

ABSTRACT

Triyono, Eva Endang. 2016. *The Effect of Reflective Listening Technique on First Grade Student's Listening Skill at MA Ash-Sholihin in 2015/2016 Academic Year*. Thesis. English Educational Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1)Dr.Tanzil Huda, M.Pd. (2)Yayah Ikhda Nevia, M.Pd

Key Word: Listening Skill, Reflective Listening Technique

Listening is one of an important skills to be mastered by students when they are studying English. However, learning listening skill for senior high school students is not easy as we think. It is not easy for senior high school students to use English spoken. Because, the students need to hear various types of English repeatedly and continuously if they want to communicate properly, meaningfully and naturally.

In this research, the problem is "Is there any significant difference of student's listening skill who are taught by Reflective listening technique and students who are taught by directed listening on first grade student's listening skill at MA Ash-Sholihin in 2015/2016 academic year?. The researcher used non-randomized control group pre-test post-test that involves two groups, namely: Class XA as experimental group and Class XB as control group. As the instrument of the research, the listening test was used to analyze the data in which the significance was determined by $p < 0,05$.

The result showed that mean of pre-test of experimental and control group are 75.65 and 75.31. It means that both groups have same ability before any treatments are given. While, the mean score of post-test in experimental group is 83.94 and control group is 79.89. The result of t test using SPSS based on the table above, the value of t is 2.793 with significance value 0.007. It showed that the probabilities value of the students' listening skill lower than 0.05 level of significance. So, the null hypothesis (H_0) is rejected and the hypothesis alternative (H_a) is accepted. From the mean score between experiment and control group, it can be seen that group that taught by reflective listening technique get better score than those who are not. It means that this strategy had positive impact on students' listening skill.

Therefore, the answer of the problem of the research is reflective listening skill gives significant effect to the first grade students' listening skill at MA Ash-Sholihin in 2014/2015 academic year.