire the first language through listening to the people around them (Scott, 1990: 21).

Besides seeing the material, it is also significant for teachers to modify their ways in teaching in order to attract students' interest. As children, students of elementary school have different characteristics from adults. One of the children characteristic is that children have a short attention span, thus the way in teaching used by the English teachers must be efficient and effective. The reason is to make the students interested in learning English, so that they will enjoy the lesson and will not get bored easily while the class is running. In addition, if the class is enjoyable, it is more likely for students to memorize the lesson. As stated by Phillips (1993: 6) that it is common sense that if an activity is enjoyable, it will be memorable; the language involved will 'stick', and the children will have a sense of achievement which will develop motivation for further learning. Therefore teacher must be creative in selecting the teaching methods and technique.

In line with this condition, it is very interesting to seek what technique is good for teaching listening skill to children. Storytelling are frequently claimed to bring many benefits to young learner classroom, including language development.

As stated by Jalmini that storytelling from teacher to student or from student to student carries many benefits ([www.teachingenglish.org](http://www.teachingenglish.org)). Storytelling is one of activities that maintain a high degree of motivation and make the English class enjoyable. Perceiving this assumption, using storytelling as a technique in teaching listening comprehension at elementary school becomes a good choice.

Storytelling is an oral activity. It is the live physical presentation of a story or to an audience that involves direct contact between teller and listener. Story should be a central part of the work of all primary teachers whether they are teaching the mother tongue or a foreign language (wright, 2003: 4). Story rich of vocabulary, it will offer a major and constant source of language experience for children. In addition Avdhika the student of English Department in UNNES on her study declared that the use of short story is effective in teaching vocabulary.

Stories are one of activities that maintain a high degree of motivation and make English class enjoyable. As stated by Wrigt that stories are motivating (2003: 3). Motivation is important aspect in teaching and learning process. If children have a motivation to learn they will grasp the lesson easily. From the fact above we can conclude that stories are a good media to use for young learners' class.

Storytelling means we as a teacher use gestures, face expression, visual, and eyes contact in presenting a story. We also can adapt the language to the students' level; we also can go back and repeat the story. Those factor and method will help the children to understand the story as well as getting them involved in it.

In storytelling the students can be asked to predict what is coming next, or be asked to describe people in the story or pass comment on it in some other way. Those activities make the students actively involved in the construction of story. Moreover it will improve their abilities to comprehend and later produce the target language.

Children enjoy listen to the story. Hopefully, using storytelling as technique in teaching listening comprehension will motivate and facilitate them in learning English.

## **1.2. Reason of Choosing the Topic**

The writer chooses the topic “The Use of Storytelling Technique in Teaching Listening Comprehension to the Fifth Grade of Elementary School”, (An action research conducted to fifth grade of SDN Wonosekar Pati) for the following reasons:

- a. Listening is the first skill children acquire. Listening activity prepares the students to speak, read and write. Based on this assumption, the writer considers that to improve students’ listening skill at elementary school is very important in order to achieve the students’ satisfactory result.
- b. Most of the English teachers have a little knowledge about the effective technique that can motivate children who have different characteristic from adult to learn English, especially listening skill. Children love to play. If English is taught interestingly, it will motivate them to learn better. Story is

close to children's life. Listening to stories should be a part of growing up for every child (Scott and Ytreberg, 1990: 21). They like to listen to stories. Storytelling is one way of presenting stories that make student actively involved in the construction of story and it will improve their abilities to comprehend and later produce the target language. This fact encourages the writer to use storytelling as a technique in teaching listening to young learners.

### **1.3. Statement of the Problem**

In this study, the writer limits the discussion by stating the following problem:

How is the students' achievement in listening comprehension by using storytelling as a teaching technique?

### **1.4. Objective of the Study**

The objectives of this study can be stated as follow:

The objective of the study is to find out the students' achievement in listening comprehension by using storytelling as a teaching technique.

### **1.5. Significance of the Study**

The writer expects that this final project can contribute some benefits to students and teachers. Here are the benefits:



a. Students

Storytelling may motivate and stimulate students to improve their interest in listening comprehension. Their improvement of interest in listening will help them to master English well. It also enrich their knowledge in learning English and gives students enjoyment in listening especially learning English.

b. Teachers

This study may show the teacher of how children learn and what they enjoy in learning. If the teacher does not know the students' interest and characteristic in learning language, they will not do the best for them. The result of this study can be used as additional information for English teachers especially for elementary school English teacher in developing a various technique in a teaching and learning process. It will also give the better insight for the teacher that using storytelling as a technique is worth trying in teaching listening comprehension at elementary school.

### **1.6. Limitation of the Study**

The writer only uses simple stories, which are appropriate to the language level of fifth graders by using the selected materials.

Here, the writer only gave simple written test to the students and analyzed it to measures the improvement of their comprehension of listening skill. The writer also used questionnaire to find out the personal students' response.

## 1.7. Definition of Key Terms

To make this study become easier to be understood, the writer will draw briefly the definition of key term as follows:

### a. Listening

Listening is the process of understanding speech in a first or second language (Helgesen and Brown, 2007: 45). So when we listen, we pay conscious attention to what is being said.

### b. Young Learners

Young learners are group of child between six and twelve years old. In this age they start to study in elementary school.

### c. Technique

Technique is a kind of classroom activity to interest the students, in order to make the teaching and learning process become interesting and meaningful. Since in this study the writer use storytelling as a technique in teaching listening comprehension, storytelling can be called a technique.

### d. Storytelling

Storytelling is the live physical presentation of a story or to an audience that involves direct contact between teller and listener. In this study the teller is the teacher and the listener in the students.

### e. Action research

Action research is a group of activities and a piece of descriptive research which is carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation (Nunan, 1992: 18).



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Foreign Language Learning**

Second or foreign language learning means acquiring new habits or ways of using the speech organs and learning the forms and the arrangements of the forms required by the system (Finocchiaro, 1974:19). Learning a foreign language or a second language is relatively hard, since a foreign language has its own structure and sound which are different from one's native language. In learning English either as a second or foreign language; learners have to deal with a lot of aspects which may cause a problem. The problem may deal with language components such as grammar, vocabulary and pronunciation. As Ramelan states that the difficulty encountered by the student in learning a second language is caused by the different elements between his language and the target language (1992:5).

Learning English as foreign language is different from learning English as a second language. The difference is lies on the way they learnt. The English as second language is learnt in condition where English is used for communication in people's daily lives. On the other hand, English as foreign language is learnt by talking about the grammatical rules English and errors are always corrected. (Setiyadi, 2006, 21). From the definition above it is clear that learn English as a foreign language is more difficult than learning English as a second language.

EFL teaching situations are where English is taught as a school subject but where actual use of English outside the class is limited (Helgesen, Brown, 2007: 2). In fact students learn English only at school. Consequently we have responsibility to create or use an interesting technique in teaching and learning process, so it will holds the children's attention and gives them enjoyment.

## **2.2. Teaching English as Foreign Language at Elementary School**

A lot of people speak more than one language in order to communicate with other people from different part of the world, especially to speak English as an international language. English has very important role toward this world, not only in developing technology, science, and culture, but also in making good relationship among nations all over the world. Considering the importance of English itself, our government afterward stipulates English as the first foreign language that must be taught at school.

In learning foreign languages there are so many factors which influence the acquisition, including personal factor like age, motivation experience and certain environmental factor. Age is one of the influential factors which affect learning, because young children are better in attaining the target language than adults. According to Cameron (2001:13), young children can learn a second language particularly effectively before puberty because their brains are still able to use the mechanism that assisted first language acquisition. From explanation above the writer conclude that a foreign language should be introduced to the children as early as possible. In line with that fact, now based on the School Based

Curriculum (KTSP) English is also taught at elementary school which the intention is to develop students' language skill for accompanying action (*language accompanying action*).

Teaching English at elementary school as a foreign language is not easy as it is the first for them to learn English. Seeing that learning English is the first experience for elementary school students, elementary school students are still categorized as beginners. This categorization is not based on physically they are still children, but the fact that English is a new subject for most Indonesian elementary school students. English has already presented at fourth grade. Hence, they are still beginner as their English knowledge is little. In addition, this statement is also similar with Wright's statement (1997:10) who stated that beginner ranges from children with little or no knowledge of English to those who have been learning it for about a year.

Teaching English especially for elementary school students who are still beginner; that is about the way of teaching. As English is new language for elementary school students, therefore it is must for teachers at this level to present English in an appropriate way. Thus, the existence of teaching media is important. The teachers' creativity in using the teaching media will increase the probability that the students will learn more and the knowledge will retain better in their mind.

Above all, there is also one thing that must be considered in teaching English especially for elementary school students that at this level are young learners, that is about the characteristics. Their characteristics are different with

students at the higher level. The characteristics of young learners are more enthusiastic and lively as learners, they lost interest more quickly and are less able to keep themselves motivated on tasks they find difficulties. Thus technique in teaching and learning activities is very important. Teachers must be creative in selecting the technique so that make the class learning active that can force the boredom.

Storytelling as a technique seems in line with the explanation above. Since storytelling presented by using story as a media. The other reason is that storytelling makes the class learning active because it can encourage students to become actively involved in the story.

### **2.3 English Curriculum for Elementary School**

Now, based on the School Based Curriculum (KTSP) English is also taught at elementary school which the intention is to develop students' language skill for accompanying action (*language accompanying action*). According to School Based Curriculum (KTSP) the purposes of teaching English at elementary school as a local content are:

1. To develop the students' oral communication competence for accompanying action (*language accompanying action*) in the school context.
2. To make the students become aware about the essence and the importance of English to increase our nation's competitive power in the global society.

Referring to the purposes of School Based Curriculum (KTSP) above, the writer thinks that teaching English at elementary school should be in line; in order to make the study end result could be successful as expected on the School Based Curriculum (KTSP). Those are helping the students to recognize themselves, their culture and other nations' culture. Besides, it is also expected that English learning at elementary school could help the students to be able to deliver their idea and feeling, to participate in the society and even to find out and use their imaginative skill inside themselves.

In line with the curriculum above the writer cover daily activities, telling the times, shopping as her materials, where all those materials are appropriate with the materials for the fifth graders of elementary school as mentioned in School Based Curriculum (KTSP). As in conducting her research, the writer chose the fifth graders of SDN Wonosekar Pati as the object of her study.

## **2.4 Listening**

Listening plays an important role in language acquisition. The achievement of listening skill will help students to develop the other language skill. As states by Rost (1991: 3) that progress in listening will provide a basis for development of other language skills. In learning language, students use listening to begin the process of learning to comprehend and produce language. By listening language around them, they are demanded to get the knowledge of speaking and get an introduction to reading and writing.



Furthermore listening is one of skill that should be mastered by students who are studying English in order to use the language as a tool of communication. In addition Finochiarro (1974: 30) states without actually having been taught to listen, a student may be able to express himself orally but he will never be able to communicate with speakers of English if he is unable to understand what is said to him. Based on the statement above, listening is very important for students in mastering English.

#### **2.4.1 The Definition of Listening**

Listening is the process of understanding speech in a first or second language (Helgesen and brown, 2007: 32). Listening is different from hearing. There is a clear distinction between listening and hearing. The distinction lies on how much attention we are paying to it. When listening, the hearer has willingness and a competence to understand what is said. So, when we listen, we pay conscious attention to what is being said in order to understand it. While hearing, the hearer just hearing what it said, he does not need to understand the meaning of what is said. So when we hear, we do not need to pay conscious attention to what is being said because we do not need to understand it.

Furthermore Howatt and Dakin as quoted by Saricoban (2006) states that 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. Those definitions above clearly imply that listening ability is the skill which is required to listen well to somebody or

something. Listening ability is the ability or power to relate the sound to meaning. When a student listens to a story means that he/she uses his listening ability to communicate with the story by understanding the vocabulary spelling, grammar, and the meaning of the story.

#### 2.4.2 Type of Listening

According to Brown (2004: 120), there are four types of listening performance. Each of which comprises a category within which to consider assessment tasks and procedure:

- a. **Intensive.** Listening for perception of the components (phonemes, words, intonation, discourse markers, etc) of a large stretch of language. There are two kind of intensive listening. First is intensive listening using taped material. Second is intensive listening with “live” listening. The examples of live listening are reading a lot, storytelling, interviews, and conversation.
- b. **Responsive.** Listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc) in order to make a quality short response.
- c. **Selective.** Processing stretch of discourse such as short monologues for several minute in order to scan for certain information. Assessment task in selective listening could ask students , for example, to listen for names, numbers, a grammatical category, direction (in a map exercise), or certain facts and events.

- d. Extensive. Listening to develop a top down, global understanding of spoken language. Listening for a gist, for the main idea, and making inferences are a part of extensive listening.

From the explanation above storytelling is the type of intensive listening. Intensive listening is divided into two; they are intensive listening using taped material and live listening. Storytelling is the kind of live listening. The live listening is appropriate for beginners or young learners. The live performance of listening make the teacher easy to interact with children it is also make the class learning active so that it avoid a boredom. In addition Harmer (2007: 43) states that the main advantage of live listening over recorded extracts is that the students can interact with the speaker on the basis of what they are saying, making the whole listening experience far more dynamic and exciting. Therefore in her study the writer use a storytelling as a technique in teaching listening at elementary school.

#### **2.4.3 The Stage in Teaching Listening**

Every teacher may have a different way of teaching in their teaching and learning process. One to remember is that in teaching we as a teacher have to construct a harmonious stage. By this harmonious stage the brain will accept the in input in a row so that the lesson grasp easily. According to Helgesen and Brown there are three main stages in teaching listening, it is the same as we teach listening comprehension. Those stages are:

- a. Pre listening. It is the warming up activity before students have a real listening task. Pre listening is how we can help listeners achieve the balance between top down and bottom up processing. Rees in his article at [teachingenglish.org.uk](http://teachingenglish.org.uk) explain that pre-listening task aim to deal with:
- Setting the context i.e. giving an idea about the setting and participant
  - Activating current knowledge i.e. asking question related to the context
  - Acquiring knowledge i.e. providing knowledge input to the students
  - Activating vocabulary or language i.e. providing vocabulary that they may find in the context
- b. Listening task. There are three type of listening task. They are listening for specific information, listening for a gist and listening for the main idea.
- c. Post listening. It is checking the answer to comprehension questions, either by telling the learners what the correct answer are, by eliciting answer from the students themselves, or by having students compare their answer in pairs of small group. (Helgesen and Brown, 2007: 10).

