

Chapter V

Conclusion and Suggestion

Conclusion

Through this chapter, the conclusion of this study would be explained. The second grade students in class A of SMP N 1 Dulupi stated that they are interested during process of learning listening by using short stories. In addition, the internal factors is the factor that influenced students' interest in learning listening by using short stories. It was proven by looking from their list activities during observation and their answer in the questionnaire.

Regarding to the research findings, the students are interested during the process of learning listening by using short stories. It was observed on their activities in four times that related to the indicators such as an attention, feeling happy, teaching material, participation, readiness, and intelligence. Before the process of learning listening began, they prepared their need on the table. It was not changed in the four times.

Furthermore, they gave a big attention when the teacher read, or explained the material, but most of them were not facilitated by dictionary. It was the weakness of the students. Not only giving attention, but also they were feeling happy. It was observed on their enthusiasm to follow the lesson without feeling bored during learning listening process.

Moreover, the used of the interested short stories were related to some kinds of short stories in their environment such as fable, folktale, and fairytale, where those stories have succesfully created students' interest in doing activities. They were easy to answer the task of the teacher or even understand the material. Finally, they were active in

group discussion and interacted with the teacher and friends. Besides, the students could admit the material.

In otherwise, Based on the result of students' respons in the questionnaire, they said that they were interested on learning listening by using short stories. Their reasoned that it was interesting and not boring. Besides, they also claimed that the teacher's explanation was clear. The students not only had physical factors, but also had psychological factors such as an attention, a readiness, and an intelligence. Those factors were caused by the students interest in their process of learning listening by using short stories. The factors; like an attention, it could be seen by the students' attention on the learning subject. In addition, in terms of readiness, the students said that they were ready to receive the materials and the stationery was important in learning process. Moreover, the students affirmed that they were not scared answering the task that given by the teacher and did not find any difficulties to listen the short stories.

Suggestion

The finishing of this study, I would like to give some suggestions. Based on the result of observation and students' answers, this study is hopefully expected that the next study should find the new theory about listening and interest. Not only the same theories, but also the new theory to develop students' interest. Besides, discovering the new strategy to create students' interest in learning English especially, listening subject is also important to help the teacher who has problems about their students' interest.

Furthermore, The teacher should know about their students' interest in learning English, because one of the four subjects is listening subject, and it is difficult to attract them to learn listening. In addition, to create students' interest, the teacher should observe their

students' feeling, readiness, attention, intelligence, and the teaching material that easy and familiar for the students.

In addition, the students should have motivation and interest to learning listening.

Finally, I realize that this skripsi have a lot of deficiency and so far from perfection especially in grammar. Hence, I sincere appreciate a lot of advices and critics to develop my skripsi.

References

- A.M, Sadirman. (2006). *Interaksi & Motivasi Belajar Mengajar*. Jakarta: PT Raja Grafindo Persada
- Annurahman, Dr. (2009). *Belajar dan Pembelajaran*. Bandung: Alfabeta
- Aritonang, K.T. (2008). *Minat dan Motivasi dalam Meningkatkan Hasil Belajar Siswa*. Jakarta: journal pendidikan Penabur
- Bouache, R. (2010). *The Impact Of Listening To Short Stories On Comprehension*. Republic of Algeria: Mentouri University, Constatine Fcaulty of Letters Department of Foreign Languages
- Djamarah, D.S. (2011). *Psikologi Belajar*. Jakarta: PT Rinea Cipta
- Ellis & Brewster. (2010). *Teaching English Through Stories: A Meaningful And Fun Way For Children To Learn The Language*. Retrived from www.revistas.unal.edu.co
- Erkaya, O.R. (2005). *Benefits Of Using Short Stories In The EFL Context*. Turkey: Eskisehir Osmangazi University.
- Guo & Wills. (2008). *An Investigation Of Factors Influencing English Listening Comprehension And Possible Measures For Improvement*. International Education research conference.
- Harmer, jeremy. (2007). *The Practice English Language Teaching*. Edinburgh: Person Longman Limited

Katili, E. (2013). *A Descriptive Study On Students' Interest In Learning English*. Gorontalo: Universitas Negeri Gorontalo.

