

**THE EFFECT OF USING STORYTELLING
ON THE ELEVENTH GRADE STUDENTS' LISTENING COMPREHENSION
AT MA AL-QODIRI JEMBER IN THE 2016/2017 ACADEMIC YEAR**

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ABSTRACT

Key words: students' listening comprehension and storytelling

Listening is a complex active process in which the listener must discriminate sounds, understand vocabulary, and grammatical structure, interpret stress and intonation, and finally interpret them based on the socio cultural context of the utterances. Related to condition and situation in first grade students, there are some students who get difficulty information from the stories in listening activities.

The problem in this research is "is there any significant effect of using storytelling on the listening comprehension at MA Al-Qodiri Jember in the 2016/2017 academic year?"

The purpose of this study is to investigate whether there is or not significant effect of using storytelling on the tenth year students' listening comprehension at MA Al-Qodiri Jember in the 2016/2017 academic year.

The kind of this research is experimental research. This research using the technique of cluster random sampling lottery and based on the result of the lottery, the two classes are XI IPA 3 consist of 27 students and XI IPA 3 consist of 23 students The design of this research is randomized pretest-posttest control group design.

To collect the data, the researcher uses objective test in listening test. The researcher uses paired samples t-test to analyze the data that collected by using microsoft office excel. The value of t-table with significance level of 5% the degree freedom of 74, the value of the t-test is higher than the value of the t- table ($5.08 > 2.01$). It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected

Considering the result above, it can be concluded that by using storytelling have significant effect on the eleventh grade students' listening comprehension at MA Al-Qodiri Jember in the 2016/ 2017 academic year.

ABSTRACT

Kata kunci: prestasi pemahaman mendengarkan siswa dan mendongeng

Mendengarkan adalah proses aktif yang kompleks di mana pendengar harus membedakan suara, memahami kosakata, dan struktur gramatikal, menafsirkan stres dan intonasi, dan akhirnya menafsirkannya berdasarkan konteks sosial budaya dari ucapan. Terkait dengan kondisi dan situasi pada siswa kelas satu, ada beberapa siswa yang mengalami kesulitan dalam mencari informasi umum dan khusus dari cerita dalam kegiatan mendengarkan.

Masalah dalam penelitian ini adalah "apakah menggunakan cerita mempunyai pengaruh yang signifikan terhadap prestasi pemahaman mendengarkan tahun kesebelas siswa 'di MA Al-Qodiri Jember pada tahun 2016/2017 akademik?".

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidak pengaruh yang signifikan terhadap prestasi mendongeng menggunakan pemahaman mendengarkan tahun kesepuluh siswa 'di MA Al-Qodiri Jember pada tahun 2016/2017 akademik.

Jenis penelitian ini adalah penelitian eksperimental. Penelitian ini menggunakan teknik cluster random sampling berdasarkan hasil lotre, yang terdiri dari dua kelas XI IPA 2 terdiri dari 27 siswa dan XI IPA 3 terdiri dari 23 siswa rancangan penelitian ini adalah acak desain kelompok kontrol pretest-posttest .

Untuk mengumpulkan data, peneliti menggunakan tes obyektif dalam tes mendengarkan. Peneliti menggunakan sampel uji t-berpasangan untuk menganalisis data yang dikumpulkan dengan menggunakan microsoft office excel. Nilai t-tabel dengan tingkat signifikansi 5% dengan derajat kebebasan dari 74, nilai uji-t lebih tinggi daripada nilai t-tabel ($5.08 > 2.01$). Ini berarti bahwa hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak

Mengingat hasil di atas, dapat disimpulkan bahwa dengan menggunakan mendongeng memiliki pengaruh yang signifikan terhadap prestasi pemahaman mendengarkan tahun kesebelas siswa 'di MA Al-Qodiri Jember pada tahun 2016/2017 akademik.

INTRODUCTION

Human language has many functions. The most important function is for expressing ideas, thoughts, and desires that are communicated in spoken or written form. English as a human language plays an important role in the global communication. Due to this, English is taught at schools as a second language and the final goal of language learning process is the attainment of communicative competence.

The objective of learning English in vocational school is to develop English communicative competence in the four language skills namely; listening, speaking,

reading and writing. These skills as well as language components; vocabulary, grammar, and pronunciation should be taught interestingly.

Based on the institutional level curriculum (KTSP), the goal of teaching English is to enable the students to listen, speak, write and read. In addition Scott and Ytreberg (1999:21) confirm that students start learning a foreign language by hearing and listening as the main source of foreign language. According to Rankin (1978), in Cox (1999:151) listening is the most common activity: it takes 45 percent of people's daily communication. Speaking which is about 30 percent, followed by reading which is about 16 percent, and writing which is about 9 percent.