Considering the important of the stage in teaching and learning process the writer will use the stage above in her study.

Table 1. Table of teaching and learning process

The Stage of Listening	Activity
Pre Listening	<p>Teacher introduced the topic of lesson by:</p> <ul style="list-style-type: none"> <li>• giving an idea about the setting and participant</li> <li>• asking question related to the context</li> <li>• providing vocabulary that they may find in the context</li> <li>• providing vocabulary that they may find in the context</li> </ul>
Listening task	<p>Teacher tells the students a story by using storytelling as a technique. Teacher also asked some question orally to check their comprehension.</p>
Post Listening	<p>Teacher review the story by asking the students some question about the story orally and checking their answer together with the children.</p>

#### 2.4.4 Teaching Listening to Young learner

It is clear that young children listen first before they can speak, write or read. By listen they will learn the system of the language. In addition Philips says that listening task are extremely important in the primary language classroom, providing a rich source of language data from which the children begin to build up their own idea of how the language works (1993: 15). From that assumption we can conclude that listening benefit most, moreover if it is start as early as possible. Because young children will only acquire the language they hear around them. In order to make them learn better they need hear a lot of English.

Teaching listening to young learners is challenging. They have short attention span and bored easily. In teaching listening skill, we as a teacher need to support children's understanding more effectively. In order to make that happen we should direct the pupils' attention to specific points that have to be listened by using activities that actively support young learner's understanding and guide their attention to specific part of the spoken text.

In line with the explanation above, Linse says that (2006: 25) in order to make the language learning comprehensible to all learners especially young learner; teacher should try to present information using all three channels. Those three channels are: auditory, tactile and visual. In general, auditory learners are better to learn material when it is presented in an auditory format, such as listening to someone reading a story aloud. Visual learners often recall visual images or pictures easily. Tactile learners are better to remember information, language, and content when they have physically manipulated or touched

information. All learners may use a combination of these three channels. By using these three channels children will have an imagination about what they have learned. Those imaginations will help them to memorize the lesson so that they acquire the language easily.

Teaching listening to young learners is not easy. Teacher needs to ensure that the materials given are comprehensible to the students as well as within the range of what they are developmentally ready for. Students can be stressful in this listening process. This is also teacher's task to maximize the potential for acquisition of language and make variation in technique to avoid students' boredom.

## **2.5 Teaching Listening through Storytelling**

Listening to stories should be a part of growing up for every child. The story will help the children in language learning. As Scott and Yterberg states that time and time again educationalist and psychologist have shown that stories have a vital role to play in the child's development and not lest in the development of language. The structure of stories helps children when they come to telling and writing their own stories (1990: 28).

There are many ways teaching by using story, one of them is storytelling. Storytelling is an oral activity. Storytelling consists of two words. They are story and telling. Most dictionaries define a story as a narrative account of a real or imagined event or events. National storytelling association stated that telling is the

live person to person oral and physical presentation of a story to an audience. So storytelling is a live presentation of sharing story to an audience expressively.

Expressively means in demonstrate the story we as teachers use gestures, body movements, contours of the face, expression of mouth and eyes. Those will help student to comprehend the story. In addition Amstrong and Savage (1983: 187) said that when students recognize the use of information presented in demonstration, they tend to pay closer attention to the demonstration and learn more. By doing this thing, a language acquisition process and mastery of materials through listening will be easier.

Telling story is different from reading a story. Reading a story means that the teacher read a story from a book and not to change the story at all. On the other hand telling story means that there is no book in front of us. Telling stories to children of all levels means that we as a teacher can adapt the language to their level, we can go back and repeat, we can put in all sorts of gestures and facial expressions, and we can keep eye contact most of the time. Moreover Wright (2003: 11) states some good points of telling. They are:

1. The children felt that the teacher giving them something very personal
2. Children, these days are rarely used to the experience of hearing someone tell a story and it can have a powerful effect on them
3. It is often easier to understand a story being told than one which is read aloud:
  - It is natural to repeat oneself when speaking



- You can see the children's faces and bodies and respond to their lack of comprehension, their joy, and their immediate concerns more readily
- The teachers can make use of their body more effectively
- The teacher can use the language that the children know

Storytelling is a kind of technique which requires children to be active participants in the construction of meaning. Children get fully involved while listening to a story and they also feel joy and satisfaction. Using storytelling in class will develop the students their constructive and creative comprehension. Moreover Stoyle states that Storytelling is a unique way for students to develop an understanding ([www.teachingenglish.org](http://www.teachingenglish.org)).

Telling stories is an easier way to interact with children than reading stories, especially in teaching listening. By storytelling we can ask the children what happened before and what happen next, they can guess what happen next. This activity will develop their prediction and guessing skill. In addition Lawtie stated that Listening to stories can develop important skills such as prediction, guessing, hypothesizing, and message decoding ([www.teachingenglish.org](http://www.teachingenglish.org)).

In storytelling, children are practicing listening for "gist", i.e. the overall meaning. They also get involved in mental processes. First, they create a mental picture of what they are listening to. Then, they imagine what is going to happen next. Children also identify themselves with the characters and situations related

to their own experience. Children also apply their own values to those found in the story.

The use of storytelling in teaching seems to be in line with Linse's explanation about the three channels: auditory, visual, and tactile are combined, in order to reach satisfactory result. It can be seen in the table below.

Table 2. The use of three channels in storytelling

Learning Channel	Example input
Auditory	The storyteller's sound
Visual	Picture, mimes, and gestures
Tactile	Properties, such as puppet and costume.

In this study the writer will use those three channels above, in order to help the students comprehend the story and make the class learning interesting. It can be seen in a table below:

Table 3. The use of three channels in this study

Learning Channel	Input
Auditory	The writer's sound
Visual	Picture and gestures
Tactile	Realia related to the topic of the story

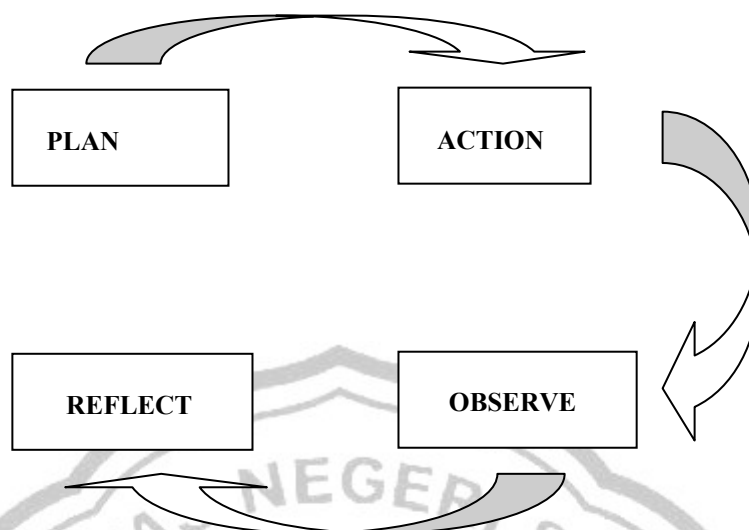
## 2.6 Action Research

Action research is a group of activities and a piece of descriptive research carried out by teacher in his or her own classroom, without changing phenomenon

under investigation (Kemmis and Mc. Taggart, in Nunan (1992: 18)). From the explanation above it is clear that action research is a series of procedures, a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom because she/he wishes to improve aspect of her/his teaching, or because she/he wishes to evaluate the success of certain activities and procedures, without changing the phenomenon under investigation.

The action research in the educational process has specific characteristics differs from other research designs. Suyanto (1997) as cited in Subyantoro (2007:11) stresses that action research has three characteristics. First is inquiry reflective. It means the problem rising of that study. The problem of action research comes from any problem which is found by a teacher in educational process. Secondly, action research is collaborative research. The teacher can not work individually to increase educational quality but s/he has to cooperate with educational scientist such as educator teachers, headmaster and other teachers. The third is that action research is a research in which appears a new activity to improve the teaching learning process. It means the action research is a research in which it is to evaluate the result of the study.

Since there are some theories of action research, such as Kurt Lewin, Stephen Kemmis, John Elliot, etc, in this study the writer decides to use Stephen Kemmis theory. He described action research as a spiral of steps. Each step has four stages: plan, acting, observe, and reflect. The relationship of the four stages is drawn briefly as follow:



The simple of action research model

Taken from: An Overview of the Methodological Approach of Action Research

(O'Brien, 1998)

#### 1. Plan

Plan is the first step of the research procedure. This step is about trying to get some students' problem in learning English listening comprehension and some information about the students' initial condition, and after that trying to make a planning as a problem solving of those problems. The writer needs to make preparation before doing the action. The preparations are such as: preparing the lesson plans which appropriate with the action that will be done; arranging evaluation scores; and preparing the media that will be used in the research. By doing a good preparation, it is hoped that the research will be done well.

## 2. Action

Action is the implementation of the planning which is already made. It consists of giving material and giving the treatment. In this stage, the writer has to implement all her activities that are arranged on the lesson plan of action research activity. The action was aimed to solve the problem.

## 3. Observe

Observe is about trying to get the information of students' responses and achievements after being given the treatment. It is conducted by giving students a questionnaire and some exercises as the subject of study related to the teaching material

## 4. Reflect

Reflect is an activity to evaluate the students, teachers and classroom environment changes. The aimed is to know the students' achievement after having the treatment, whether or not the action or treatment is successful. The reflect is done by evaluating all treatments had been implemented.

Shortly, the action research is not only to know the problems of the teaching learning process that are faced, such as students' difficulties in understanding some materials, but also to give a solution to overcome the problem of the teaching learning itself. In addition Mc Niff (1992:1) cited in Subyantoro (2007:5) stated that action research is reflective research from which is done by the teacher itself which is the result can be used as a tool to improve the quality of curriculum, school itself, teaching skill, etc.

From the explanation above we can conclude that the action research is an important method to get the development of teaching, in order to improve the teaching and learning process.



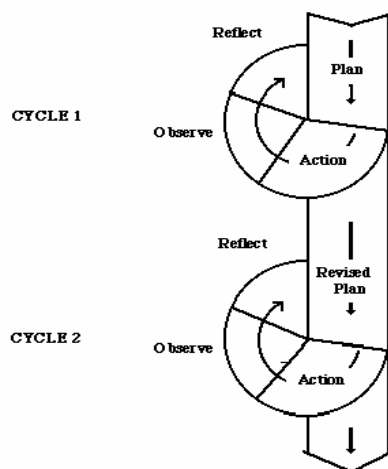
## **CHAPTER III METHOD OF INVESTIGATION**

This chapter presents the research method. It is divided into seven sections. They are research design, subject of the study, data collection, instruments of the study, try out, procedure of the study, and criterion of assessment.

### **3.1. Research Design**

In doing this research, the writer used the action research process which has been developed by Stephen Kemmis. This research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching and learning.

Stephen Kemmis described action research in a cyclic. In this study, there was two cycle applied. Each cycle has four phases: plan, acting, observe, and reflect. The cycle of action research can be seen in the figure below:



The simple of action research model

Taken from: An Overview of the Methodological Approach of Action Research

(O'Brien, 1998)

Planning is first step in doing any activities. Planning becomes the references in doing the action. While, action is the second step which is the realization of the planning the researcher has made. Then, observation is needed to conduct to know the quality of the action. Based on the observation, the researcher can determine whether it is necessary to revise the action or not in order to achieve the purpose of the research.

To support the research the writer used questionnaire and test to gather the data. Hopefully her research could be conducted well and could achieve the objective of this research.

### 3.2. Subject of the Study

In doing this, the writer chose the fifth graders at elementary school as the subject of her study. The school chosen was SD Wonosekar Gembong Pati, in the



academic year of 2008/2009, the number of the students are 26. The reason was because in that school English has been introduced since the fourth grade, so the writer believed that the students in that school were appropriate to be used as the subject of her study.

### **3.3. Data Collection**

In doing a research, some of the data are needed to support the investigation. Thus to collect the data, we have to do data collection. According to Arikunto (2006:232) data collection means to observe variable which will be observed by using interview, test, observation, questionnaire, etc.

On the other side Elliot (1998: 77-83) states that the techniques and methods which can be used to gather evidence in action research are as follows: diaries, profiles, document analysis, tape or video recording and transcript, using an outside observer, interviewing, the running commentary, the shadow study, check list, questionnaire, inventories, triangulation and analytic memos.

Considering all those data collection methods, the writer comes to a decision to use some of them which are more appropriate to the class situation in which the writer would conduct her research. They are:

1. Test (Pre test and post test)

Test is used to measure the extent of student's achievement during the teaching learning process. In this research, the writer gave a series of test, those are pre-test, cycle 1 test and cycle 2 test or post test. The pre test was intended to investigate the students' initial condition; the cycle 1 test was

intended to get the information of students' improvement during the teaching and learning process in cycle 1; and the post test was intended to know the students' achievement in the final of teaching and learning process.

## 2. Questionnaire

The purpose of giving questionnaire was to get the information about the students' personal responses after the teaching and learning process.

The aim of using this techniques are to know the students response during the activities, and to find out what extent was the students' achievement in mastering listening skill using storytelling as a technique.

### **3.4. Instrument**

According to Arikunto (2002: 136), research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.

An instrument could be form of questionnaire, observation list, interview and test. In this study the researcher used three kinds of instruments in this research; there were stories, test and questionnaire to collect the data of her research.

#### **3.4.1. Story**

In this study, the writer used four stories for the treatments. The story entitled Playing Skipping Rope, and Tony's daily activities are for the treatment of cycle one. Those stories are about games and daily activities. While for the

pre test and cycle one test the writer use some simple stories which have same level difficulty and topic with the treatments.

In the second cycle the writer used four stories. The stories entitled The Bird Park and Shopping are for the treatments of cycle 2. While the story entitled Ratna's Birthday, and Timmy Goes Shopping are for the post test. Those stories are about birthday and shopping.

The stories were taken from a book "English Playground" for fifth grade published by Erlangga, "Creative and Innovative English" published by Yrama Widya, "LKS" published by Teguh Karya and "Young Learners" by Sarah Philips. As this book based on KTSP 2006, so it is clear that the stories is appropriate with English curriculum for fifth grade of elementary school.

