

IMPROVING LISTENING COMPREHENSION OF GRADE X STUDENTS OF SMAK GPID SUMBERSARI THROUGH SHORT STORIES

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Abstract

This classroom action research was conducted to improve listening comprehension of grade X students of SMAK GPID Summersari through short stories. The subjects of action were 17 students of class X IPA of SMAK GPID Summersari. This research had two cycles. There were four meetings in cycle 1 and two meetings in cycle 2. The material was narrative text. The qualitative data were taken from the observation sheets, field notes, and questionnaire and the quantitative data were taken from test 1 and test 2. The researcher found that most of the students were still confused when they listened to the short stories from the recorder since they were accustomed to listening to short stories dictation by their own teacher not listening directly from the recorder, but then they more concerned and looked more enthusiastic so they could understand the short stories that they heard from the recorder. Observation sheet and questionnaire results indicate that they were happy to interact with their friends in group. The researcher found that in cycle 1, there were 11 or 64.71 percent students who were successful with the test and 6 students or 35.29 percent students who were not successful yet. After reflecting the researcher revised the plan based on three aspects: preparation, time management, and action. In cycle 2, there were 15 or 88.24 percent students who were successful and 2 students or 11.76 percent were not successful. Both the percentages indicate that there were enhancements of the students who succeed in cycle 1 of reaching KKM (70) eventually increased in cycle 2. Thus, it is concluded that this technique is effective to be applied to students' listening comprehension.

Keywords: *Improving, Listening Comprehension and Short Stories*

Language is the human capacity for acquiring and using complex systems of communication, and a language is any specific example of such a system. It plays an important role in our life. We need language to communicate with others people. This communication by using language can be acquired easily through rich speaking experiences, and through listening sounds from the environment. As babies were born and start listening. They perceive sounds produced by people around them. In learning English at school, four skills are required. They are listening, speaking, reading and writing. Listening is the first of the four skills. As a receptive skill, listening is intended to identify and understand what people say. It is basic for every languages learning. Through active listening students can learn vocabulary

and grammar including understanding a speaker's accent or pronunciation. Being able to understand the pronunciation of their interlocutor, I believe they can make interactive communication. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. Therefore, listening comprehension activities have relationship with the quality of speaking skill.

As listening becomes one of the skills, which is examined in the national examination in senior high schools, most teachers do many practices listening on students and hope that the students are accustomed to English sounds. The school with have good facilities, having a language laboratory train the students with headphones which are available on each desk of the

students. Therefore, the students can clearly listen to the native speakers who are talking without any distractions by the background noises. When it is time to take the national examination, especially English, the students will work with background noises because they are going to have the listening test without using headphones. The teachers in every school have different pronunciation of English words, that's why the students can have a problem in recognizing the words that they know when teaching and learning activities in the classroom.

Successful listening for the students depends on many factors such as the background knowledge and environment. To improve listening comprehension senior high school students need for listen various genres such as monolog text, reports text, poems, songs, discussion, stories. Based on my experience teaching at SMAK GPID Summersari, the students still have difficulties to get understanding in listening activities. Most students were not enthusiastic in listening activities. The students just listened and were quiet attending listening activities. They were not active in teaching listening process. While listening, the students often said, "Wait a minute! Please don't too fast Ma'am." "Say that again, please, I still find the word in my dictionary."

Moreover, I found the students got difficulties in answering comprehension questions from listening of short stories. This is because the students had limited vocabulary. They were not accustomed to stories when teaching and learning process was going on. The students often spent much time listening to materials sentence by sentence to answer questions. Besides, the students also wasted time busy with looking up dictionary consulting the meaning of difficult words from the text. As a result, when tested, only few of them got good score in listening, about 40 percent. Almost students did not able to differentiate the sound of words or they might misunderstanding the

meaning of words and could not answer the question of the spoken test. It happened in case lack of background knowledge about English, where their first language is Indonesia, and they did not use English on daily communication. To overcome these problems, I as the teacher intended to apply short stories as teaching media to solve problems of the students in listening activities.

I chose short story because everyone knows stories, overhears stories and narrative stories. Stories are used every day to recount what happens in class, outside class, how we learn about something, what happens to anything, how we fall in love, how get angry, and sadness. It is quickly economically presented and it can be used in all levels from beginner to advance. I expect to know the ways to improve students listening comprehension through short stories. I believe that it can give motivate and interest the grade X IPA students of SMAK GPID Summersari in learning English.