Listening activities create a situation where the listeners become silent receivers of the message. They have more opportunities to listen a spoken text rather than to speak it. So that listening must be prepared the situation and performance outside their control. Further, this condition makes the students work hard to get the message. To solve this condition, the English teachers are expected to able to arouse the students motivation in studying listening. Teaching listening to young language learners, especially the tenth year students of vocational school is considered as the main point for English teachers to create an attractive atmosphere in teaching learning process and make the students enjoy their listening activities. In addition, the English teachers have responsibility to arouse the students' motivation. Burden and Byrd (1999:43) say that motivating students to learn is a vital role. In this case, the English teacher can motivate the students by creating an attractive situation in the teaching learning process, including the listening class. So, it is necessary to choose an applicable technique in teaching listening to motivate students and improve their listening skill.

Storytelling is very interesting. The English teacher as the storyteller tell it in front of the students by using expression such as gestures, mimes, and varying intonation. The teacher does that in order to make the stories that he/she tells more interesting and alive. So, the students will not feel bored in listening to the stories and will not feel tense in the teaching learning process. It makes them enjoy and relax doing the listening activities. Teaching listening through storytelling is quite simple. The teacher tells the story while the students listen attentively. After that the teacher and the students discuss it. It covers the characters, setting and the messages that are stated in the story. To know the students understanding about the story, the teacher asks them to find the general information and the specific information of the story by answering questions whether orally and verbally.

Storytelling will increase the students' listening comprehension achievement. To support this idea, Scott and Ytreberg (1999: 28) said that storytelling technique create an interesting atmosphere in teaching listening comprehension skill. This is because, the students are involved in the story by paying attention to the teachers's gestures, mimic, and intonation of the voice and the media used by the teacher. There will be no feeling of fear of them when learning English especially through storytelling. By using storytelling the students are asked to pay attention the teacher

story. Halliwell (1992: 7) confirms that children are intended to involve their imagination and fantasy. They will be invited to use their imagination and fantasy through listening about the story. They will directly bring into the condition and situation about the story read by the teacher. Through their imagination, the teacher guides the students to encourage their thought about the gist and the details of the story.

Storytelling gives opportunities to the students to experience oral language. The story which has already known by the students will help them to have vivid experience. Butterfield, Smith, and Tidyman (1669:214) mention that through storytelling they have vivid experience of the real or imagined type stimulates the imagination, quickens observation, gives exercise to the emotion, develop sympathy, and understanding for people and animal. Here, the students are invited to imagine the situation, feel the emotion and learn the information in the story. Moreover, they add that this process may contribute to the students' emotional stability. It can be concluded that storytelling is very useful to arouse the students' listening comprehension because it is built the students' emotional stability from the understanding of the message in it.

Malo, E., & Bullard, J. (2000) says that some of the most important skills children can gain are: (1) the concept of story; (2) the many strands of plot; (3) comprehension of vocabulary; (4) internalization of character; (5) visualization; (6) natural rhythms and patterns of the language; (7) figures of speech and metaphors; (8) prediction skills; (9) concepts about the world; (10) listening and attending skills; (11) internalizing their culture; and (12) healthy self concept. Since telling stories is a successful way to encourage literacy, it should be promoted in the classroom.

A previous research that was conducted by Setiyorini (2004) that is an experimental research at SLTP Negeri 1 Probolinggo, showed that the use of storytelling by using picture books on the first year students have significant effect of the students' listening comprehension achievement. It showed that the value of t-statistic is higher than t-critical value ($5.08 > 2.01$). the researcher showed that the use of storytelling helps the students' listening comprehension achievement in the teaching and learning process besides the researcher will use a storytelling without using any media.

In accordance to the explanations above, a research on teaching listening through storyteling will be conducted with the title " The Effect of Storytelling on the eleventh Grade Students' Listening Comprehension at MA Al-Qodiri Jember in the 2016/2017 Academic Year".

RESEARCH METHOD

Participants

The participants of this research consisted of 50 the tenth year students' at MA Al-Qodiri Jember. The experimental group was 27 students, and the control group was 23 students.

Instrument

The instrument which was used to collect the data needed in this research was listening test. The test's form was objective test They are multiple choice, gap filling, and true false. Regarding with the validity, the researcher used content validity which meant that the researcher made the test based on the curriculum where the research was conducted. While the reliability of the test was analyzed by using Spearman Brown (alpha formula). The researcher found that the reliability of the test was 0.89

Procedure

The experimental and control group are determined randomly after knowing the homogeneity of the population. In this design, both experimental and control group are given the same pretest. Then, experimental group had been given a treatment in the teaching listening process, while, the control group only be taught with no treatment. After that, both groups had been given the same test (posttest). The result of posttest had been compared to find the difference and the result of the treatment.