#### **3.4.2. Test**

Test is an important part of every teaching and learning experience. Tests are a set of questions that are used to measure the skills, knowledge, intelligence and talent of an individual or a group. Test is a series of questions, problems, or physical responses designed to determine knowledge, intelligence or ability (<http://www.thefreedictionary.com/test>).

Here the writer applied an achievement test. Related to the achievement test, there are many types of achievement test such as essay test, completion test, multiple choice tests, cloze test, and so on. In this research, the writer uses a multiple choice completion test. This type was chosen because of some

advantages. Those are the technique of scoring is essay and it is more practical for students to answer.

There will be three listening tests in this study. In first cycle, they are pre test, and cycle 1 test. While in the second cycle there is a post test. These tests are used to measure the students' progress in listening material.

The pre test was conducted for the purpose to know the students' ability in comprehend the material before conducting this study. After that, the writer gave cycle 1 test after the first and second treatments in cycle 1 conducted. It was to know the result of the students' progress after they were taught by using storytelling as technique. She gave it to compare the difference of the students' result between before and after she gave the treatment. If the students' results of the cycle 1 test lower than criterion the writer would conduct the second cycle with the planning revision.

### **3.4.3. Questionnaire**

Questionnaire is a list of questions to be answered by a group of people to get information. The purpose of giving questionnaire in this research was to gather information from the students about the students' needs, interest, like and dislike after being taught by using storytelling as a technique. In order to find the information above there are five things to be questioned in this research. They are:

- 1) The students' interest of storytelling as technique that are given by the teacher during the experiment.

- 2) The advantages that the students would be gained after the teacher used storytelling as a technique in teaching listening comprehension skill.
- 3) The motivation of the students can be increased after the learning process through storytelling.
- 4) The relevance between teaching listening comprehension and using storytelling as a technique.
- 5) The sustainability of the program conducted during the action research.

After that the writer analyzed the result of questionnaire. According to Heaton (1975:172) the result of the questionnaire data analysis of each issue can be classified into a range of mean below

**Table Classification of Grades Score**

Range of mean	Students interest	The advantage	Students motivation	The relevancy	Sustainability
0.00 - 1.00	Low	Do not help the students	Low	Not relevant	Not necessary
1.01 - 2.00	Medium	Help	Medium	Relevant	Necessary
2.01 - 3.00	High	Help the students very much	High	Very relevant	Very necessary

### 3.5. Try Out

The quality of a data, whether or not it is good, is based on the instruments of the data collection. So before a test is used as the instrument, firstly the writer did a try out.

The try out it self was conducted on Saturday November 15<sup>th</sup>, 2008 and Tuesday November 25<sup>th</sup> in SD Negeri 1 Gembong, Pati. There were 30 students who became the respondents, in which each of them had to complete the test consisting of 35 items for first cycle test and 40 items for second cycle test.

After scoring the try out result, the next step which was done by the writer was analyzing the validity, reliability, discriminating power, and level of difficulty of each item. The reason was to get valid and reliable items which were proper to be used in the next test (pre test)

### 3.5.1. Validity

One of the requirements of a good test is being valid. Validity is used to measure the quality of any tests. In this research, the writer deal with item validity. Item validity is the index of validity of each item (Arikunto: 2006:161).

To calculate the validity of her test, the writer used the formula of Pearson Product Moment (Arikunto, 2006:170):

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

In which,

$r_{xy}$  = the coefficient of the correlation between X variable and Y variable,

N = the number of the correspondents/students,

$\sum X$  = the number of the X scores,

$\sum Y$  = the number of the Y scores,

$\sum X^2$  = the sum of the score of X scores,

$\sum Y^2$  = the sum of the score of Y scores, and

$\sum XY$  = the sum of the product of each X score with its corresponding Y score for the same students.

### 3.5.2. Reliability

A reliable test is consistent and dependable (Brown, 2004:20). The reliability of a test is a matter of how consistent it produces similar result on different occasion under similar situation, for instance if we give the same test to the same students on two different occasions, the test should yield similar result.

The formula used by the writer to calculate the reliability of her test is the formula of Kuder Richardson 21 (K-R 21) as stated by Arikunto (2006:188):

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{M(k-M)}{kV_t} \right)$$

with

$$M = \frac{\sum y}{N}$$

$$V_t = \frac{\sum y^2 - \frac{(\sum y)^2}{n}}{N}$$

In which,

$r_{11}$  = the instrument of reliability,

K = the total number of items,

M = the mean of the scores

$V_t$  = the total variant

$\sum Y^2$  = the sum of the score of Y scores

N = the number of students

### 3.5.3. Discriminating Power

According to Heaton (1975:173) the discrimination index of an item indicates the extent to which the item discriminates between the testers, separating the more able testers from the less able. It means that the index of discriminating tells us whether those students who performed well on the whole test tended to do well or badly on each item in the test.

The formula used by the writer to calculate the item discrimination was as follow (Arikunto 2002: 178):

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where,

D = discriminating index,

BA = the number of the students in the upper group who answered the item correctly,

BB = the number of the students in the lower group who answered the item correctly, and

JA = the number of the students in upper group

JB = the number of the students in lower group

In order to know the level of DP of each test items, the writer saw the DP classification. That is like this:

Interval	Criteria
DP ≤ 0.00	<b>Very poor</b>
0.00 ≤ DP ≤ 0.20	<b>Poor</b>
0.20 < DP ≤ 0.40	<b>Satisfactory</b>
0.40 < DP ≤ 0.70	<b>Good</b>
0.70 < DP ≤ 1.00	<b>Excellent</b>



### 3.5.4. Difficulty Level

Heaton (1975:172) stated that the index of difficulty or the facility value of an item simply shows how an easy or difficult the particular item proved in the test. A good test is a test in which not too easy and difficult. Because if it is so it can not function as a good means of evaluation.

To compute the difficulty level, the writer used this formula (Arikunto, 2006: 212):

$$P = \frac{B}{J_s}$$

In which,

P = item difficulty

B = the number of the students who answer correctly

$J_s$  = the number of students

The criteria of facility value are classified as follows:

Interval ID	Criteria
$0.0 < ID \leq 0.30$	<b>Difficult</b>
$0.30 < ID \leq 0.70$	<b>Medium</b>
$0.70 < ID < 1.00$	<b>Easy</b>

The test is considered to be good one when its items have the index of difficulty 0.20 – 0.90.

### 3.6. Procedure of the Study

This classroom action research was conducted in two cycles by using Stephen Kemmis theory. Each cycle consists of four phases. They were plan,

actions, observe and reflect. The purpose was to give a number of activities to the students and to observe the students' progress in every activity during the classroom action research. The activities which were carried out presented below:

### **3.6.1. First Cycle**

#### **3.6.1.1. Plan**

In the plan, the writer prepared everything needed to conduct the research. First, the writer found an institution to do action, in this case SDN Wonosekar Pati. After that she asked permission to the headmaster to carry out the study there. Then she made a well planning of teaching material. In this case the material is stories. The stories should in the same topics and has the same difficulty level. After that the writer made a lesson plan and test item. The purpose is to guide her in the teaching and learning process and to measure the students' progress during the action research.

#### **3.6.1.2 Action**

This is the next phase after the writer doing planning. While conducting the action, the writer used three activities. In the first activity, she gave the students a pre-test. Next, in the second activity and third activity she did treatments by taught listening by using storytelling as a technique. Here were the activities in action:

##### **a. First Activity**

In this first Activity the writer conducted a pre test. A pre test was conducted at the beginning of the research. The purpose is to check the students' ability in comprehending the story which they were listening to through listening to the teacher before they were given treatments.

The writer as a teacher asked the students to listen to the story that was being read by the teacher. There were some simple stories in this test. After students listened to the story, the teacher gave a test. The test consists of 30 questions related to the story they listened to. The procedures of a pre test are as follow:

- a. The teacher introduced herself to the students and checked the students' attendance list
- b. The teacher asked weather the students have listened to the story or not
- c. The teacher told the students that she will tell the students a story
- d. The teacher asked some questions related to the topic of the story
- e. The teacher read the story and asked the students to listen carefully
- f. The teacher asked the students whether they understood the story or not
- g. The teacher read the story for the second time. She pausing in every sentence, and explain the difficult words
- h. The teacher asked some questions about the story to make sure that students had already understood the story

- i. The teacher gave the students the test and asked the students to answer based on the story they listen to
- j. The teacher read the story again, the students had to answer the question given

Since the test items in pretest and cycle 1 test were the same, the writer did not discuss the students' answer in this activity.

#### **b. Second Activity**

In the second activity, the teacher gave the first treatment by teaching listening using storytelling as technique. The teacher herself presented the story entitled 'Playing Skipping Rope' by using gesture. The process of teaching and learning process are as follow:

The Stage of Listening	Activity
Pre Listening	<p><b>The teacher introduced the topic of lesson by:</b></p> <ul style="list-style-type: none"> <li>• <b>Asking the students whether they like to play game or not</b></li> <li>• <b>Asking the student what kind of game they usually play</b></li> <li>• <b>Asking the students whether they know what skipping rope is</b></li> </ul>
Listening task	<ul style="list-style-type: none"> <li>• <b>The teacher gave the first</b></li> </ul>

	<p>treatment by telling the students a story entitled 'Playing Skipping Rope' using storytelling as a technique.</p> <ul style="list-style-type: none"> <li>• The teacher asked some question to check their comprehension.</li> </ul>
Post Listening	<p>The teacher review the story by asked the students some question about the story and check their answer together with the children.</p>

### c. Third Activity

In the third activity, the teacher gave the second treatment. The procedure was the same as the first. However, before she gave the second story entitled "Tony's daily activities", she reviewed the last material. The teaching and learning process are as follow:

The Stage of Listening	Activity
Pre Listening	<p>The teacher reviews the previous lesson. Teacher introduced the topic of lesson by:</p> <ul style="list-style-type: none"> <li>• Asking students about their daily activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Asking the students what they usually do before school</li> <li>• Asking the students what they usually do after school</li> </ul>
Listening task	<ul style="list-style-type: none"> <li>• The teacher gave the first treatment by telling the students a story entitled 'Tony's Daily Activities' using storytelling as a technique.</li> <li>• The teacher asked some question to check their comprehension.</li> </ul>
Post Listening	The teacher review the story by asked the students some question about the story and check their answer together with the children.

At the end of this activity, the teacher informed the students that the next meeting there would be a cycle 1 test.

### 3.6.1.3. Observe

In this third step, the teacher tried to give the cycle 1 test. The aim was to get the information about the students' achievement of listening skill after taught by using storytelling as a technique. In this cycle 1 test, the students had to answer 30

items multiple choice test. The test items were the same as those in the pretest, since the teacher wanted to know the significant difference after and before the treatment. The procedures of the test were as follow:

- a. The teacher gave the students the test as the same as pretest
- b. The teacher read the story as the same as pretest. Each story was read twice, while the students had to listen carefully and answer the question

#### **3.6.1.4. Reflect**

This is the last phase of action research. In this phase the teacher evaluated the result in the third phase. The teacher should find out the significant progress from the first activity to the last activity. The writer analyzed and collected the result of the action. First, it is by find out the degree of the students' achievement in each activity from the pretest up to post test individually; the score of each student was counted by using the following formula:

$$\text{The percentage} = \frac{\text{The number of right answer}}{\text{The number of item}} \times 100\%$$

Second, it is by find the average degree of the students' achievement in each activity i.e. pre-test, assessment test, and post-test. The average of the students' achievement was counted by using the following formula:

$$\text{The result of students' achievement} = \frac{\text{The total score of each student}}{\text{The number of students}}$$

### **3.6.2. Second Cycle**

#### **3.6.2.1. Plan Revised**

In this phase the teacher revise the planning phase that has been used in the first cycle. In this second cycle the teacher presented the story in story telling as technique by using picture and gesture. It is in order to know whether the achievement of the student progressing or not, if the teacher used gesture and picture than only used gesture as in the first cycle. The procedure of this phase was the same as the first cycle.

#### **3.6.2.2. Action**

In this phase the teacher conducted two activities. In first activity and second activity she did treatments by taught listening by using storytelling as a technique using gesture and picture. Here were the activities in action:

- **First Activity**

In this first activity the teacher gave the first treatment by presenting the story entitled ‘A Bird Park’ in storytelling technique by using gesture and picture. The process of teaching and learning process was the same as in the first cycle.

- **Second Activity**

In the third activity, the teacher gave the second treatment. The procedure was the same as the first. However, before she gave the second story entitled “Shopping”, she reviewed the last material.



### 3.6.2.3. Observe

After all the activities done the writer gave a posttest and questionnaire. The students had to answer 30 items multiple choice test and 5 items of questionnaire. The stories of the post test are about shopping and birthday party. The procedure was the same as in the first cycle but the test items were not the same as those in the pretest.

### 3.6.2.4. Reflect

This is the last phase of action research. In this phase the teacher evaluated the result in the third phase. The teacher analyzed and collected the result of the action. First, it is by find out the degree of the students' achievement in each activity from the pretest up to post test individually. Second, it is by find the average degree of the students' achievement in each activity i.e. pre-test, cycle 1 test, and post-test. The last the writer analyzed the questionnaire by computing the mean of the questionnaire.

The teacher will use this formula:

$$M = \frac{\sum X}{N}$$

Where:

M = the Mean

$\sum X$  = the sum of item score, and

N = the number of the students

If it is made in draft the activity will be follow:

Table of Research Activity

### Cycle 1

Planning	Finding an institution to do an action (SD Negeri Wonosekar Gembong).
	Asking permission to the headmaster to carry out the study there.
	Designing a well-prepared plan (lesson plan and test).
Action	<i>First Activity (Pre-test)</i> Explaining the materials (daily activities and games) briefly and giving a pre-test.
	<i>Second Activity (Treatment I)</i> 1. Presenting the story entitled “Playing Skipping Rope” (game) with storytelling as a technique using gesture. 2. Asking students some question to check their comprehension about the story.
	<i>Third Activity (Treatment II)</i> 1. Reviewing the story of the first treatment. 2. Presenting the story entitled “Tony’s Daily Activities” (daily activities) with storytelling technique using gesture. 3. Asking students some question to check their comprehension about the story.
Observation	Giving cycle 1 test. Analyzing and collecting the result of the action. Its purpose is to know to what extent the result of “action” reaches the objective.
Reflection	Finding out the significant progress from the first activity to the last activity.