Kaya, S.U. (2014). *Using Short Stories In ELT/EFL Classes*. Turkey: Baskent University

Lasaiba, D. (2015). *The Effectiveness Of Uisng Short Stories In English Teaching For PAI Learners Of IAIN Ambon On Learners' Perception*. Ambon: Program Study Ekonomi Islam dan fakultas Syariah dan Ekonomi islam IAIM Abom

Mohammad, K. (2005). *Developingthe Teaching Of Listening Comprehension In English At Middle Shools*. Republic of Algeria: University of Batna Faculty of Science and HumanitiesDepartment of English.

M Syam, S.S. (2012). *Problematika Dalam Belajar Listening Comprehension Ynag Dihadapi Oleh Mahasiswa Semester III Tadris Bahasa Inggris STAIN Pamekasan*. Retrieved from <http://ejournal.stainpamekasan.ac.id/index.php/nuansa/article/view/23/23>

Nuku, F.A. (2005). *The Correlation Between Teachers' Activity And Students' Interest In Learning English*. Gorontalo:Universiitas Negeri Gorontalo

Nurhidayati, I. (2013). *The Influence*. Gorontalo:Universitas Negeri Gorontalo

Pardede, P. (2011). *Using Short Stories To Teach Language Skills*. Jakarta: Christian University of Indonesia.

Motallebi & Pourgharib. (2013). *The Impact Of Audio Stories (Listening Skills) On Pronunciation Of EFL Learners*. Journal Of Language Science & Linguistics

Purti, H.E. (2016). *An Analysis Of Students' Difficults In Listening" A Case Studyat Twelfth Grade Students Of Ma Nw Narmada Academic Year 2015/2016/* Mataram: English Department Program Language And Art Department Mataram University.

Rahmah, A. (2012). *Factors Influencing Astudents Interest In Learning English At First Year Students At SMUN 3 Rumbai.* Pekanbaru: State Islamic University Sultan Syarif KASIM Riau

Richards, J.C. (2008). *Teaching Listening And Speaking From Theory Practice.* United State Of America: Cambridge University Press.

Rost, M. (2013). *Listening In Language Classroom.* New York: British Library Cataloguing.

Saswandi, T. (2014). *Teaching Style And Students' Interest In Learning English.* Jambi: STKIP Muhammadiyah

Slameto, Drs. (2013). *Belajar Dan Faktor-Faktor Yang Mempengaruhi.* Jakarta: Rineka Cipta

Sugiyono, P.D. (2008). *Memahami Penelitian Kualitatif.* BANDUNG: CV. ALFABETA

Tilley & Mead. (2012). *Using Short Stories In The English Classroom.* Hongkong: NETworking

Tyagi, B. (2013). *Listening: An Important Skill And Its Various Aspects.* Retrived from <http://www.the-criterion.com/V4/n1/babita.pdf>

Yabudy, Y.T. (2015). *To Increase Students Listening Comprehension By Using Class Wide Peer Tutoring Technique*. Gorontalo:Universitas Negeri Gorontalo.

Zaim, D.S. (2013). *Strategi Belajar Mengajar*. Banjarmasin: RINEKA CIPTA

Appendix 1**The participant of study**

No	Name of Participant
1.	Agnes M. Bai
2.	Andris Subuhi
3.	Aspan Harun
4.	Belandii Noho
5.	Dandriyani Olli
6.	Delansri Baridu
7.	Ditawati Labuga
8.	Givsi Role
9.	Isna wati Dama
10.	Jefriyanto Abubakar
11.	Marton Antule
12.	Melki Moa
13.	Meylin Wowor
14.	Nunantri Lapodu
15.	Rahmatia Antula
16.	Rahmat Panitipi
17.	Serlin Masauda
18.	Sriyarti Neno
19.	Tiara Putri Talamu
20.	Zulkifli Kamumu