Problem Statement

Based on the background above, most of the students are lack of listening comprehension. The students should study a lot of English usage especially in vocabulary, intonation and accent. The students are not enthusiastic in listening activities. This problem can be solved by answering the following research question: "*How can listening comprehension be improved through short stories?*"

Objective of the Research

I expect to find out ways to improve listening comprehension through stories, especially to answer my research question. I believe that short stories can be used to motivate grade X IPA students of SMAK GPID Summersari in learning English. The students can enrich their vocabulary after listening short stories too. The students can enjoy learning English in the classroom.

Significance of the Research

The result of this research is expected to be alternative teaching and learning activities that can be applied to overcome teacher's problem. The teacher can attract students' attention in learning listening comprehension. For the students, it can help the students to improve their listening comprehension through short stories which are easily found in the internet, book or television. Short stories can solve students' problem in listening comprehension. It also can be a reference of reading for other researcher who is willing to overcome students' comprehension difficulties in listening.

Scope of the Research

This research focused on improving listening comprehension of grade X IPA students of SMAK GPID Summersari through short stories. The researcher also consider on vocabulary, in other to support and complete research goal. The vocabulary is verb in narrative text.

Review of Related Literature

There are some findings about the previous study specially those dealing with the teaching of listening and the use of short stories. Related to the use of short stories, Pardede (2011) found that the use of short stories can exchanged student's language skills in EFL instruction is effectiveness. The study was conducted at the Christian University of Indonesia at Jakarta. The study shows that short stories create a meaningful context to teach different language focuses and to improve the students' interpretative strategies. Erkaya (2003) found the benefits of using short stories in the EFL contex that integrating short stories into the curriculum will help EFL students to become well-rounded professionals and human beings since short stories teach more than the skills necessary for survival in the target language. Short stories teach literary, cultural and higher-order thinking benefits.

The research by Linda in the spring 1997, stories help students to focus their

attention and calm down. Linda (1997) found that three reasons for storytelling to be included in literacy programs are development of imagination, improvement of reading, writing, and speaking skills and strengthening of critical thinking skills. Stories are effective increasing tolerance and understanding of people from other cultures.

The teacher should have a variety to teach their students in the classroom. Celce-Murcia (1991: 94) recommend that listening and summarizing the gist of a short story, report, or talk is one way to achieve the outcomes of listening. The teachers need to design a variety of listening tasks that resemble games and the same time focus on identification and recognition of spoken sequences. It means that kinds of listening activities should be suited with students' level. It is importance because the level of students can determine their achievement in listening.

The material for teaching listening in the classroom is very important. Byrne (1976: 16) state that stories, anecdote, jokes, talks, commentaries, conversation, discussion, plays, song, videos and film are the material to teach listening. That's mean that short stories can be material for everyone who teach listening. Hammer (2007: 230) write that a popular way of ensuring communication is live listening where the teacher and/or visitor to the class talk to the students. The students can see who they are listening to. Live listening can take the following form with reading aloud, storytelling, interviews, conversations.

Based on the results of the previous studies, it is concluded that the use of short story is one of the kinds of material. It can be presented to teach listening. Short story is considered suitable for the senior high school students. Moreover, the teacher of the school where access is still limited.to get source for improving listening skill.

Listening Comprehension

Listening comprehension is an activity which needs inclusion and more concentration. If students miscomprehend in listening, they may give wrong responses. Listening comprehension is the ability to understand the meaning in hearing attentively. Listening comprehension is a process of understanding what we are hears. Listening as comprehension is the traditional way of thinking about the nature of listening (Richards, 2008: 3). The students in the classroom need concentrate what they heard then they can understand what they heard.

Listening comprehension is the competence to identify and understand what others are talking. By understanding these aspects simultaneously, a skilled listener will not have problem in communication. The students are able to understand what people are saying in English, either face to face, on television in movies or in tape. Listening is good for the students' pronunciation too. In that the more the students hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech (Hammer, 2007: 133). There are many factors that can support in teaching listening. There are listening levels, listening skills, listening principle.