### Cycle 2

Planning	1. Revising the plan of the first cycle. 2. Designing a well-prepared plan (lesson plan, test and questionnaire).
Action	<i>First Activity (Treatment I)</i> 1. Presenting the story entitled “The Bird Park” (birthday)

	<p>with storytelling as a technique using picture and gesture.</p> <p>2. Asking students some question to check their comprehension about the story.</p>
	<p><i>Second Activity (Treatment II)</i></p> <p>1. Reviewing the story of the first treatment.</p> <p>2. Presenting the story entitled “Shopping” (Shopping) with storytelling as a technique using picture and gesture.</p> <p>3. Asking students some question to check their comprehension about the story.</p>
Observation	<p>Giving post test (birthday party and shopping) and questionnaire.</p> <p>Analyzing and collecting the result of the action. Its purpose is to know to what extent the result of “action” reaches the objective.</p>
Reflection	<p>Finding out the significant progress from the first activity to the last activity.</p> <p>Analyzing the result of questionnaire.</p>

### 3.6. The Criterion of the Test

The writer knew the students’ success and failure in doing this action research by referring to the criterion of Department of Education and Culture. The criterion says that the students can be said to be successful if he or she can achieve 65 % of the material and a class can be said to be mastered in learning if they could achieve 85% of the material presented (Departemen Pendidikan Nasional, 2004:29). In this action research, the writer used that indicator to determine the students’ listening ability.

## CHAPTER IV

### DATA ANALYSIS

In this chapter, there are five important analyses that would be discussed. They are the analysis of the try out, the analysis of cycle 1, the analysis of cycle 2, the analysis of students' achievement and analysis of questionnaire.

#### **4.1. Analysis of the Try Out**

##### **4.1.1. Validity**

In this study the writer used the Pearson Product Moment formula to analyze the validity of each item. In this study there were two try out test conducted, that is for the pre test item and post test item. It is because the item test for the pre test and post test were different.

For the items of pre test, it was obtained that from 40 items there were 33 items which were valid and 9 items which were invalid. While for the post test items, it was obtained that from 35 items there were 32 items which were valid and 3 items which were invalid. The items were said to be invalid if the computation result of the  $r_{xy}$  value (the correlation of score each item) was lower than  $r_{table}$  value.

From those results the writer decided to use 30 item test, both for the pre test and the post test. The example of computation item validity and the list of the validity of each item can be seen in appendix.

#### 4.1.2. Reliability

The formula used by the writer to calculate the reliability of her test is the formula of Kuder Richardson 21 (K-R 21). Before computing the reliability, the writer had to compute the Variant (Standard Deviation) and the mean of the scores (M) first. After finding the Variant (Vt) and the mean of the scores (M), the writer could compute the reliability of the test.

From the computation the reliability test of the pre test, it was found that the calculating of  $r_{11}$  was 0.920. The test item is reliable if  $r_{11}$  is higher than  $r_{table}$ . For  $\alpha = 5\%$ , the number of subjects = 30, then the critical value for  $r_{table} = 0.361$ .

While from the computation the reliability test of the post test, it was found that the calculating of  $r_{11}$  was 0.899. For  $\alpha = 5\%$ , the number of subjects = 30, then the critical value for  $r_{table} = 0.361$ .

Thus it can be concluded that the test item both for the pre test and the post test used in this research is reliable since the computation of the instrument of reliability ( $r_{11}$ ) was higher than the critical value for  $r_{table}$ .

The computation of each reliability of the test can be seen in appendix.

#### 4.1.3. Discriminating Power

The Discriminating power have 5 classifications, it was to know the level of DP of each item. The classifications were very poor, poor, satisfactory, good, and excellent.

After calculating all items for the pre test, it was found that 2 items considered as a poor item. For items considered as good items were 8 items. And for the rest 25 items were considered as satisfactory items.

While for the post test result, it was found that 7 items belong to a poor item. For items considered as good items were 6 items, 26 items belong to satisfactory items and 1 item considered as an excellent item.

The writer did not use the items that belong to poor item. For the complete result of DL could be seen in appendixes.

#### 4.1.4. Difficulty Level

The difficulty level of an item is to show how an easy or difficult the particular item proved in the test. There are three classifications of the index of difficulty; those are difficult, medium and easy.

After calculating all items for the pre test, it was found that 13 items considered as easy items. For items considered as medium items were 18 items. And for the rest 4 items were considered as difficult items.

While for the post test result, it was found that 18 items belong to easy items. For items considered as medium items were 17 items and 5 items considered as difficult items.

## 4.2. Analysis of Cycle 1

### 4.2.1. Pre test

As stated before to know the students' initial condition of listening ability the writer conducted the pre test first. It was conducted on December 2<sup>nd</sup>, 2008 and followed by 26 students. The pre-test consist of 30 items of multiple choices which covered two themes; daily activities and games. In this activity the writer read the story twice.

The result of the students' pre-test was 20 students got less than 65 and 6 students got more than 65. The writer concluded that more than half students in the pre-test did not master listening skill well.

After tabulating the result of the students' pre test, the writer then tried to compute the students' achievement. It was found that the result of the students' achievement in the pre-test was 57, 76 %. This result was less than the criterion of Department of Education and Culture. According to department of Education and Culture, criterion of assessment in the previous chapter, 57, 76% was said to be not successful. Therefore, teaching learning process in this research was necessary to improve the students' ability in mastering listening comprehension skill.

### 4.2.2. Treatment I

The second activity was conducted on Wednesday, 3<sup>th</sup> December 2008. There were 26 students following the teaching and learning process. It began with the introduction of the materials which would be discussed; it was about games.

Afterward the writer presenting the story entitled “Playing Skipping Rope” using storytelling as a technique. She presented by using gesture. The writer asked some question about the story in order to make the students involved with the story. Some of the students did not answer the question and still kept silence. They were shy because it was first for them. In this activity the writer also explained some difficult words.

In the end of this activity the writer asked some question orally to review the story and to check whether the students comprehend the story well or not. The result was the student can answer some of the question well.

#### 4.2.3. Treatment II

This activity was conducted on Thursday 4<sup>th</sup> December 2008. The teaching and learning process was the same as in the first treatment. The different is the story. The story is about daily activities, it is entitled “Tony’s Daily Activities”.

Before introduce the material the writer reviewed the material of the first treatment. In this activity the students looked more interested and active. They listen to the story carefully and try to answer what the writer asked about the story. They also asked to the teacher if there was a difficult word.

In the end of the teaching and learning process the writer announced that there would a test in the next meeting.



#### 4.2.4. Cycle 1 Test

The Cycle 1 test was conducted on December 5<sup>st</sup>, 2008, right after giving the second treatment. It consisted of 30 items of multiple choices and followed by 26 students. The aim was to know how far the students could master listening skill after being given the treatment by using storytelling as a technique in the cycle 1. In this activity the writer read the story twice.

From the result of the assessment, it was found that 6 students got less than 65 and 20 students got more than 65. The writer concluded that in the cycle 1 test more than half of the students test could master listening skill well. The result of the cycle 1 test could be seen in appendixes.

After tabulating the result of students' cycle 1 test, the next step done by the writer was computing the average of the students' achievement. It was found that the average of the students' achievement result was 71, 00 %. This result was higher than the criterion of the assessment that has been stipulated by Department of Education and Culture that is 65%. According to the writer, it was proper to say that the students were able enough in mastering listening skill, but teaching learning process in this research was still necessary to improve the students' ability in mastering listening skill.

### 4.3. Analysis of Cycle 2

#### 4.3.1. Treatment 1

After the plan was revised, the first treatment of second cycle was conducted. It was conducted on 15<sup>th</sup> December 2008. The activity was almost the

same with in the cycle one, but in this activity the writer presented the story by using picture. It is to help the students to comprehend the story.

The writer presented the story entitled “shopping”, it is about vegetables and fruits. In the end of this activity the writer asked some question orally to review the story. The students can answer all of the question well. It means that the students’ comprehension of the story improved.

#### 4.3.2. Treatment II

The second treatment was conducted on 16<sup>th</sup> December, 2008. In this activity the students were do the same activities like in the first treatment. The difference was the stories. The writer presented the story entitled ‘The Bird Park’, it is about birthday.

The students are more enthusiastic. When the writer showed the picture of clowns, they asked to the teacher “what are there in the picture?.” The students also asked the difficult word and answer the writer’s question about the story actively.

In this activity the writer and the students sing happy birthday song together. It is make the students happy.

In the end of the teaching and learning process the writer announced that there would a test in the next meeting.

#### 4.3.3. Post test

Finally after doing the pre test some activities; in this cycle the students had to do a post test. The post-test was conducted on June 17<sup>th</sup>, 2008 and followed by 26 students. It consisted of 30 items of multiple choices which the content was different from the cycle 1 test. This test covered two items; shopping and birthday. In this activity the writer read the story twice.

From the result of the students' achievement in the post-test, it was found that there were 2 students got less than 65, and 24 students got more than 65. In the writer's opinion, it was proper to say that in the post test almost of the students could comprehend the story well. The result of the post test could be seen in appendixes.

After tabulating the result of students' post test, the writer computed the average of the students' achievement. It was found that the average of the students' achievement result was 81, 76 %. Those showed that in general, the students' listening skill improved. Most of them had comprehended the story well.

According to the criterion of assessment of the SDN Wonosekar Pati 81, 76 were considered to be successful. The result was higher compared with the result of the previous cycle.

#### **4.4. Analysis of Students' Achievement**

After conducting a classroom action research by using storytelling as technique in teaching listening, the writer gave three written tests in order to know

the students' listening skill. The results of each test showed improvements of students' listening skill. The percentages were presented in the table below:

Table 4.4. The List of the Students' Achievement of the Test Result.

Test	Students' Achievement
Pre test	<b>57, 76%</b>
Cycle 1 test	<b>71, 00%</b>
Post Test	<b>81, 76%</b>

Table 4.4. above showed that there were improvements in every test which were conducted. The mean of the pre test was only 57, 76. It was lower than the criterion of the assessment from Department of Education and Cultures that is 65. The students had problem in comprehending the story.

In cycle 1 test, there was much improvement. The mean was 71, 00 which meant it was much higher than the pre test and higher than the standard score. In this test, the students began to comprehend the story well.

After doing activities in cycle 2, the writer conducted the post test. The result was good. They got 81.76. It increased 10.76. Most of them were good in comprehend the story. There were only 2 students who were still got less than 65. In general, their listening skill was good.

The improvement of the students' listening skill proved that storytelling was effective to be used in teaching listening to young learners. It can improve the students' listening skill.

From the table above we can see that the mean is improved in each test. There was a significant improvement during this study. It means that this technique can motivate students to study better and improve their listening skill.

### 4.3. Analysis of the Questionnaire Result

To complete the data, the last activity which had done in this research was answering the questionnaire. This activity was conducted on 17<sup>th</sup> December, 2008. It was followed by 26 students. It consisted of 5 questions both in the first cycle and second cycle. The aim was to get the information about the students' personal responses in learning listening skill by using storytelling as a technique.

After giving a questionnaire, the writer then analyzed it. The analysis of the questionnaire was done through some techniques. Those were:

#### 1. Grading the items of questionnaire

As stated before that the questionnaire consisted of 5 questions. Each of which had three options namely a, b, and c. Each option was given a score that shows the quality of each indicator. The score range was from 1 to 3 as showed in the table below:

**The Point Range**

Option	Point	Meaning
A	1	Low
B	2	Medium
C	3	High

The explanation of the points above is as follows:

- a. If the students chose a, the score is 1; it means that it is low.
- b. If the students chose b, the score is 2; it means that it is medium, and.
- c. If the students chose c, the score is 3; it means that it is high.

## 2. Tabulating the data of the questionnaire

The purpose of tabulating the questionnaire result was to make the result of grading was clearly readable. The result table could be seen in appendixes.

## 3. Finding the Mean

The mean was compute with the formula which was presented in the previous chapter. The result of the mean could be seen in the appendixes.

## 4. Matching the mean to the a criterion

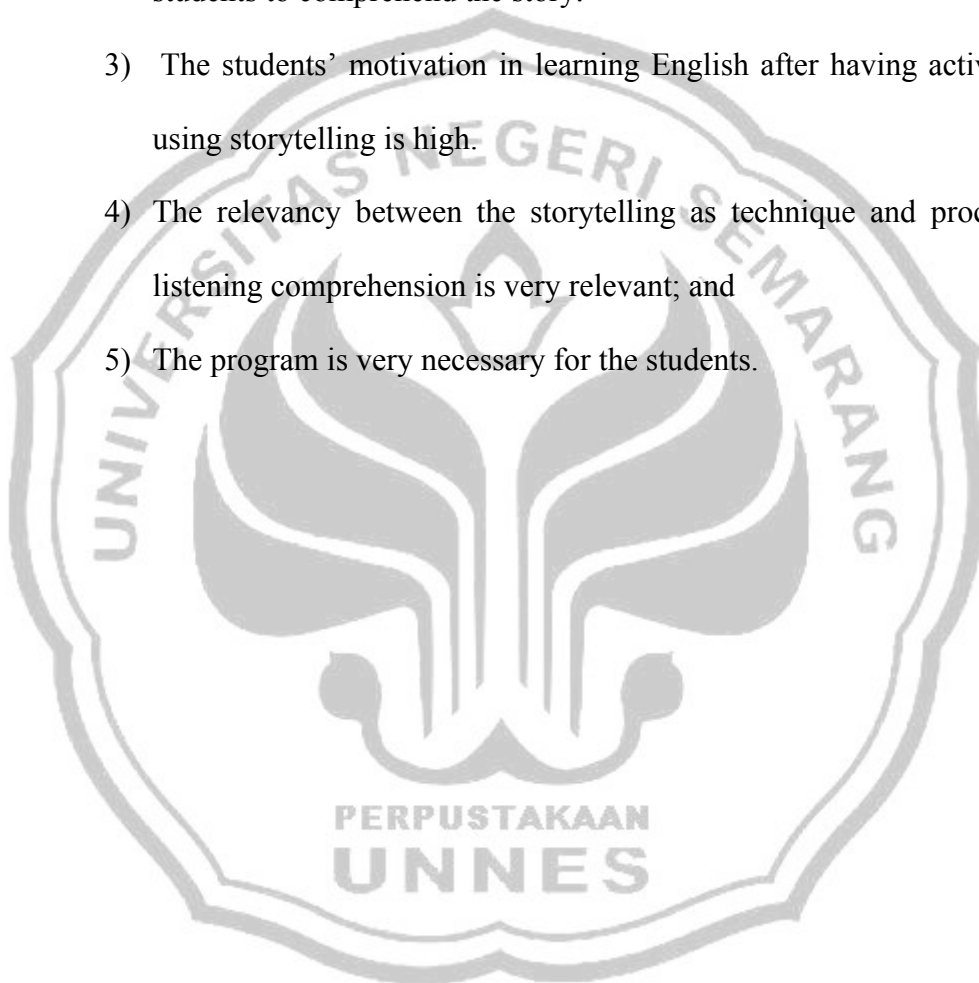
After getting the questionnaire result, the next step that the writer did was matching the mean of the students' responses in answering the questionnaire to the classification of graded scores. Based on the range of mean in the previous chapter, the result of the data of the questionnaire could be analyzed by referring it to the criterion below:

### Category of the criterion

Issue	Mean	Category
Students' interest	2.5	High
The advantage	2.6	Help the students very much
Students' motivation	2.4	High
The relevancy	2.3	Very relevant
Sustainability	2.7	Very necessary

Based on the result of matching the mean to the criterion above, it could be concluded that:

- 1) The students' interest in the storytelling as a technique is high.
- 2) The storytelling has some advantages. The storytelling could help the students to comprehend the story.
- 3) The students' motivation in learning English after having activity by using storytelling is high.
- 4) The relevancy between the storytelling as technique and process of listening comprehension is very relevant; and
- 5) The program is very necessary for the students.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses two parts which are drawn based on research result. The first part is conclusion and the second one is suggestions. The writer draw conclusion related to the research which she conducted and also the data analysis in the previous chapter. The writer also makes some suggestions.