The procedures of the research are listed as follows:

1. Choose the subject of the reasearch using cluster random sampling.
2. Classify the subjects into two groups namely the experimental group and control group.
3. Give pre-test for both experimental and control group, and then calculate the mean of each group.
4. Give treatment by using demonstration technique to the experimental group and different treatment to the control group.
5. Give post-test to experimental and control group then calculate the mean of each group.
6. Count the difference of the pre-test result, and the post-test result for each group
7. Compare the difference between experimental and control groups in order to determine whether the treatment is interrelated with increase of the result of experimental group
8. Use the T- test formula in order to determine whether the deviation of score of each group is significant.

RESULT AND DISCUSSION

In this research, both experimental and control group were given pre-test and post-test. Nevertheless, treatment by using storytelling technique was given to experimental group only. The aim of this treatment was to find out the effect of using storytelling technique whether could improve the ability on students' listening comprehension achievement. The mean score of pre-test result of experimental group was 15.8, post-test was 19.7, and 5.03 was the different mean score (see appendix 13). Meanwhile, the mean score of pre-test result of control group was 10, post-test

was 13.3 (see appendix 14) and 3.30 was calculated as the difference mean score. After that, it could be seen deviation for experimental and control group that were 46.97 and 26.87. The result from t-test formula was 5.08. After that, the degree of freedom (df) was calculated (48) and the result of 48 was 2.01 that was compared with t-table by using error significance 5 %. The result is clear that the result of t-test is higher than t-table ($5.08 > 2.01$).

From the data analysis above the value of t-test is higher than t-table at significance level of 5% ($5.08 > 2.01$). The result indicates that there is an effect of storytelling on the eleventh year students' listening comprehension at MA Al-Qodiri Jember in the 2016/2017 academic year. It could be found that the experimental group got better result on listening comprehension activities. Based on the researcher's treatment, the students more understood the general and the specific information of the story. Hence, it made the result of post-test better than pre-test.

In contrast, the control group that received the listening comprehension activities only used explanation without storytelling technique, got bored, and did not give a good response when the teacher asked about the material. Most of them were only silent. The students were not interested to the lesson, so that most of them talked with each other without listening the researcher's explanation. In sum, the result of this research showed that using storytelling is important in teaching listening comprehension.

This technique was very useful in teaching learning process because this technique in this research increase the students' scores of listening comprehension. It could be seen in the result of pre-test and post-test. It showed that the mean of pre-test is 5.03 and post-test is 3.30.

This technique was also very effective because the students gave a good response and more attention in learning process when the speaker read the story by using mimic, and gestures (Groenou, 1995). It gives a rationale for including interactive storytelling in language curriculum and suggestions for its effective use. Also it underlines that story presentation helps children experience the world as a whole, makes lessons captivating and meaningful, stimulates imagination, and assists metaphoric fluency and articulation. They seemed enthusiastic by observing and listening to the teacher's story by using her mimic, gestures, and facial expressions. The use of storytelling is a good technique because it made the story meaningful so that the students can get the information about the story. On the other hand, in the control group that was taught by read the story by the teacher's voice only. They looked so bored in the class.

After the treatment, the students' were given post-test. It was found that using storytelling improved students' listening comprehension achievement in experimental group. It could be seen in mean of post-test was 3.30 but in pretest before was 5.03. It was caused by the treatment. The test was objective test consisting 30 questions 30 items for multiple choice with two different stories.

The comparison was made between scores of pre-test and post-test. In this research, the researcher used t-test formula with t-table of 5% of significance level. The t-test value of $df = 48$ between 70 up to 80. The 5% value of $df = 70$ was 2, and $df = 80$ was 2.01. So, to have the value of $df = 48$ in 5% of t-table, both values must be summed and divided into 2, $(2+2.01) : 2 = 3,99 : 2 = 2.01$. From the result of t-test value was higher than the t-table value 5% significance level ($5.08 > 2.01$).

CONCLUSION AND SUGGESTION

Conclusion

It can be concluded that there has a significant effect on the eleventh year students' listening comprehension at MA Al-Qodiri Jember in the 2016/2017 academic year.

Suggestion

For the English teacher, the researcher gives suggestion to the English teacher to use storytelling in the teaching listening to make the students more enthusiastic and interested during the teaching listening process. Besides, the teacher can also modify the material of the story based on the students' need. For students, researcher suggests to the students to have more attention during the teaching listening in order they will understand the story and finally the objectives of the teaching listening will be achieved. For the other researchers, the result of this research can be used as input or reference to conduct a further research dealing with a similar problem by using another design, such as classroom action research to develop student's listening comprehension on the different level of students.

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