The Importance of Listening

Listening is very important in our daily life. There are two reasons why listening is important in comprehending a language. First, listening improves one's understanding of the spoken words. Second, listening provides one with the model of the spoken language to imitate in oral production. Listening comprehension has a great deal of importance to other language skills. People do more listening in their daily life. Richards (1986: 200) classifies some importance of listening comprehension. Listening can used to build people to understand about their environment and family, if they communicate with the

people they can used familiar word. The people also can recognize a few basic intonation patterns for example answer yes/no question. By trading listening comprehension, people can handle very short, simple ritual social exchange but rarely able to understand enough to keep conversation going to her/his own accord. By listening practice can identify individual item in very short, simple, recorded passage relevant to needs. Listening comprehension become people may get global meaning but would need more than one hearing. However, misunderstanding frequent when she/he could not see the person is speaking when she/he does not understand.

Kinds of Listening

There are two kinds of listening, extensive listening and intensive listening. Extensive listening refers to listening which the students often do away from the classroom, for pleasure or some reasons (Hammer, 2007: 134). It can be in the students' home, car, or on personal stereos as they travel from one place to another place. They can make their own choices about what they are going to listen to. The audio material they consume in this way should consists of texts that they enjoy listening to, because they more or less understand them without the intervention of teacher or course materials to help them. Another way they can hear from the film

Intensive listening is different from extensive listening. The activity of students in listening specially in order to work on listening skill, and in order to study the way in which English is spoken. It usually takes places in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and points them areas of interest (Hammer, 2007: 134). Most of the teachers teach listening in the classroom.

Short Stories

Everyone knows stories; stories are used every day to recount what happened in class, outside class, how we learn about

everything, what happened to anything, how we fell in love, angry, sadness, etc. Short stories have their origins in oral story-telling traditions and the prose anecdote, a swiftly-sketched situation that quickly comes to its points. With the rise of the realistic novel, the short story developed as a miniature version. (Wikipedia, 2014)

A short story is a work of fiction that is usually written in prose, often in narrative format. It is usually but not necessarily short in size. It is concise and recounts a series of events with causal or temporal relationships between them. The short story has a single mood, i.e., comic or tragic; we cannot have more than one mood because it is short. Generally, it presents no more than two characters and one significant event around which the story built. (Wikipedia, 2014)

A short story has a beginning, middle and end. The end in a short story is different from the beginning. Moreover, the events might allow the listener or the reader to anticipate or predict the end. The theme of a short story is quickly and economically presented. There is neither a complex nor a thorough or total description of the characters and events. This is due to the length of the short story, with which the prospective listener / reader has so many inferences to make. She/he is not told everything that is why the reader is free to interpret secondary events as she/he likes depending on her/his background knowledge.

The short story has a double meaning, one concerned with the particular characters and events depicted in the story, and the other one, transcends to the universal meaning of reality. Many short story writers define their work through a combination of creative, personal expression and artistic integrity. Short stories tend to be less complex than novels. Usually a short story focuses on only one incident, has a single plot, a single sitting, a small number of characters, and covers a short period of time.

Improving Listening Comprehension

Teaching is not an activity of telling something to the students or learners, but teaching is a professional skill when we have to know to transfer the knowledge and select the proper material to the receiver. Listening comprehension must be taught purposely in language course in which the objective is communication. Listening comprehension also is an 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.

Successful listening can also be looked at in terms of the strategies the listener uses when listening. A focus on how to listen raises the issues of listening strategies. Strategies can be thought of as the ways in which a learner approaches and manages a task, and listeners can be taught effective ways of approaching and managing their listening. There are incoming identifies two kinds of strategies in listening according to Richards (2008: 11) cognitive strategies (related to the strong memory) and metacognitive strategies (related to knowledge of ourselves)

For example in teaching and learning process the students should do a task form their teacher. The students have to understand first what are the instructed by the teacher. After that the students could read the task and then they can write the answer of the tasks. Finally at end they should present the results of the work that has been done. In this case there were comprehensions of the four skills happen

Levels of Comprehension

In constructing the meaning of a text, the teacher should be started from the low to higher levels of comprehension. Three levels of comprehension are typically identified: literal, inferential, and critical (Scanlon et al, 2008: 278).

- 1) Literal comprehension involves the understanding of information stated directly in the text.
- 2) Inferential comprehension involves making inferences that bridge the information directly stated in the text with information that the reader already possesses.
- 3) Critical comprehension involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and/or perspective of the author.