#### 5.1. Conclusion

After the writer conducted the research, the writer concluded that students' listening skill achievement of the fifth grades of SD Wonosekar in the academic year 2008/2009 was improved after implementing storytelling as a technique in teaching listening skill. It was supported by the significant difference between the achievement of the pre test, cycle 1 test and post test. That was for the pre test and cycle 1 test were 57, 76% and 71, 00%. While for the post test was 81, 76%.

This improvement was affected by the students' interest in storytelling technique, the students' motivation toward the existence of storytelling technique, and the students' comprehension of the story. It was proved by the questionnaire result.

The students were more enthusiastic in cycle 2 than cycle 1. The using of colored pictures made the students more interested what story about. The pictures



also help them to comprehend the story better. It was proved by the improvement of students' achievement in cycle 2.

The result above showed that storytelling as a technique could be implemented in improving students' listening skill of the fifth grades SDN Wonosekar Pati. Storytelling technique was a good technique in teaching and learning listening skill and it should be regularly and continually given.

## 5.2. Suggestion

This technique, however, is only an alternative of teaching listening skill. Yet, there are still a lot of techniques to be used. Using storytelling as a technique helps the teacher and gives much time for the students to be active in the teaching and learning process.

There are some suggestions for the readers and the English teachers. They are as follows:

- 1) Using storytelling as a technique should be conducted in other classes or even in other school. It teaches the students not only to listen what story is, but also to learn more, such as a culture and moral value.

- 2) Teacher should consider the choice of story in teaching learning process.

Teacher should select the appropriate stories related to the material. The teacher also should know the students' characteristics. Using story in the teaching learning process would be successful if the choice of story based on the students' interest.

- 3) In delivering storytelling as a technique, teacher should be able to create his/her way to arouse the students' interest in following his/her teaching.

Finally, the writer hopes this result of the research will bring the new view for all the readers. She also expects it is useful for English teachers.



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## Appendix 1

### RESEARCH SCHEDULE

No.	Day and Date	Activity
1.	Friday, November 14 <sup>th</sup> 2008	The researcher went to SDN Wonosekar and met the Headmaster of SDN Wonosekar and the English teacher.
2.	Saturday, November 15 <sup>st</sup> 2008	The researcher conducted try – out of cycle 1.
3.	Monday, November 25 <sup>st</sup> 2008	The researcher conducted try – out of cycle 2.
4.	Tuesday, December 2 <sup>nd</sup> 2008	The researcher conducted pre test
5.	Wednesday, December 3 <sup>th</sup> 2008	The researcher gave the first treatment of cycle 1.
6.	Trusday, December 4 <sup>th</sup> 2008	The researcher gave the second treatment of cycle 1.
7.	Friday, December 5 <sup>th</sup> 2008	The researcher carried out the cycle 1 test.
8.	Monday, December 12 <sup>th</sup> 2008	The researcher gave the first treatment of cycle 2.
9.	Tuesday, December 13 <sup>th</sup> 2008	The researcher gave the second treatment of cycle 2.
10.	Wednesday, December 14 <sup>th</sup> 2008	The researcher carried out the post test and distributed the questionnaire.

## Appendix 2

**THE LIST OF V GRADE STUDENTS OF  
SDN WONOSEKAR  
TAHUN PELAJARAN 2008/2009**

No.	Name	L / P	Student's Code
1	Dewi Retnawati	P	A-01
2	Diah Susilowati	P	A-02
3	Edi Susanto	L	A-03
4	Umaskan	L	A-04
5	Mahendra Delvian	L	A-05
6	Muhammad Budiono	L	A-06
7	Adi Tri Atmojo	L	A-07
8	Ahmad Anshori	L	A-08
9	Eka Fadzillatun Nisa'	P	A-09
10	Sara Oktaviana	P	A-10
11	Muhammad Aris Nur Safitri	L	A-11
12	Agung Wijayanto	L	A-12
13	Febriana Nur Safitri	P	A-13
14	Iwan Cahyono	L	A-14
15	Mike Meida Diningrum	P	A-15
16	Oryza Sativa Yufi Wibowo	L	A-16
17	Retno Nugroho	P	A-17
18	Riky Wahyu Dermawan	L	A-18
19	Tedy Slamet Nugroho	L	A-19
20	Teguh Kresyanto	L	A-20
21	Triya Puji Muryani	P	A-21
22	Wahyuningsih	P	A-22
23	Yeni Susiana	P	A-23
24	Ira Maria Ulfa	P	A-24
25	Mila avriska	p	A-25
26	Dewi Etika Syafaaturrohmah	P	A-26

## Appendix 3

## THE LIST OF TRY-OUT STUDENTS

No.	Name	L / P	Student's Code
1	Jalaludin Fatkhul Malik	L	T-01
2	Roi Sugiarto	L	T-02
3	Winharko	L	T-03
4	Ari Utoro	L	T-04
5	Heri Irawan	L	T-05
6	Ichwan Sigit Setyawan	L	T-06
7	Ika Wahyu Setyo Ningrum	L	T-07
8	Muhammad Choyrul Huda	L	T-08
9	Okky Indra Rahmawati	P	T-09
10	Ahmad Radinal Akbar	L	T-10
11	Anggit Widiantoro	L	T-11
12	Diah Ayu Evie N. Y	P	T-12
13	Ebiem Cahyo Fibrianto	P	T-13
14	Efendi Hendri Susilo	L	T-14
15	Eko Prasetyo	L	T-15
16	Hana Dedy Setiawan	L	T-16
17	Latif Sofyan Prayogo	L	T-17
18	Miftahul Huda	L	T-18
19	Muhammad Rudi Saputra	L	T-19
20	Nurul Wahidatur Rohmah	L	T-20
21	Rikza Faizal Fahmi	L	T-21
22	Siska Nurfilanti	P	T-22
23	Laila Nur Kumalafika	P	T-23
24	Paramita Ayu	P	T-24
25	Alsanico Putra Febuana	L	T-25
26	Aprilia Anggi	P	T-26
27	Annisa febriana	P	T-27
28	Indah Anggraini	P	T-28
29	Novita Sari	P	T-29
30	Nur Latifah	P	T-30

## Appendix 4

### LESSON PLAN

Level	: SD
School	: SDN Wonosekar Pati
Subject	: English
Class/Semester	: V/I
Skill	: Listening
Standard competence	: Understand the simple instruction with an action in the class context
Basic competence	: 1.2 Respond the simple instruction verbally in the class context.
Indicator	: <ul style="list-style-type: none"> <li>• Understand the simple instruction with an action</li> <li>• Memorize the vocabulary related to the story</li> <li>• Respond the simple instruction verbally</li> <li>• Identify the main idea of the story</li> </ul>
Type	: Monolog
Theme	: <ul style="list-style-type: none"> <li>• Game</li> <li>• Daily activities</li> <li>• Birthday</li> <li>• Shopping</li> </ul>
Allocation time	: 8 x 35 (four meetings)
Learning Objective	: <ol style="list-style-type: none"> <li>a. Students can response the teacher's instruction with the action.</li> <li>b. Students can response the questions toward the story presented.</li> <li>c. Students can comprehend the story well.</li> </ol>
Teaching aids:	<ul style="list-style-type: none"> <li>• Text</li> <li>• Picture for cycle 2</li> </ul>

#### Teaching and Learning Activities

1. Treatment 1 Cycle 1
  - a. Pre Listening
    - The writer opens the lesson by giving greeting
    - The writer asked some question related to the topic in order to introduce the topic, it is about game. The questions are:
      - Do you usually play a game?
      - What kind of game do you usually play?
      - There are many kind of game some of them are kite, ball, doll, skateboard, playstation.
      - You can also play some game on the play ground. Do you know what



kind of game that you can play on the play ground?

- There are see saw, swing or slide
- Do you know game called a skipping rope?

b. Listening Task

- The writer told the students that she will tell a story entitled skipping rope
- The writer presented the story using storytelling as a technique.
- The writer give students some instruction and question related to the text:
  - Who is love playing skipping rope?
  - Do you like playing skipping rope too?
  - The rope can be made from.....
  - Do you know what rubber band is?
  - Where do the children playing skipping rope?
  - Where do you usually playing skipping rope?
  - Skipping rope can be played by.....
  - With whom do you usually playing skipping rope?
  - What the children have to do when they play skipping rope?
  - Ok jump, come on jump!
  - What will happen if we don't jump?
- The writer also explained some difficult words and pronounced it together with the students.

c. Post Listening

- The writer reviewed the story by asking some question to check the students' comprehension. The questions are:
  - The story is entitled?
  - What it is about?
  - Who is love playing skipping rope?
  - The rope can be made from.....
  - Where do the children playing skipping rope?
  - Skipping rope can be played by.....
  - What the children have to do when they play skipping rope?
  - What will happen if we don't jump?

2. Treatment 2 Cycle 1

a. Pre Listening

- The writer opens the lesson by giving greeting
- The writer reviewed the previous story
- The writer asked some question related to the topic in order to introduce the topic, it is about daily activities. The questions are:
  - What do you usually everyday?
  - What do you usually do in the morning before you go to school?
  - Do you usually help your mother in the morning girl?
  - What you usually do to help your mother? Wash the dishes or cooks?
  - Do the boys also help your mother or father?

### b. Listening Task

- The writer told the students that she will tell a story entitled Tony's daily activities.
- The writer presented the story using storytelling as a technique.
- The writer give students some questions related to the text:
  - Who does usually wake up early in the morning?
  - Do you wake up early in the morning too?
  - What does tony do before he leaves his bedroom?
  - Do you usually make up your bed to?
  - What will tony do after take a bath?
  - And then what next?
  - Tony usually goes to school by.....
  - How about you, do you usually go to school by.....
  - What tony do after school?
  - Do you usually take a nap too in the afternoon?
  - Do the boys play football too?
  - And how about the girl, what do you usually do in the evening?
  - What tony do at 7 p.m?
  - Do you usually study too?
  - When do you usually study at night or in the evening?
  - What tony do before he goes to bed?
  - Do you usually watching tv too?
  - When do tony go to sleep?
  - How about you, when do you usually go to sleep?
- The writer also explained some difficult words and pronounced it together with the students.

### c. Post Listening

- The writer reviewed the story by asking some question to check the students' comprehension. The questions are:
  - Who does usually wake up early in the morning?
  - What does tony do before he leaves his bedroom?
  - What will tony do after take a bath?
  - And then what next?
  - Tony usually goes to school by.....
  - What tony do after school?
  - What tony do at 7 p.m?
  - What tony do before he goes to bed?
  - When do tony go to sleep?

## 3. Treatment 1Cycle 2

### a. Pre Listening

- The writer opens the lesson by giving greeting
- The writer reviewed the previous story
- The writer asked some question related to the topic in order to introduce the topic, it is about daily activities. The questions are:

- Have you ever go to the market with your mother?
- For the boys have you ever go to the market?
- What do you buy there?

b. Listening Task

- The writer told the students that she will tell a story entitled a cow. It is about the daily activities of a boy who have a job as a cow farmer
- The writer presented the story using storytelling as a technique.
- The writer give students some questions related to the text:
  - Look there is a girl and her mother, what they are wearing?
  - What they are bringing?
  - What will they buy?
  - Are they having a party?
  - Are they having a big dinner?
  - Look they go to the greengrocer to buy vegetables. What kind of vegetables are there in the picture?
  - How many carrots are there?
  - What kind of fruits are there in the picture?
  - How many apples are there in the picture?
  - They buy fruits in the.....
  - Look there are a fish, how many fish are there?
  - They buy fish in the.....
  - So what are the things that a girl and her mother buy in the market?
- The writer also explained some difficult words and pronounced it together with the students.

c. Post Listening

- The writer reviewed the story by asking some question to check the students' comprehension. The questions are:
  - What a girl and her mother are wearing?
  - What they are bringing?
  - What will they buy?
  - Are they having a big dinner?
  - How many carrots are they buy?
  - They buy vegetables on the.....
  - How many apples are they buy?
  - They buy fruits on the.....
  - Are they buying fish too?
  - They buy fish on the.....

