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STAIN KEDIRI

**USING STORYTELLING TO IMPROVE THE ENGLISH
LISTENING SKILL OF THE SECOND GRADE STUDENTS
OF MTs ROUDLATUS SHIBYAN GEDANGSEWU
PARE KEDIRI**

THESIS

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In Partial Fulfillment of the Requirements
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By:

AKMALUL HIMMAH
NIM : 9322.055.09

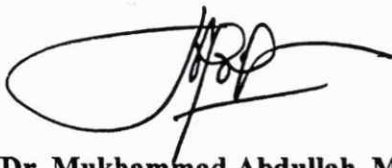
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FACULTY OF EDUCATION
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) KEDIRI
2013**

APPROVAL PAGE

This is to certify that the *Sarjana's Thesis* of Akmalul Himmah has been approved by the thesis advisors for further approval by the Board of Examiners.

Kediri, 19th June, 2013

Advisor I



(Dr. Mukhammad Abdullah, M.Ag)

NIP. 19660405 199203 1 002

Advisor II



(Choithibul Umam, M.Pd)

NIP. 19791022 200912 1 002

NOTA KONSULTAN

Kediri, 19th Juni 2013

Nomor :
Lampiran : 4 Berkas
Hal : Bimbingan SKripsi

Kepada
Yth. Bapak Ketua Sekolah Tinggi
Agama Islam Negeri (STAIN) Kediri

Di
Jl. Sunan Ampel 07- Ngronggo

Kediri
Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama : AKMALUL HIMMAH

NIM : 932205509

Judul : USING STORYTELLING TO IMPROVE THE ENGLISH LISTENING SKILL OF THE SECOND GRADE STUDENTS OF MTs ROUDLATUS SHIBYAN GEDANGSEWU PARE KEDIRI


Setelah diperbaiki materi dan susunanya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S-1)

Bersama ini terlampir satu berkas naskah skripsinya, dengan harapan dalam waktu yang telah ditentukan dapat diujikan dalam Sidang Munaqosah.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I



Dr. Mukhammad Abdullah, M.Ag
NIP 19660405 199203 1 002

Pembimbing II



Chothibul Umam, M.Ag
NIP 19791022 200912 1 002

NOTA PEMBIMBING

Kediri, 19th Juni 2013

Nomor :
Lampiran : 4 Berkas
Hal : Bimbingan SKripsi

Kepada
Yth. Bapak Ketua Sekolah Tinggi
Agama Islam Negeri (STAIN) Kediri
Di
Jl. Sunan Ampel 07- Ngronggo
Kediri
Assalamu'alaikum Wr. Wb.

Memenuhi permintaan Bapak Ketua untuk membimbing penyusunan skripsi mahasiswa tersebut dibawah ini:

Nama : AKMALUL HIMMAH

NIM : 932205509

Judul : USING STORYTELLING TO IMPROVE THE ENGLISH LISTENING SKILL OF THE SECOND GRADE STUDENTS OF MTs ROUDLATUS SHIBYAN GEDANGSEWU PARE KEDIRI


Setelah diperbaiki materi dan susunanya, sesuai dengan beberapa petunjuk dan tuntunan dalam sidang Munaqshah yang diselenggarakan pada tanggal 1 Juli 2013 , kami berpendapat bahwa skripsi tersebut telah memenuhi syarat untuk disyahkan sebagai kelengkapan sebagai syarat memperoleh gelar Sarjana Strata Satu(S-1) Jurusan Tarbiyah Program Studi Tadris Bahasa Inggris.

Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terimakasih.

Wassalamu'alaikum Wr. Wb.