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>narrative</i> dan <i>recount</i>	- It's wonderful	<p>dalam percakapan</p> <p>3. Menentukan makna kosakata dalam daftar.</p> <p>4. Mendengarkan teks narrative / recount yang dibacakan guru.</p> <p>5. Tanya jawab berbagai informasi tentang teks yang dibaca guru.</p> <p>6. Mendengarkan teks narrative / recount lainnya.</p> <p>7. Menjawab pertanyaan tentang teks narrative / recount yang didengar secara lisan.</p>	2. Mengidentifikasi tujuan komunikatif teks naratif dan recount		rumpang Menyusun kalimat	<p><i>bellow sentences</i></p> <p><i>Listen to the text and arrange the sentences</i></p>		recorder

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								7.

Mengetahui
Kepala SMP Negeri 1 Dulupi

BAHRUDIN MAUKE, S.Pd
NIP

Dulupi, Juli 2016
Guru Mapel Bahasa Inggris,

KARLINA SUNE, S.Pd
NIP

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP/MTS	: SMP NEGERI 1 DULUPI
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: teks lisan fungsional
Tema	: <i>A Friend in Need Is a Friend Indeed</i>
Aspek/Skill	: Mendengarkan
Alokasi Waktu	: 5 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

- ❖ Melengkapi teks dengan memilih jawaban berdasarkan rekaman

- ❖ **Karakter peserta didik yang diharapkan** : Dapat dipercaya (*Trustworthines*)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

2. Materi Pembelajaran

- Practice
cerita
- b. Developing skills
 - Script teks narrative

3. Metode Pembelajaran: three-phase technique

4. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab apakah siswa mengetahui beberapa cerita

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi peserta didik

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, siswa:

- ❖ Mendengarkan teks monolog lisan berbentuk teks *narrative*
- ❖ Mendengarkan kembali pengucapan kata-kata dalam teks tersebut sesuai dengan pelafalannya
- ❖ Menyimak dan merespon penjelasan guru tentang isi teks *narrative*
- ❖ Melafalkan beberapa kosakata dari teks monolog yang didengarnya

Elaborasi

Dalam kegiatan elaborasi, Siswa :

- ❖ Terbagi dalam kelompok
- ❖ Mendengarkan teks monolog lisan berbentuk teks *narrative* sambil melengkapi teks/ menyusun kalimat acak menjadi kalimat sempurna.
- ❖ Merespon isi teks dengan menjawab pertanyaan
- ❖ Berdiskusi dengan teman kelompok
- ❖ Berdiskusi dengan seluruh kelas tentang jawaban yang tepat.

Konfirmasi

Dalam kegiatan konfirmasi, :

- ❖ Peserta didik menyampaikan hal-hal yang belum diketahui

- ❖ Peserta didik bersama guru bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, Peserta didik:

- ❖ bersama-sama dengan guru dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ❖ Menerima refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ❖ Menerima umpan balik terhadap proses dan hasil pembelajaran dari guru;
- ❖ Mendengarkan merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ❖ Mendengarkan rencana pembelajaran pada pertemuan berikutnya yang disampaikan guru.

5. Sumber belajar

- a. Buku teks yang relevan..
- b. CD / kaset.
- c. *Script* percakapan dan/atau rekaman percakapan
- d. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
3. Mengidentifikasi berbagai informasi dalam teks fungsional pendek - Narrative text. - Recount text	Tes tulis	Melengkapi rumpang	<i>Listen to the text and complete the following text.</i>
4. Mengidentifikasi tujuan			

komunikatif teks fungsional pendek		Menyusun kalimat	<i>Listen to the text and arrange sentences</i>
------------------------------------	--	------------------	---

a. Instrumen:

Listen to the recording about The Owl and the Nightingale. Script:

There was once a nightingale in a cage by a window, that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. "when I was captured," explained the nightingale, "it was day and I was singing. In this way I learnt to be more carefully and to sing only at niight." "are you afraid you might be captured a second time? Asked the owl. "Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn't really matter anymore, right?"