4. Treatment 2 Cycle 2

a. Pre Listening

- The writer opens the lesson by giving greeting
- The writer asked some question related to the topic in order to introduce the topic, it is about Birthday. The questions are:

- Do you like bird?
- Have you ever been go to the Bird Park or zoo?
- What kind of bird you see there?

b. Listening Task

- The writer told the students that she will tell a story entitled the bird park.
- The writer presented the story using storytelling as a technique.
- The writer give students some instructions and questions related to the text:
  - I have a picture; look what it is in the picture?
  - How many birds are there in the picture?
  - What kind of bird it is, anyone knows?
  - Ok let me show you the next picture, look it is crowded right?
  - There are some boys, girls and parents right?
  - How many boys are there in the picture?
  - How many girls are there in the picture?
  - Let's see the other picture, what are there in the picture?
  - The boy is wearing?
  - The girls wearing?
  - What those girl and boy do?
  - The next picture, what the activities they do?
  - There is a cake, they also claps their hand. What they do can you guess it?
  - Have you ever celebrated your birthday?
  - Where did you celebrate your birthday?
  - What kind of song that usually sing on the birthday party?
  - Yes you are right, happy birthday song, can you sing it?
  - Lets sing happy birthday song together!
  - Look there is a clown in the picture; do you know what clown is?
  - Do you ever saw a clown?
  - How many clowns are there in the picture?
  - The first clown is?
  - The second clown is?
  - The third clown is?
  - Look the child is wearing.....
- The writer also explained some difficult words and pronounced it together with the students.

c. Post Listening

- The writer reviewed the story by asking some question to check the students' comprehension. The questions are:
  - How many birds are there in the bird park?
  - Is the bird park look crowded?
  - How many boys are there in the picture?
  - How many girls are there in the picture?
  - The boy is wearing?
  - The girls wearing?

- What those girl and boy do in the bird park?
- It is a birthday party in the bird park?
- What kind of song that usually sing on the birthday party?
- Ok come on sing happy birthday song together once again!
- How many clowns are there in the picture?
- The first clown is?
- The second clown is?
- The third clown is?



## Appendix 5

### TRY OUT TEST (cycle 1)

Name :

No :

Listen to your teacher and choose the correct answer by crossing a, b, c, or d!

#### Passage I

Passage I will be read by your teacher for the blank text number 1-7.

Children can (1)..... and enjoy their days on the (2)..... Children and parents can go there. There are many (3).....

We can play see saw, (4)....., or slide. There are many (5)..... that can be sat. (6)..... can play their own favorite games there too. For example (7)....., skateboard or kite.

- |              |               |
|--------------|---------------|
| 1. a. played | c. playing    |
| b. play      | d. plays      |
| 2. a. field  | c. park       |
| b. yard      | d. playground |
| 3. a. games  | c. benches    |
| b. toys      | d. chairs     |
| 4. a. swing  | c. slide      |
| b. see saw   | d. kite       |

5. a. games  
b. toys
6. a. child  
b. parent
7. a. skateboard  
b. kite
- c. benches  
d. chairs
- c. parents  
d. children
- c. slide  
d. skipping rope

### Passage II

Passage II will be read by your teacher for the questions number 7-12.

8. What do Rini and Tanti usually play? They usually play.....
- a. swing  
b. see saw
- c. slide  
d. skaterboard
9. When do Rini and Tanti usually play see saw? They usually play see saw.....
- a. in the morning  
b. in the afternoon
- c. in the evening  
d. at night
10. Where do Rini and Tanti usually play see saw? They usually play see saw on the.....
- a. park  
b. yard
- c. play ground  
d. field
11. What do ari and tony usually play? The usually play.....
- a. yoyo  
b. ball
- c. kite  
d. skaterboard

12. Do Ari and Tony usually play yoyo together?

- |                   |                     |
|-------------------|---------------------|
| a. No, they don't | c. No, they doesn't |
| b. Yes, they do   | d. Yes, they does   |

**Passage III**

Passage III will be read by your teacher for the questions number 13-18.

13. What is Anggi doing? She is playing.....

- |         |                  |
|---------|------------------|
| a. doll | c. skaterboard   |
| b. kite | d. skipping rope |

14. Does Anggi play it by her self?

- |                    |                     |
|--------------------|---------------------|
| a. Yes, he does    | c. Yes, she does    |
| b. No, he does not | d. No, she does not |

15. Does Anggi sometimes play skipping rope with her friends?

- |                    |                     |
|--------------------|---------------------|
| a. Yes, he does    | c. Yes, she does    |
| b. No, he does not | d. No, she does not |

16. What does Dandi like to play? He likes to play.....

- |         |                |
|---------|----------------|
| a. kite | c. yoyo        |
| b. ball | d. skaterboard |

17. Does Dandi usually play the kite alone?

- |                    |                     |
|--------------------|---------------------|
| a. Yes, he does    | c. Yes, she does    |
| b. No, he does not | d. No, she does not |

18. Where does Dandi usually play kite? Dandi usually play kite on the.....

- |                        |                             |
|------------------------|-----------------------------|
| a. park near his house | c. yard near his park       |
| b. field near his park | d. playground near his park |



### Passage IV

Passage IV will be read by your teacher for the blank text number 19-28.

I have a (19)..... His name is Aditya. His nick name is Adit. He is an active (20)..... He always has many courses in a (21)..... Adit has mathematics course on Monday and (22)..... On Tuesday, he has (23)..... course. On he usually has (24)..... practice.

I usually visit him on (25)..... He sometimes swims at the swimming pool near (26)..... on the day. He always takes me there. He (27)..... enjoys his Sunday by playing (28)..... at home with me.

- |                    |                |
|--------------------|----------------|
| 19. a. friend      | c. causin      |
| b. nephew          | d. brother     |
| 20. a. boy         | c. girl        |
| b. boys            | c. girls       |
| 21. a. a day       | c. a month     |
| b. a week          | d. a year      |
| 22. a. Sunday      | c. Tuesday     |
| b. Monday          | d. Thursday    |
| 23. a. Mathematics | c. English     |
| b. Biology         | d. Chemist     |
| 24. a. swim        | c. computer    |
| b. football        | d. basket ball |
| 25. a. Friday      | c. Sunday      |
| b. Saturday        | d. Monday      |

26. a. field  
b. swimming pool  
c. school  
d. gymnasium
27. a. always  
b. usually  
c. often  
d. never
28. a. game  
b. football  
c. playstation  
d. basketball

### Passage V

Passage V will be read by your teacher for the blank text number 29-33.

Ani always (29)..... at five o'clock in the morning. She cleans her (30)..... every morning. She (31)..... before she goes to school. After she takes a bath, she has her (32)..... Then she goes to (33)..... with her friend.

29. a. got up  
b. getting up  
c. gets up  
d. get up
30. a. bed  
b. room  
c. bath  
d. bed room
31. a. takes a bath  
b. has her breakfast  
c. cleans her room  
d. takes a nap
32. a. breakfast  
b. lunch  
c. dinner  
d. supper
33. a. playground  
b. store  
c. swimming pool  
d. school

**Passage VI**

Passage VI will be read by your teacher for the question number 34-40.

34. What does Ani do after school? She has her.....
- a. breakfast
  - b. lunch
  - c. dinner
  - d. supper
35. When does Ani usually take a nap?
- a. in the morning
  - b. in the afternoon
  - c. in the evening
  - d. at night
36. What does Ani do at a half past three? She.....
- a. watches TV
  - b. studies
  - c. dinner with her family
  - d. waters the flower
37. When does Ani usually watches TV? She watches TV at.....
- a. a half past three
  - b. four
  - c. seven
  - d. ten
38. When does Any have dinner with her family? She has dinner with her family.....
- a. at night
  - b. in the evening
  - c. in the afternoon
  - d. in the morning
39. What does Any do before she goes to bed?
- a. watches TV
  - b. dinner with her family
  - c. takes a nap
  - d. studies

40. When does Any go to sleep? She goes to sleep at.....

- a. a half past three
- b. four
- c. seven
- d. ten



## Appendix 6

<b>TRY OUT TEST (cycle 2)</b>	
<b>Name :</b>	
<b>No :</b>	

Listen to your teacher and choose the correct answer by crossing a, b, c, or d!

### Passage I

Passage I will be read by your teacher for the the blank text number 1-13 questions number 14-24 bellow.

Today is Ratna's (1)..... . Ratna and her family are busy preparing for the party. It's 4 p.m. now. Ratna is (2)..... herself up. She is wearing a beautiful gown and a small (3)..... on her head. She looks very beautiful. Later, at 5 p.m., her (4)..... arrive. They bring a lot of gifts They (5)..... "Happy Birthday" song together. Suddenly, two (6)..... spy on them from the window. They are wearing funny clothes. Their clothes look like (7)..... . The first clown brings an owl, a crow and a cow picture. The second one brings a big present. "Who are (8) ..... clowns?" Ratna asks herself. Ooh... The clowns are Ratna's father and uncle. They want to (9)..... her surprise.

- |               |                    |
|---------------|--------------------|
| 1. a. holiday | c. good day        |
| b. birthday   | d. independent day |
| 2. a. wear    | c. dress           |
| b. wearing    | d. dressing        |

3. a. gown  
b. cow  
c. crowl  
d. crown
4. a. family  
b. uncle  
a. parents  
d. friends
5. a. sung  
b. song  
c. sang  
d. sing
6. a. clowns  
b. clown  
c. crowns  
d. crown
7. a. rainbow  
b. rainfall  
c. raincoat  
d. rainstorm
8. a. this  
b. these  
c. thus  
d. those
9. a. give  
b. gift  
c. gives  
d. gift
10. What is the title of the text?  
a. Ratna's holiday  
b. Ratna's birthday  
b. holiday  
d. birthday
11. Does Ratna look very beautiful?  
a. Yes, she is  
b. No, she is not  
c. yes, she does  
d. No, she does not
12. What is Ratna doing at 4 p.m?  
a. dressing herself up  
b. dressing himself up  
c. dressing herself  
d. dressing himself

13. When do her friends arrive?

- a. 7 p.m
- b. 6 p.m
- c. 4 p.m
- d. 5 p.m

14. What are they singing?

- a. happy holiday song
- b. happy birthday song
- c. holiday song
- d. birthday song

15. Who are spy on Ratna and her friends from the window?

- a. cow
- b. cows
- c. clown
- d. clowns

16. How many clowns are there in Ratna's birthday?

- a. one
- b. two
- c. three
- d. four

17. Are the clowns wearing funny clothes?

- a. No, they are not
- b. No, they don't
- c. Yes, they are
- d. Yes, they do

18. What is the first clown bringing?

- a. a gown, a crow and a cow picture
- b. an owl, a crow and a cow picture
- c. a big present
- d. a small present

19. Whose are those clowns?

- a. Ratna's father and uncle
- b. Ratna's family
- c. Ratna's parents
- d. Ratna's friends

20. Why do Ratna's father and uncle become clowns?

- a. Because they want to give a big present
- b. because they want to give a small present
- c. because they want to give a lot of gifts
- d. because they want to give a surprise

### Passage II

Passage II will be read by your teacher for the the blank text number 21-28 questions number 29-35 bellow.

One day Timmy's (21)..... asked him to go to the (22)..... She gave him a shopping list. On the list were:

- One cabbage, three (23)....., spinach,
- (24)..... sausages, 1kg of beef
- Five apples, five oranges
- Six fat (25).....

He went to the (26)..... to buy one cabbage, three carrots, spinach

He went to the (27)..... to buy twelve sausages and 1kg of beef

He went to the fruits shop to buy five apples and five (28).....

He went to the fish shop to buy six fat fish

21. a. father

c. sister

b. mother

d. brother

22. a. shop

c. mall

b. market

d. supermarket



23. a. cabbage  
b. spinach  
c. carrots  
d. cucumbers
24. a. nine  
b. ten  
c. eleven  
d. twelve
25. a. fish  
b. beef  
c. meat  
d. salt fish
26. a. market  
b. greengrocer  
c. butcher  
d. fruit shop
27. a. fruit shop  
b. greengrocer  
c. market  
d. butcher
28. a. apples  
b. grapes  
c. tomatoes  
d. oranges
29. Who did asked Timmy to go to the shop?  
a. His father  
b. His mother  
c. his sister  
d. his brother
30. How many cabbages did Timmy buy?  
a. One  
b. Two  
c. three  
d. four
31. How many fish did Timmy buy?  
a. Four  
b. Five  
c. six  
d. seven
- 

32. How many apples did Timmy buy?

- a. Four
- b. Five
- c. six
- d. seven

33. What did Tommy buy on the greengrocer?

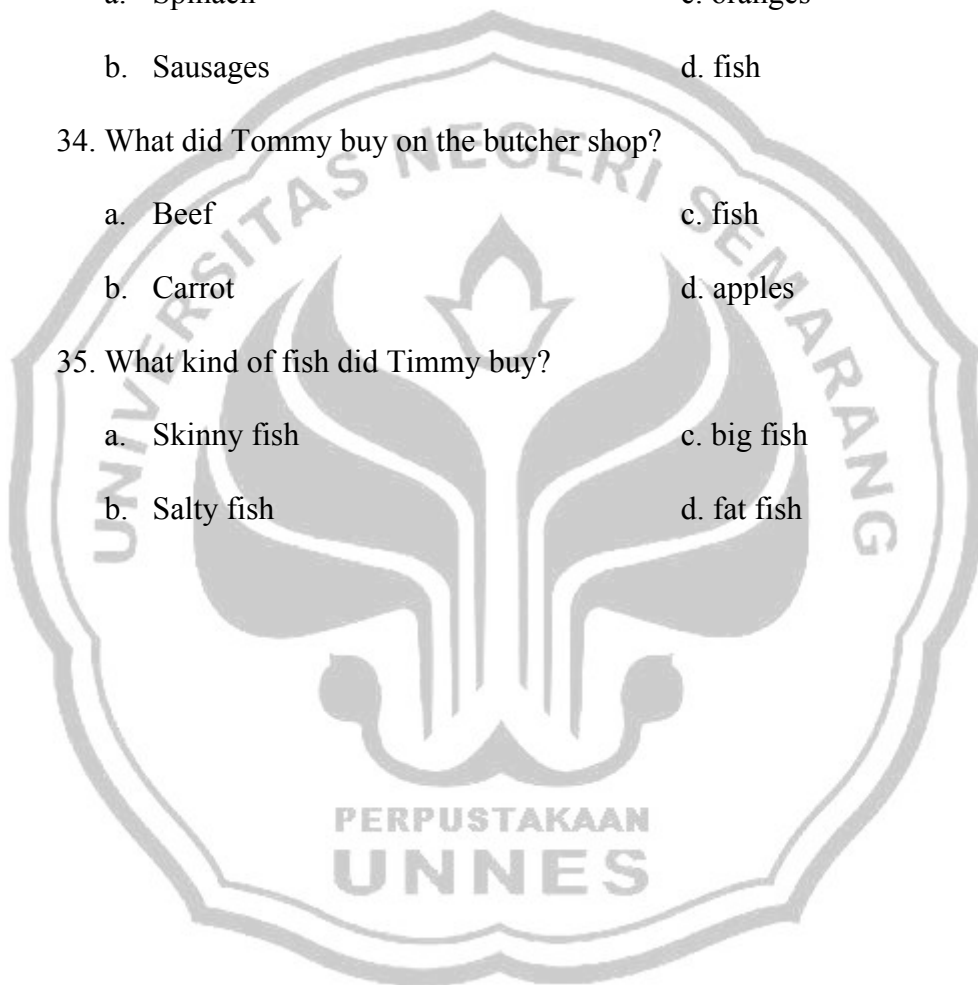
- a. Spinach
- b. Sausages
- c. oranges
- d. fish

34. What did Tommy buy on the butcher shop?

- a. Beef
- b. Carrot
- c. fish
- d. apples

35. What kind of fish did Timmy buy?

- a. Skinny fish
- b. Salty fish
- c. big fish
- d. fat fish



## Appendix 7

### PRE TEST and CYCLE 1 TEST

Name :

No :

Listen to your teacher and choose the correct answer by crossing a, b, c, or d!