Assessing Listening Comprehension

Listening comprehension for students is important. It needs a process to achieve the result. Listening is a complex process in which the listener takes the incoming data and comprehension is an on-going process of constructing an interpretation of what the text is about, then continually modifying that as new information becomes available (Buck, 2001: 247). For assessing listening comprehension we need variant test. It based on the level of the listeners. According to Buck (2001: 252) there are some ways to assessing listening comprehension. Providing suitable texts according to students' level, Visuals information, collaborative listening and computer-based testing which have advantage shorter testing times. Testing listening is complex and challenging, but with care and effort it can be done. With many tests it could be easily improved based on knowledge of students and techniques of the teacher in teaching and learning process in the classroom.

Learning Comprehension through Short Stories

Problem in Teaching and Learning Comprehension

There are three factors that can influence in teaching and learning listening. First the message, many students difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the

twinkling of an eye, whereas reading material can be read as long as the reader likes. Second the Speaker, redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions. Third the listener, the students are not familiar enough with clichés and collocations in English to predict a missing word, answer questions based on the text, or phrase. This is a major problem for students. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture.

Not all the problems described above can be overcome. Certain features of the message and the speaker, for instance, are inevitable. But this does not mean that the teacher can do nothing about them. The teacher can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. Yagang (1993: 17-18) explain that there are a few helpful ideas to solve the problem. First the message, the teacher should choose listening materials according to the students' level, and provide authentic materials rather than idealized, filtered samples. It is true that native speaker speech is hard to grade and it is difficult for students to identify the different voices and cope with frequent overlaps.

Second the speaker; make students aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Accustom them to listens the material from native speaker voices. Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners. Third the listener, provide background knowledge

and linguistic knowledge, such as complex sentence structures and colloquial words and expressions, as needed. The teacher should give, and try to get, as much feedback as possible.

The teacher can try a variety of their technique to make the students enjoy study listening in the classroom. According to Hammer (2007: 143), there are some listening suggestions: Jigsaw listening, in teaching and learning activities in the classroom the teacher can divide in groups, students listen to different tapes and after that students have assembled all the facts by comparing notes. Music and sound effects, the teacher can choose familiar song for listening activities in the classroom and after that students can fill in blanks in song lyrics, rearrange lines or verses, or listen to songs and say what mood or message they convey. Poetry, students can listen to poems that teacher read aloud in the classroom. Video, the teacher can choose video material according to the level and interest of their students, it can familiar video. The teacher can find it in the internet and download it.

Short stories, students listen to the recorder of the story and they can put pictures in the order in which the story told. The students also can fill the missing word while listen the recorder. Monologues, the teacher can ask the students to listen stories and take notes of whom, what and where they listen. The material of the story the teacher can find in the internet or book that familiar with the students. From those explanations, short story is one media that can be applied for teaching listening comprehension.

The Process of Teaching

I prepared the lesson plan, preparing need facilities in teaching and learning process, preparing the observation sheet, questioner, and field notes. The process of teaching can be implemented into three activities, pre-listening, while-listening, and post-listening. Pre-listening aims to engaging students' attention. In pre-listening there are

some activities that can be used, looking at picture before listening, reading through questions, completing a chart. In while-listening the students focus on listening material.

There are some activities that used in the while-listening, text completion (gap filling) the title of the story is the Princess and the Dragon; matching picture with what is heard and answering questions, the title of the story is the Legend of Surabaya; match an excerpt with the appropriate pictures. In the post-listening, the teacher asks the students feedback on the lesson. Post-listening activities can be longer than while-listening activities because the students have time to think, to discuss and to write.

The Advantages and Disadvantages of Short Stories

The advantages of using short stories in teaching and learning process are the stories can arouse the student's interest, Cultivate an attitude of positive behavior in students, instill moral values, grow a student's imagination, train the students hearing, control emotions, enrich vocabulary, developing the power of thought, foster a sense of love of country.

The disadvantage of short stories in teaching and learning activities are when the teacher read the stories in the classroom it can make the students passive, If the students does not interesting with the technic of the teacher, the students can less active. The student who does not know the story that the teacher read the students will asks the teacher to repeat the story. When the story progresses the children expressed the opinion that it interferes with the course of the story.