English Focus hal. 134

b. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 2

2. Jumlah skor maksimal 5 x 2 = 10

3. Nilai maksimal = 10

4. Nilai Peserta didik = $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

c. Rubrik Penilaian

Uraian	Skor
Jawaban benar dengan kalimat sempurna	2
Jawaban benar dengan kalimat kurang sempurna	1
Jawaban salah	0

Mengetahui

Kepala SMP Negeri 1 Dulupi

Dulupi, Juli 2016

Guru Mata Pelajaran

BAHRUDIN MAUKE, S.Pd

NIP.

KARLINA SUNE, S.Pd

NIP.

Observation Sheet

Hari :

Kelas :

Judul :

No	Indicator	Observation sheet	Yes	No	Keterangan
1.	Attention	Peserta didik bertanya tentang judul cerita pendek yang akan dipelajari sebelum guru memberitahukan cerita			
		Peserta didik memperhatikan ketika guru sedang menjelaskan materi cerita pendek selama proses pembelajaran listening berlangsung			
2.	Feeling happy	Peserta didik antusias mengikuti pelajaran dengan menggunakan cerita			

		pendek			
		Peserta didik senang mengerjakan tugas yang diberikan guru selama proses pembelajaran berlangsung			
3.	Teaching material	Peserta didik mengerti dengan materi cerita pendek yang diberikan guru			
		Peserta didik tertarik dengan cerita pendek yang diberikan guru			
4.	Participation	Peserta didik berperan aktif selama proses pembelajaran listening berlangsung.			
		Peserta didik bertanya jika tidak mengerti dengan materi yang diberikan guru atau ketika guru menjelaskan			

		Peserta didik menjawab pertanyaan (maju ke depan kelas atau menjawab pertanyaan dari tugas) yang diberikan guru			
5.	Readiness	Peserta didik sudah mempersiapkan segala kebutuhan mereka (alat tulis menulis atau kamus) sebelum proses pembelajaran listening dimulai			
		Peserta didik takut menjawab pertanyaan (tugas atau pertanyaan guru) yang diberikan guru			
6.	Intelligence	Peserta didik mengalami kesulitan dalam memahami teks cerita pendek yang diberikan guru			
		Peserta didik mengerjakan tugas yang diberikan guru			

Documentation : Students' activities during learning listening process
By using short stories

Day of research : Every Tuesday

Date of research : 9th august – 6th sept 2016





CURRICULUM VITAE



Lisnawati M. Hela was born in Tilamuta, September 2nd 1992. She is the second child from the marriage couple of Marwin K. Hela and Irham T. Ambo. She graduated from Kindergarten of Anggrek, 1999 and continued to Elementary school at SDN 05 Dulupi 2005. She continued her study to junior high school at SMP Negeri 1 Dulupi 2008.

Further, she decided to choose SMA Negeri 1 Dulupi, as senior high school and graduated in 2011. Moreover, She registered in State University of Gorontalo in 2012 and graduated as student of English Department in Faculty of Letters and Culture in

2017.

During the study in State University of Gorontalo, she joined in some programs and academic activities.

1. The participant of Masa Orientasi Mahasiswa Baru (MOMB) 2012 held by student Executive Board in 2012.
2. The participant of Pelatihan Komputer and Internet at State University of Gorontalo in 2012.
3. The participant of International Conference Malay Language and Culture held by Language Development Center UNG in 2013.
4. The participant of Cross Cultural Understanding (CCU) 2014
5. The participant of Speaking Expo of English Department 2014
6. The participant of Academic Visit in Bali of students class of 2012 in 2015.
7. The participant of IALF in Bali 2015
8. The participant of Teaching Practice II at SMP Negeri 1 Tilango 2015
9. The participant of Kuliah Kerja Sibermas (KKS) in Jembatan Merah Village, District of North Gorontalo 2015
10. The participant of Second International Students Conference 2015
11. The speaker of Second International Students Conference in ELT
12. TOEFL Prediction Test held by Language Training Center 2015
13. The participant of Drama "Reflection" 2015
14. The participant of Entrepreneurship seminar 2014.