### Passage I

Passage I will be read by your teacher for the blank text number 1-5.

Children can (1)..... and enjoy their days on the (2)..... Children and parents can go there. There are many (3).....

We can play see saw, (4)....., or slide. There are many benches that can be sat. (5)..... can play their own favorite games there too. For example skipping rope, skateboard or kite.

1. a. played  
b. play  
c. playing  
d. plays
2. a. field  
b. yard  
c. park  
d. playground
3. a. games  
b. toys  
c. benches  
d. chairs
4. a. swing  
b. see saw  
c. slide  
d. kite
5. a. child  
b. parent  
c. parents  
d. children

**Passage II**

Passage II will be read by your teacher for the questions number 6-9.

6. What do Rini and Tanti usually play? They usually play.....
- |            |                |
|------------|----------------|
| c. swing   | c. slide       |
| d. see saw | d. skaterboard |
7. When do Rini and Tanti usually play see saw? They usually play see saw.....
- |                     |                   |
|---------------------|-------------------|
| c. in the morning   | c. in the evening |
| d. in the afternoon | d. at night       |
8. Where do Rini and Tanti usually play see saw? They usually play see saw on the.....
- |         |                |
|---------|----------------|
| c. park | c. play ground |
| d. yard | d. field       |
9. Do Ari and Tony usually play yoyo together?
- |                   |                     |
|-------------------|---------------------|
| c. No, they don't | c. No, they doesn't |
| d. Yes, they do   | d. Yes, they does   |

**Passage III**

Passage III will be read by your teacher for the questions number 10-14.

10. What is Anggi doing? She is playing.....
- |         |                  |
|---------|------------------|
| a. doll | c. skaterboard   |
| b. kite | d. skipping rope |
11. Does Anggi sometimes play skipping rope with her friends?
- |                    |                     |
|--------------------|---------------------|
| a. Yes, he does    | c. Yes, she does    |
| b. No, he does not | d. No, she does not |

12. What does Dandi like to play? He likes to play.....

- |         |               |
|---------|---------------|
| a. kite | c. yoyo       |
| b. ball | d. skateboard |

13. Does Dandi usually play the kite alone?

- |                    |                     |
|--------------------|---------------------|
| a. Yes, he does    | c. Yes, she does    |
| b. No, he does not | d. No, she does not |

14. Where does Dandi usually play kite? Dandi usually play kite on the.....

- |                        |                             |
|------------------------|-----------------------------|
| a. park near his house | c. yard near his park       |
| b. field near his park | d. playground near his park |

#### Passage IV

Passage IV will be read by your teacher for the blank text number 15-22.

I have a (15)..... His name is Aditya. His nick name is Adit. He is an active (16)..... He always has many courses in a week. Adit has mathematics course on Monday and (17)..... On Tuesday, he has (18)..... course. On he usually has (19)..... practice.

I usually visit him on (20)..... He sometimes swims at the swimming pool near (21)..... on the day. He always takes me there. He always enjoys his Sunday by playing (22)..... at home with me.

- |               |            |
|---------------|------------|
| 15. a. friend | c. cousin  |
| b. nephew     | d. brother |
| 16. a. boy    | c. girl    |
| b. boys       | d. girls   |

- |                    |                |
|--------------------|----------------|
| 17. a. Sunday      | c. Tuesday     |
| b. Monday          | d. Thursday    |
| 18. a. Mathematics | c. English     |
| b. Biology         | d. Chemist     |
| 19. a. swim        | c. computer    |
| b. football        | d. basket ball |
| 20. a. Friday      | c. Sunday      |
| b. Saturday        | d. Monday      |
| 21. a. field       | c. school      |
| b. swimming pool   | d. gymnasium   |
| 22. a. game        | c. playstation |
| b. football        | d. basketball  |

### Passage V

Passage V will be read by your teacher for the blank text number 23-26.

Ani always (23)..... at five o'clock in the morning. She cleans her bed every morning. She (24)..... before she goes to school. After she takes a bath, she has her (25)..... Then she goes to (26)..... with her friend.

- |                      |                    |
|----------------------|--------------------|
| 23. a. got up        | c. gets up         |
| c. getting up        | d. get up          |
| 24. a. takes a bath  | c. cleans her room |
| c. has her breakfast | d. takes a nap     |

25. a. breakfast  
c. lunch
26. a. playground  
c. store
- c. dinner  
d. supper
- c. swimming pool  
d. school

### Passage VI

Passage VI will be read by your teacher for the question number 27-40.

27. What does Ani do after school? She has her.....
- a. breakfast  
b. lunch
- c. dinner  
d. supper
28. When does Ani usually take a nap?
- a. in the morning  
b. in the afternoon
- c. in the evening  
d. at night
29. When does Any have dinner with her family? She has dinner with her family.....
- a. at night  
b. in the evening
- c. in the afternoon  
d. in the morning
30. What does Any do before she goes to bed?
- a. watches TV  
b. dinner with her family
- c. takes a nap  
d. studies

## Appendix 8

<b>POST TEST</b>	
<b>Name :</b>	
<b>No :</b>	

Listen to your teacher and choose the correct answer by crossing a, b, c, or d!

### Passage I

Passage I will be read by your teacher for the blank text number 1-8 and questions number 9-17 bellow.

Today is Ratna's (1)..... Ratna and her family are busy preparing for the party. It's 4 p.m. now. Ratna is (2)..... herself up. She is wearing a beautiful gown and a small (3)..... on her head. She looks very beautiful. Later, at 5 p.m., her (4)..... arrive. They bring a lot of gifts They (5)..... "Happy Birthday" song together. Suddenly, two (6)..... spy on them from the window. They are wearing funny clothes. Their clothes look like (7)..... The first clown brings an owl, a crow and a cow picture. The second one brings a big present. "Who are those clowns?" Ratna asks herself. Ooh... The clowns are Ratna's father and uncle. They want to (8)..... her surprise.

- |               |                    |
|---------------|--------------------|
| 1. a. holiday | c. good day        |
| b. birthday   | d. independent day |
| 2. a. wear    | c. dress           |
| b. wearing    | d. dressing        |



3. a. gown  
b. cow  
c. crowl  
d. crown
4. a. family  
b. uncle  
a. parents  
d. friends
5. a. sung  
b. song  
c. sang  
d. sing
6. a. clowns  
b. clown  
c. crowns  
d. crown
7. a. rainbow  
b. rainfall  
c. raincoat  
d. rainstorm
8. a. give  
b. gift  
c. gives  
d. gift
9. What is the title of the text?  
c. Ratna's holiday  
b. Ratna's birthday  
d. holiday  
d. birthday
10. Does Ratna look very beautiful?  
c. Yes, she is  
c. yes, she does  
d. No, she is not  
d. No, she does not
11. When do her friends arrive?  
c. 7 p.m  
c. 4 p.m  
d. 6 p.m  
d. 5 p.m

12. What are they singing?

- c. happy holiday song
- c. holiday song
- d. happy birthday song
- d. birthday song

13. Who are spy on Ratna and her friends from the window?

- c. cow
- c. clown
- d. cows
- d. clowns

14. How many clowns are there in Ratna's birthday?

- c. one
- c. three
- d. two
- d. four

15. Are the clowns wearing funny clothes?

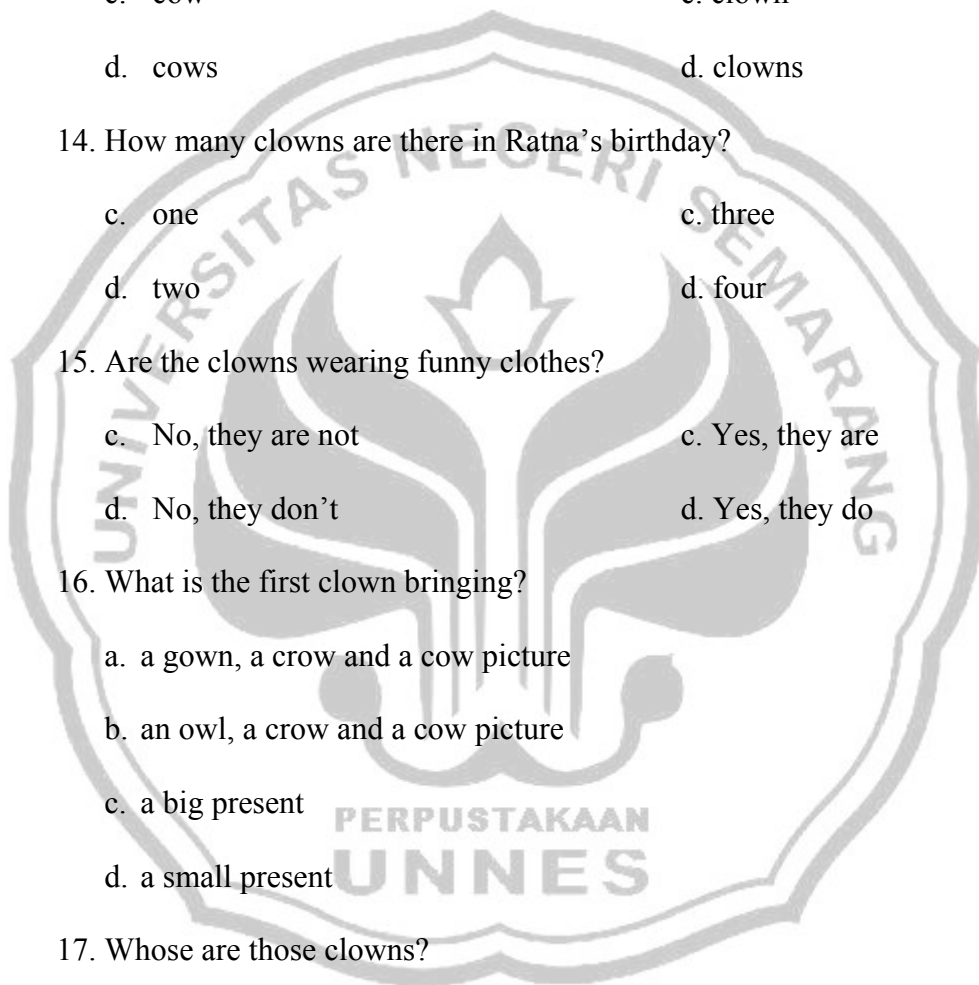
- c. No, they are not
- c. Yes, they are
- d. No, they don't
- d. Yes, they do

16. What is the first clown bringing?

- a. a gown, a crow and a cow picture
- b. an owl, a crow and a cow picture
- c. a big present
- d. a small present

17. Whose are those clowns?

- c. Ratna's father and uncle
- c. Ratna's parents
- d. Ratna's family
- d. Ratna's friend



## Passage II

Passage II will be read by your teacher for the the blank text number 18-25 questions number 26-30 bellow.

One day Timmy's (18)..... asked him to go to the (19)..... She gave him a shopping list. On the list were:

- One cabbage, three (20)....., spinach,
- (21)..... sausages, 1kg of beef
- Five apples, five oranges
- Six fat (22).....

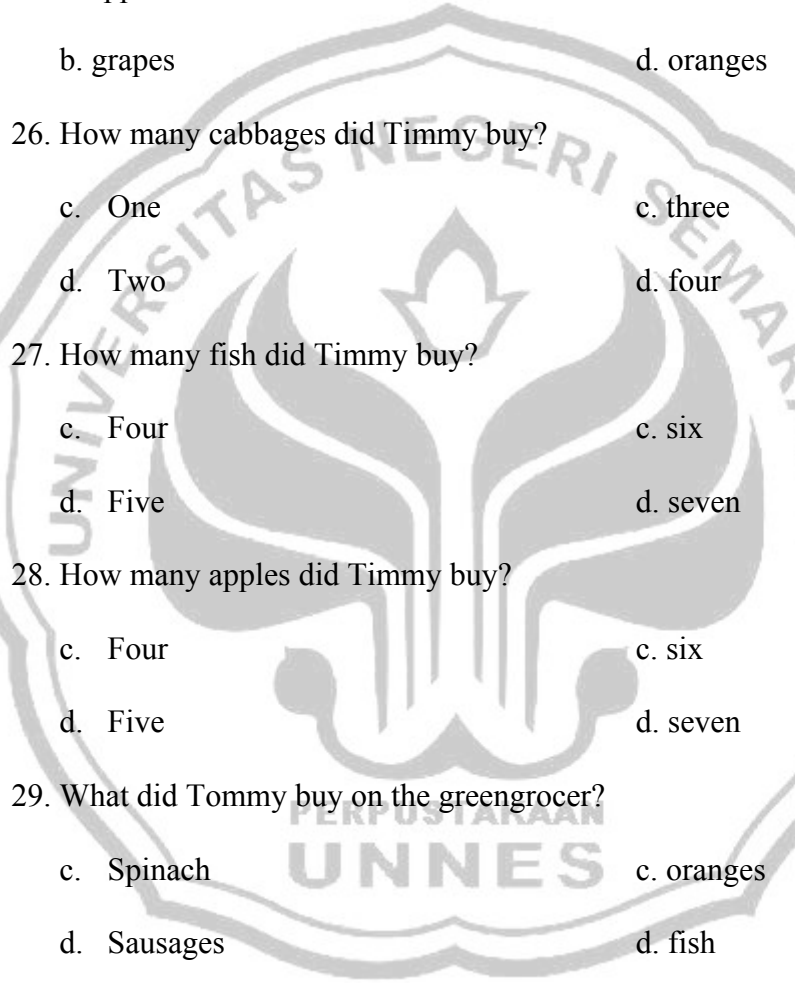
He went to the (23)..... to buy one cabbage, three carrots, spinach

He went to the (24)..... to buy twelve sausages and 1kg of beef

He went to the fruits shop to buy five apples and five (25).....