METHOD

Design of the Research

This research employed CAR (Classroom Action Research). It was directed to apply qualitative and quantitative data analysis. The present classroom action

research was conducted to investigate how to improve students' listening comprehension through Short stories. The research consists of planning, acting, observing, and reflecting. Kemmis and McTaggart (1988: 25) suggest that action research start with small cycles of planning, acting, observing and reflecting which can help to defined issues, ideas and assumption more clearly.

Setting and Time of the Research

This research conducted at Christian senior high school of GPID at Summersari at South Parigi. This school has six classes. It is located in JL Trans Sulawesi No 110 Summersari village. The subjects of the action were grade X IPA students of the first semester 2014-2015 consisting of 17 students. The choice of the setting and subjects is based on some reasons. First, I am an English teacher at this school. I have been teaching there since 2005, so the situation and the condition of the school have been familiar to me. Second, most of the students have low achievement in listening comprehension and low motivation to learn. The time of research was carried out in November 2014.

Procedures of the Action Research

This study involved four stages - planning, implementation, observation, and reflection - in each cycle. The action was continued to cycle 2 because the first cycle was not successful. The action was stopped when the students were considered to be successful. To conduct the study more clearly the researcher does the cycles adapted from Kemmis and McTaggart (1988: 10-15). In planning the teacher prepared everything that's necessary for the learning process that goes in stages of implementation. Observation will be done during the process of the teaching and learning process in the classroom. Reflection has an important role in order to decide whether the action is success or need to be continued to the next cycle.

Instrument of Data Collection

In order to get an accurate data during the research, the researcher needed to do

some procedures. The data were collected by using some instruments. They were:

1. Observation Sheet
2. Questionnaire
3. Test
4. Field notes

Technique of Data Analysis

I analyzed the data of this research qualitatively and quantitatively. The activities of analyzing data were done in each cycle. The data from observation, questionnaire and field note were analyzed qualitatively. The data from the test were analyzed quantitatively. I took the data by selecting and simplifying the data gathered then analyzing them before making conclusion.

Criteria of Success

In my research in teaching and learning process, I emphasized the result of students' listening comprehension test as the criteria of success. First, the students are considered to be success in listening comprehension if they reach at least the minimum score standard, Kriteria Ketuntasan Minimal, (70). Second, the percentage of students achieves the minimum standard that is 75 percent from the total member of students in the class.

Research Finding and Discussion

Cycle 1

Plan

Before commencing on my research I discussed it with my collaborator. My research started in November, 2014 involving some activities and procedures which already planned. Cycle I consisted on four meetings. During the process of teaching and learning for listening activities, I taught the students by using short stories while my collaborator observed the teaching and learning process in the classroom. In this stage, my collaborator and I discussed and prepared all things for the action. We prepared lesson plans and materials that would be used such as notebook, speaker and in focus.

Implementation

I implemented the action from November 6th, 2014 until November 20th,

2014. There were four meetings here; three meetings of teaching learning activities consisting of pre-activity, while activity and post activity. Each meeting lasted for 90 minutes. The fourth meeting was intended for the test. My collaborator and I worked together. I conducted the teaching process and my collaborator helped me note down what the students did during the process for to analysis the data later. My collaborator sat in a separate chair that had been provided at the back of the class. Yet, sometimes my collaborator could move while paying attention to what I was doing. She took notes for the data to be used for research purposes. Data is expressed in the development of field notes.

The first meeting my collaborator and I entered the classroom. I greeted the students. I asked one of them to lead for pray before we started. I was in front of the class and my collaborator sat on a chair at back in order to monitor all of my activities and those of the students during the teaching and learning process. Then, I started explaining about their becoming the subjects of the research so they could give their full attention and participation in the process of teaching and learning activities.

Then, I checked the students' attendance to know how many students would follow the lesson and how many students would not follow. At this first meeting, all the students were present. I divided them to five groups. One group consisted of four or five students. After that, I played recording from my notebook. While listening to the stories, they had to fill in the blanks with the missing words in a sentence in the story. After that, I gave them time to discuss with their friends how to write the words that they heard from their friends in the group. They were allowed to open their dictionary. I gave them example on how to do the tasks.

The second meeting I used power point too. I showed the slides about narrative text. I brought my notebook and speaker into the

classroom. I explained the purpose of narrative text and its text organization. I asked them to stay in groups, of four or five students. Each group of the second meeting was different from that of first meeting. They did the tasks in group. They had to cooperate with their friends. After giving them example, I gave a paper to each of the students consisting of a variety of randomized images. Their task was to arrange the pictures based on the stories they heard. They could discuss with their friends within the group. The third meeting, I still used the same recorded story at the second meeting, but in this meeting I used different order. I asked them to listened the recorder while answering the question based on the story that they heard.