Pembimbing I

Pembimbing II


Dr. Mukhammad Abdullah, M.Ag
NIP 19660405 199203 1 002


Chothebul Umam, M.Ag
NIP 19791022 200912 1 002

Ratification Sheet

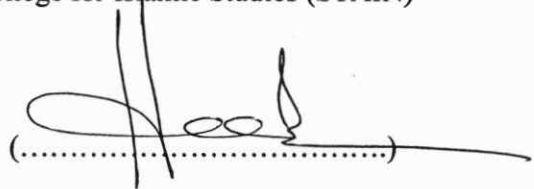
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LISTENING SKILL OF THE SECOND GRADE STUDENTS OF
MTs RAUDLATUS SHIBYAN GEDANGSEWU PARE KEDIRI**

**AKMALUL HIMMAH
9322 055 09**

Has been examined by the Board of Examiners of State College for Islamic Studies (STAIN)
Kediri on July 04, 2013

1. Main Examiner

H. Fathor Rasyid, M.Pd
NIP. 19690831 200003 1 001



2. Examiner I

Dr. Mukhammad Abdullah, M.Ag
NIP. 19660405 199203 1002



3. Examiner II

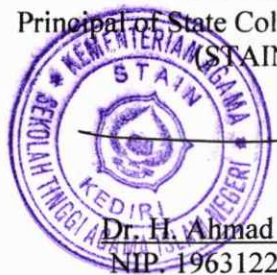
Chothibul Umam, M.Pd
NIP. 19791022 200912 1 002



Kediri, July 12, 2013

Acknowledged by

Principal of State College for Islamic Studies
(STAIN) Kediri



Dr. H. Ahmad Subakir, M. Ag.
NIP. 19631226 199103 1 001

MOTTO

“DO THE ORDINARY THINGS BY EXTRAORDINARY
WAY”

DEDICATION SHEET

This is my final writing that I called thesis. It is dedicated to:

- ♥ *My beloved parents: Sulaiman and Mas'adah, who always pray for me and always give support and encourage me in finishing my thesis, and also always pay perfect attention to me as little sister, I love U, Bapak, mamak'. And my little Brother Annas Affifudin, and also my little sister Adila Nur Khumairo' thanks for your spirit and joke...*

 - ♥ *Specially for my beloved Husband Muhamad Bahrudin, thank for your pray and support and also for your help in finishing this thesis with your patience. And also my Parent in law, thanks for your pray, your support and also your care that hope me as your sister.*

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- Everyone and everything in this world that could be my inspiration to finish this thesis at all.*

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Kediri, June 2013

The Writer,

Akmalul Himmah

ABSTRACT

Himmah, Akmalul, 2013. *Using Storytelling to Improve the English Listening Skill of the Second Grade Students of MTs Roudlatus Shibyan Gedangsewu Pare Kediri*: Faculty of Education, English Department and State Collage for Islamic Studies (STAIN) Kediri, Advisors: (1) Dr. Mukhammad Abdullah, M.Ag. (2) Chothibul Umam, M.Pd.

Key Terms: Listening and Storytelling

In teaching learning process in Indonesia, listening is the most important skill from four other skills. In this research, the researcher conducted a study by implementing storytelling in teaching listening at MTs Roudlatus Shibyan Gedangsewu Pare Kediri. This research is formulated to know how is the implementation of using storytelling in Teaching Listening at MTs Roudlatus Shibyan Gedangsewu Pare Kediri.

The research design employed in this study is collaborative classroom action research. In conducting the research, the researcher designs some instruments to get the data, they are: a) Observation checklist, to know the activities in teaching learning process at MTs Roudlatus Shibyan, b) Interview, conducted to explore information about the students' opinion including motivation and understanding toward the implementation of using storytelling in the listening task, c) Field notes, employed to explain some aspects of teaching and learning activities which are not covered from observation checklist, d) Questionnaire, to examine the students' response toward the implementation of the strategy and e) Test is to know the students' listening ability and to see the progress of their listening ability.

The result of this research can be seen from two indicators. First, the percentage of the students achieving the score greater than or equal to 75 improves significantly from Cycle I to Cycle II. The percentage of the students achieving the score greater than or equal to 75 in Cycle I was 37, 5% (15 students out of 40). Meanwhile, in Cycle II the percentage of the students achieving the score greater than or equal to 75 increased into 82, 5% (33 students out of 40). Second, the percentage of the students' involvement in the listening activities during the implementation of storytelling in teaching and learning process improved significantly from Cycle I to Cycle II. Meanwhile, in Cycle II, the students involved in the listening activities increased from 50% to 87, 5% students (35 students out of 40). They were actively involved in the listening activity. From this research, the researcher concluded that storytelling with the proper model developed can improve the students' achievement and involvement in listening.

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