He went to the fish shop to buy six fat fish

- |                |                |
|----------------|----------------|
| 18. a. father  | c. sister      |
| b. mother      | d. brother     |
| 19. a. shop    | c. mall        |
| b. market      | d. supermarket |
| 20. a. cabbage | c. carrots     |
| b. spinach     | d. cucumbers   |
| 21. a. nine    | c. eleven      |
| b. ten         | d. twelve      |
| 22. a. fish    | c. meat        |
| b. beef        | d. salt fish   |

23. a. market  
b. greengrocer
24. a. fruit shop  
b. greengrocer
25. a. apples  
b. grapes
26. How many cabbages did Timmy buy?  
c. One  
d. Two
27. How many fish did Timmy buy?  
c. Four  
d. Five
28. How many apples did Timmy buy?  
c. Four  
d. Five
29. What did Tommy buy on the greengrocer?  
c. Spinach  
d. Sausages
30. What did Tommy buy on the butcher shop?  
c. Beef  
d. Carrot
- c. butcher  
d. fruit shop  
c. market  
d. butcher  
c. tomatoes  
d. oranges  
c. three  
d. four  
c. six  
d. seven  
c. six  
d. seven  
c. oranges  
d. fish  
c. fish  
d. apples
- 

**Appendix 9**

<b>Questionnaire</b>	
Name :	
Class :	
No. :	

*Jawablah pertanyaan dibawah ini berdasarkan jawaban kalian masing-masing!*

1. Apakah kalian menyukai tehnik ini?
  - a. tidak suka
  - b. suka
  - c. sangat suka
2. Apakah tehnik ini dapat membantu kalian dalam memahami cerita dalam pelajaran listening?
  - a. tidak membantu
  - b. membantu
  - c. sangat membantu
3. Apakah belajar dengan menggunakan tehnik ini dapat menambah semangat kalian dalam belajar bahasa inggris?
  - a. tidak menambah semangat
  - b. menambah semangat
  - c. sangat menambah semangat
4. Apakah tehnik ini sesuai untuk pelajaran listening?
  - a. tidak sesuai
  - b. sesuai
  - c. sangat sesuai
5. Apakah kegiatan mengajar dengan menggunakan tehnik ini perlu dilakukan terus menerus?
  - a. tidak perlu
  - b. perlu
  - c. sangat perlu

## Appendix 10

### STORY

#### 1. Pre Test and Post Test Cycle 1

- Passage I

##### At The Playground

Children can play and enjoy their days on the playground. Children and parents can go there. There are many games.

We can play see saw, swing, or slide. There are benches that can be sat. Children can play their own favorite games there too. For example skipping rope, skateboard or kite

- Passage II

In the afternoon Rini and Tanti usually play see saw on the playground. There they usually meet their friend Ari and Roni. Ari and Tony usually play yoyo together.

- Passage III

Dandi: What are you doing Anggi?

Anggi: I am playing skipping rope.

Dandi: Do you play it by your self.

Anggi: Yes, I do. But sometimes I play it with my sister or my friend. How

about you Dandi, what do you usually to play?

Dandi: I like to play kite.

Anggi: Do you play it alone?

Dandi: No, I usually play it with my friends on the field near my house.

- Passage IV

#### My Cousin

I have a cousin. His name is Aditya. His nick name is Adit. He is an active boy. He always has many courses in a week. Adit has mathematics course on Monday and Thursday. On Tuesday, he has English course. On Wednesday he usually has football practice.

I usually visit him on Saturday. He sometimes swims at the swimming pool near gymnasium on that day. He always takes me there. He always enjoys his Sunday by playing playstation at home with me.

- Passage V

Ani always gets up at five o'clock in the morning. She cleans her bed every morning. She takes a bath before she goes to school. After she takes a bath, she has her breakfast. Then she goes to school with her friend.

- Passage VI

After school Ani has her lunch. She usually takes a nap in the afternoon. She waters the flowers at a half past three. She usually watches TV at four o'clock. She has dinner with her family in the evening. She always studies at seven o'clock in the evening, and goes to bed at ten o'clock.

2. Treatment 1 Cycle 1

Playing Skipping Rope

Many children love to play skipping rope. They use rope that can be made from rubber band. They usually play it in the field or yard.

Skipping rope can be played alone or two people at once. All they have to do is jump together when the ropes touch the ground. If you don't jump the rope will hit your feet.

3. Treatment 2 Cycle 2

Tony's Daily Activities

Tony always wakes up early in the morning. He usually makes up his bed. Then he always brushes his teeth before he takes a bath. He usually dress his uniform by him self, he never asks his mother to do it for her. He always has breakfast before leaving for school. He sometimes has breakfast with fried rice and fried chicken, and he often has breakfast with fried rice and fried chicken, and he often has breakfast with soup. He usually goes to school by



bus, but sometimes he goes to school by his father's car. He always comes to school on time and studies seriously and cheerfully.

After school he has his lunch and takes a nap. Sometimes he plays football in the afternoon. In the evening he usually reviews the lesson and prepares the homework. After that he often watches TV and sleeps at nine.

#### 4. Post Test Cycle 2

- Passage I

##### Ratna's Birthday

Today is Ratna's birthday. Ratna and her family are busy preparing for the party. It's 4 p.m. now. Ratna is dressing herself up. She is wearing a beautiful gown and a small crown on her head. She looks very beautiful. Later, at 5 p.m., her friends arrive. They bring a lot of gifts. They sing "Happy Birthday" song together. Suddenly, two clowns spy on them from the window. They are wearing funny clothes. Their clothes look like rainbows. The first clown brings an owl, a crow and a cow picture. The second one brings a big present. "Who are these clowns?" Ratna asks herself. Ooh... The clowns are Ratna's father and uncle. They want to give her surprise.

- Passage II

### Timmy's Goes Shopping

One day Timmy's mother asked him to go to the shops. She gave him a shopping list. On the list were:

- One cabbage, three carrots, spinach,
- Twelve sausages, 1kg of beef
- Five apples, five oranges
- Six fat fish

He went to the greengrocer to bought one cabbage, three carrots, spinach

He went to the butchers to bought twelve sausages and 1kg of beef

He went to the fruits shop to buy five apples and five oranges

He went to the fish shop to buy six fat fish

### 5. Assessment 1 Cycle 2

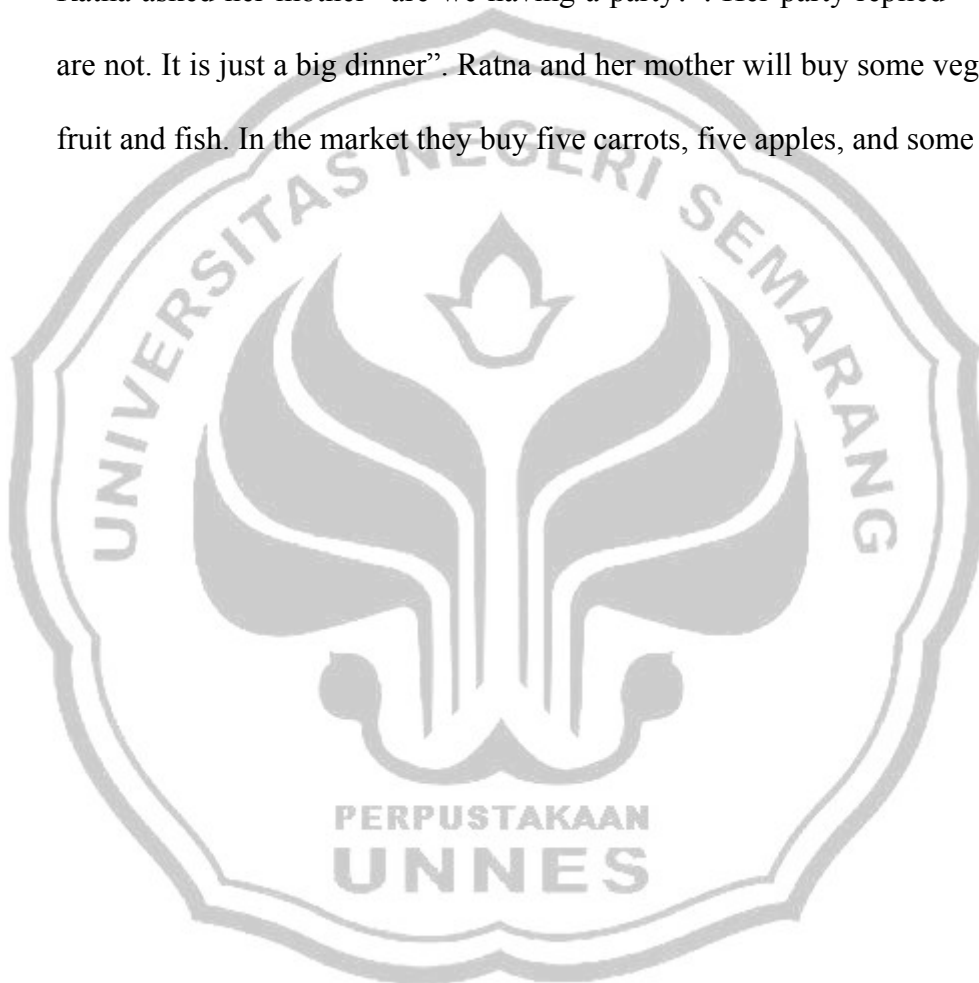
#### The Bird Park

This is a bird park. Look! It is crowded. There are a lot of boys and girls. They are wearing T-shirts, skirts and casual pants. They are looking at the beautiful birds. Look! There is a party. A beautiful girl is celebrating her birthday with her friends. She is wearing T-shirt and skirt. There are three clowns in her party. There are dancing near the girl. The first clown is big and tall, the second one is short and fat, the third one is a child. The child is wearing a red costume with black dots. She looks like a ladybird.

## 6. Assessment 2 Cycle 2

## Shopping

Today is Sunday. Ratna will go to the market with her mother. They bring a basket. Ratna bring a small basket and her mother brings a big one. Ratna asked her mother “are we having a party?”. Her party replied “ no, we are not. It is just a big dinner”. Ratna and her mother will buy some vegetables fruit and fish. In the market they buy five carrots, five apples, and some fish.



## Appendix 11

## The Result of the Pre-Test

No.	Code of Students	The number of the right answer	%
1	A-1	20	67
2	A-2	19	63
3	A-3	17	57
4	A-4	13	43
5	A-5	18	60
6	A-6	16	53
7	A-7	19	63
8	A-8	17	57
9	A-9	16	53
10	A-10	9	30
11	A-11	17	57
12	A-12	16	53
13	A-13	22	73
14	A-14	19	63
15	A-15	9	30
16	A-16	21	70
17	A-17	20	67
18	A-18	18	60
19	A-19	18	60
20	A-20	21	70
21	A-21	6	20
22	A-22	19	63
23	A-23	22	73
24	A-24	18	60
25	A-25	19	63
26	A-26	22	73
$\Sigma= 26$		$\Sigma= 451$	$\Sigma= 1502$

## Appendix 12

## The Result of the Cycle 1 Test

No.	Code of Students	The number of the right answer	%
1	A-1	21	70
2	A-2	20	67
3	A-3	21	70
4	A-4	20	67
5	A-5	21	70
6	A-6	19	63
7	A-7	23	77
8	A-8	21	70
9	A-9	20	67
10	A-10	14	47
11	A-11	17	57
12	A-12	19	63
13	A-13	24	80
14	A-14	25	83
15	A-15	16	53
16	A-16	24	80
17	A-17	25	83
18	A-18	22	73
19	A-19	24	80
20	A-20	22	73
21	A-21	17	57
22	A-22	24	80
23	A-23	25	83
24	A-24	23	77
25	A-25	22	73
26	A-26	25	83
	$\Sigma= 26$	$\Sigma= 554$	$\Sigma= 1846$

### Appendix 13

#### The Result of the Post-Test

No.	Code of Students	The number of the right answer	%
1	A-1	25	83
2	A-2	24	80
3	A-3	24	80
4	A-4	24	80
5	A-5	26	87
6	A-6	22	73
7	A-7	26	87
8	A-8	26	87
9	A-9	24	80
10	A-10	20	67
11	A-11	25	83
12	A-12	20	67
13	A-13	26	87
14	A-14	26	87
15	A-15	18	60
16	A-16	27	90
17	A-17	26	87
18	A-18	24	80
19	A-19	27	90
20	A-20	26	87
21	A-21	19	63
22	A-22	26	87
23	A-23	27	90
24	A-24	26	87
25	A-25	26	87
26	A-26	27	90
$\Sigma= 26$		$\Sigma= 637$	$\Sigma= 2126$

## Appendix 14

## Questionnaire Analysis

No	Students' Code	Score per item					Total Score
		1	2	3	4	5	
1.	A-1	2	3	3	2	3	13
2.	A-2	3	3	2	2	3	13
3.	A-3	3	3	3	2	3	14
4.	A-4	2	2	3	3	3	12
5.	A-5	2	2	2	2	3	11
6.	A-6	2	3	2	3	2	12
7.	A-7	3	3	3	3	2	14
8.	A-8	2	2	3	2	2	11
9.	A-9	2	2	2	3	3	11
10.	A-10	3	3	2	2	3	13
11.	A-11	3	3	2	2	2	12
12.	A-12	2	3	2	2	3	12
13.	A-13	3	3	2	2	3	13
14.	A-14	3	2	2	2	3	12
15.	A-15	3	2	2	3	3	13
16.	A-16	2	3	2	3	3	13
17.	A-17	3	3	2	3	2	13
18.	A-18	3	2	2	2	2	11
19.	A-19	2	3	3	2	3	13
20.	A-20	2	2	2	3	3	12
21.	A-21	2	3	3	2	2	12
22.	A-22	3	2	2	3	3	13
23.	A-23	2	2	3	2	2	11
24.	A-24	3	3	2	2	3	13
25.	A-25	3	3	3	2	3	14
26.	A-26	3	3	3	2	3	14
$\Sigma$		66	68	62	61	70	325
Mean		2.5	2.6	2.4	2.3	2.7	12.5