At the first meeting, the students still felt awkward and shy to be active at the classroom. The students kept silent when they heard the story from the recording. Most of students always look back to the collaborator who sat on the back. They laughed after the story was played for the first time. Not all the students took their dictionary at that time. But it was change at the next meeting. They were motivated to do the tasks based on the given instructions. The students began feel like a normal learning because they did not pay attention to the presence of my collaborator in the classroom. But still there were three students who looked to my collaborator.

At meeting in cycle two, many students show their active participation in the classroom. The students were concreting listen the recorder and paid attention when the teacher explained narrative text. All the students took their dictionary. Teacher moved around the class to control students in answering the tasks.

Test

The test was given on Thursday 20th November 2014. The students were tested individually. I came to the classroom and explained to the students how they did the test. I distributed the paper to the students. The test consisted of three parts; first part was

ten multiple choice questions, the second part was arranging random pictures and the third part is completing blanks with missing words contained in the passage.

They listened the story from the recording in my notebook. The recording is repeated only twice. The test was given 15 minutes to multiple choice questions, 15 minutes to random images, and 20 minutes to fill the blanks words based on the story that they heard. Some students finished the test before the time. After they ran out the time the students submitted the test. After that I said thanked the students for their cooperation during the research process. Then I left the classroom.

Result of Test in Cycle 1

There were four students included in category bad, two students included in category fair, nine students included in category good and two students included in category excellent. The result were 11 or 64.71 percent students who successfully with the test and 6 students or 35.29 percent students who were not successful yet. The percentage of students achieves the *Kriteria Ketuntasan Minimal* should be 75 percent from the total member of students in the class. From the data the researcher concluded that the teaching and learning process in order to improve the students' listening comprehension by using short stories in cycle was not successful yet and needed to be continued to cycle 2.

Reflection

Learning listening comprehension was more difficult for the students when they did not understand what the speaker said or instructed. The result of the test given to the students described that some of them could do the test well. Some students made error respond. Although everything steps had been done, but the result of the students achievement test did not reach the target. They also had little chance give a command individually because the researcher dominated asked them in group. Based on the research

result in cycle 1, the research should be continued to the second cycle because the result from the individual test did not meet the criteria of success.

Cycle 2

This cycle was intended to implement the revised plan from cycle 1. It was conducted in two meetings, one for teaching and learning process and one meeting for the test. The procedures involved planning of action, implementation, observation, and reflection. Each of them was elaborated in the following description.

Plan (Revised Plan)

The plan of action in cycle two was constructed on the basis of the result of the reflection in cycle 1. It covered the preparation, time management and the action. There were some differences on topic, time management, and the way of doing the action. The revised plan was arranged in such a way to make the students to be more fully participating in the classroom activities

Implementation

Implementing the action plan of cycle 2, I still used field note to obtain data related to teacher and students activities during teaching and learning process in the classroom. It was very important for the research. The teaching and learning process was conducted in one meeting only. The test would do in the next day.

Test

Test was given on the next day, Thursday, November 27th, 2014. The form of the test was the same as cycle 1. The test was repeated three times. The test was given 15 minutes to multiple choice questions, 15 minutes to random images, and 20 minutes to fill the blanks words based on the story that they heard.

Result of Test in Cycle 2

The result were two students included in category bad, nine students included in category good and six students included in category excellent. The result of the class achievement was 88.24 percent or 15 students

who were successful and 11.76 percent or 2 students who were failed. It means that the result met the criteria of success. The minimum standard of achievement that the students must achieve was more than 75 and the total class achievement percentage was more than 75 percent. This means that my research using short stories to improve listening comprehension was successful.

Result of Observation in cycle 2

My collaborator and I were together doing the observation from the implementation of the plan. The observation was conducted when the teaching and learning process taking place. The observation covered the student's participation during teaching and learning listening comprehension. In this meeting I did not divide them in group. In this step, they work individual. They were enthusiast learning listening. Because they were like listen stories.

Result of the Field Note

Based on the field note, my collaborator wrote most the students could did the task, because at that time I gave them chances to listen three times the recorder. I also managed the time effectively. At teaching and learning process I try not too fast when explained the material. The students were enjoyed the activity in listening lesson.

Distributing Questionnaire for Students

My collaborator and I distributed the questionnaire to the 17 first semester students of grade X IPA. The questionnaire consisted of 10 items. I also assisted them to translate some sentences of the questionnaire that they did not understand. The students filled in the questionnaires with a tick (√), whether their answer yes or no. The questionnaire results can be used as supporting data of the research.

Reflection

Since the result of the test in cycle 2 reached the criteria of success. Many students show their active participation in the classroom activities. In observation and in data of the field note showed everything

which were covered well. The students were concentrating to listen to the recording and paid attention when the teacher explained about narrative text. Most of the students could finish their task and listening test as planned. This indicated that they were motivated to finish every work that was given to them. When they got enough input, they were able to listen and understood. The result second cycle showed that they could the target and achieved the criteria of success. That was why the researcher stopped the cycle.

Discussion

Referring to motivation of the students I was optimistic with the implementation of using short stories to improving listening comprehension. Based on the result of observation sheets during the process of teaching and learning changed substantially in each meeting. At the first meeting, the students still felt awkward and shy to be active in the classroom. But it was chance at the next meetings. They were motivated to do the tasks based on the given instructions. It means that the student's motivation improved. They felt enthusiastic and joyful to join the class through group work.

It was also supported by the result of questionnaire analysis. The questionnaire showed that students mostly put positive response toward learning listening through short stories. It was found that most of students enjoyed answering the task in a group. They liked listening to a story, most of them said that they were challenged and motivated by the story that they listened. They learned vocabulary too. I could state that short stories were effective for the students in improving listening comprehension.

The result of cycle 1 showed that the use of short stories in listening comprehension activity at the classroom did not yet meet the criteria of success. Although

everything of the steps had been done, but the result of the student's achievement test did not reach the target. There were four students include in category bad, two students category fair, nine students category good and two students category excellent. There were 11 or 64.71 percent students who achieved the criteria of success. They should be more than 75 percent.

The other problem in this cycle is in improving the students' listening comprehension in the class they usually listened from their teacher dictation the story. That's why I kept on using the audio from the recording of native speakers rather than using my own voice to dictate. The main reason is the audio which is used in the national examination involved native speakers having the dialogue and monologue. And the more times the students listen to native speakers the more they will be accustomed with it.

The meeting in cycle 2 the students were more active in teaching and learning process. The category of test 2 are two students include in category bad, nine students category good and six students category excellent. The result of cycle 2 showed that the classical achievement was 15 students or 88.24 percent success and 2 students or 11.76 percent were failed. From that result it means that the result met the criteria of success. This means that my research using short stories to improve listening comprehension was successful. The listening comprehension of the students appears to have improved. The justification was proved by the students' average score that increased from 11 students or 64.71 percent in cycle 1 became 15 students or 88.24 percent in cycle 2. From this description, I stated that short stories were effective to solve the student's problem in learning listening comprehension.

CONCLUSION AND SUGGESTIONS

Conclusion

Using short stories is effective to improve students' listening comprehension. In addition, it also improves the students' vocabulary, pronunciation, and makes students interested in attending the class. The students can be familiar with listening English in every condition in the classroom or outside the class. At the end of the research, the listening comprehension of the students appears to have improved. The justification was proved by the students' average score that increased from 11 students or 64.71 percent in cycle 1 became 15 students or 88.24 percent in cycle 2. The listening comprehension of the students appears to have improved. The justification was proved by the students' average score that increased from 11 students or 64.71 percent in cycle 1 became 15 students or 88.24 percent in cycle 2.

Suggestions

- a. Students are advised to use short stories, which are easily found in the internet or television in learning listening comprehension; it can enrich their vocabulary. They should be free to use their imagination and creativity in practicing English. They will be easier to learn English especially listening comprehension, because is an interesting and enjoyable situation.
- b. Teachers of English may use this technique in their teaching. It is proven to improve students' listening comprehension, vocabularies, pronunciation, and interest in attending the teaching and learning process. In other words, short stories could be a good choice in teaching listening comprehension and understanding the text genre.

- c. To future researchers, this technique can be a reference for those who are willing to do research in teaching and learning in the class to overcome students' comprehension difficulties in listening.

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