

Audio Storytelling to Teach Listening Skill for Vocational High School

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Abstract

The objectives this research to know implementation of audio storytelling to teach listening skill in class tenth at SMK Negeri 2 Trenggalek. The research design qualitative research and the type is case study because this research based on phenomenon. This research used two instruments: observation sheet and interview. Observation sheet was used by the researcher to observe the teaching activity and interview was used to find in-depth information by the teacher about the use of storytelling as media in teaching activity. Observation sheet consisted of 6 statements based on techniques of teaching audio storytelling and lesson plan. The findings shows that the implementation of learning using audio story telling in listening has met the criteria expected by the researcher. In interview, researcher gave 6 questions to the teacher. The result shows that audio story telling can be implemented to teach listening skill in tenth grade at SMKN 2 Trenggalek.

Keywords: audio media, storytelling audio, listening skill

INTRODUCTION

In this era English particularly important to learn because that is an international language and used to connect between countries, English also used to deepen and develop knowledge. According to Zahra (2016:1), English has become an important tool to succeed professionally all around the world. For this reason, the main aim of learning foreign language is to be able to use it similarly to the way in which a native would. In Indonesia English as a foreign language because it is only studied in academic school, from kindergarten to university. So English is very important to master to make easier to communicate with other people in the world and very important to find the work in present. Meanwhile in this research conduct in vocational high school education, students are directed directly to the world of work. Therefore, English especially "listening skill" are needed to facilitate communication and minimize misunderstandings.

In learning English, there are four skills must be understood, namely speaking, reading, listening, and writing. Furthermore, based on Saleh in Akhirorul, (2013: 1) states that skill needed in learning English. Basically, there are four language skills in English such as speaking, reading, writing, and listening. In conclusion learning English is very important, to develop English, must have skill needed, there are speaking, reading, writing and listening.

Quoted by Zulaeka (2014:3), listening is the most difficult skill to learn English. Sunenda in Franciska (2013: 289) said that listening is a selective process to pay attention, listen, understand, and remember the symbols of hearing. Listening is a very basic activity of the process of learning a foreign language, listening activities are closely related to gathering information then analyzed and evaluated to get the information needed. It mean listening is the difficult skill the students have to master because listening is a communication method that requires the listener to understand, interpret, and assess what they hear based on themselves but difficulty in listening not only from students but also depends on strategies the teacher when teaching listening and the selection material of learning.

Definition about teaching listening, according to Swift in Ma'rifah (2018: 14) teaching listening shows that a more active approach to improving listening skills, by focusing on specific problems students have and planning listening activities, will help solve problems. In teaching listening, the teacher must prepared the material and recorded. According Harmer (2007:134), two sources of listening are recorder extract and live listening. The teacher must understand principles should help to create type own techniques and activities in listening skill (Brown, 2007:310). This principles for teaching listening, focus on listening integrated-skills course, use techniques are that are intrinsically motivating, utilize authentic language and contexts, carefully consider the form of listeners response, Encourage the development of listening strategies and Include both bottom-up and top-down listening techniques.

Based on the teaching listening above the reseacher identifies the problem. The researcher wants to observe audio storytelling that can be implemented as strategy to teach in listening. By using the audio storytelling students can listen together in classroom and it makes easier to measure students' understanding of material, besides that it saves time and students tend to concentrate more on listening. It mean the difficulty in listening can minimize by using audio storytelling.

This research focused into teaching listening using audio storytelling in tenth grade at SMK Negeri 2 Trenggalek. The researcher wants to know an easy listening teaching strategy using audio storytelling based techniques by using audio storytelling by the book Yee B.C et al (2018), entitled A Reflective Practice of Using audio Storytelling during Teaching Practicum, describes procedures for teaching using digital audio storytelling. According to the book Yee B.C et al (2018:200), entitled A Reflective Practice of Using Digital Storytelling during Teaching Practicum, describes procedures for teaching using digital audio storytelling. First step planning: design lesson plan using the stage 3P Presentation. Practice and production, prepare power Point and handouts for the lesson. Second step action: Carry out the lesson through various strategies and activities in listening skill use audio storytelling. Third step observe: the teacher observe the student behavior, participation and response during the activities, fourth step reflect: Reflect on their strength and weakness of the lesson by writing reflective journal. This is in line with the problem of the research to be examined about how the implementation of audio storytelling to teach listening skill to students in tenth grade at SMK Negeri 2 Trenggalek. Objectives of the research to know the implementation of audio storytelling to teach listening skill to students in tenth grade at SMK Negeri 2 Trenggalek.

Meanwhile, this research have two significance: theoretical and practical significance. Theoretical significance use to support developments in education and teacher training. Theoretical significance of this research can provide an overview to teachers about the implementation of listening teaching strategies using audio storytelling in the classroom then practical significance use to describe or apply research results to the wider community. In practical benefits, this research can be used as a strategy in teaching listening, can help in the learning process and can facilitate students and teachers, making learning time more effective and enjoyable in the listening class.

In a research, there needs a comparison so the research can be relevant. The first relevant research is the implementation of storytelling to improve listening skills of the 8th grade students of SMPN 1 Yogyakarta by Astini Agun in 2018 and the second research is the effect of using storytelling as an authentic audio material on enhancing students' listening comprehension by Zahra Khira 2016 as a reference. The result of previous researches shows that storytelling and audio audio material are effective to be implemented in listening learning.

METHOD

Research design this research is qualitative research. Moleong (2017: 5) states that qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and is carried out by involving various existing methods. Quotes by Denzin & Lincoln in Creswell (2015: 58), characteristics of qualitative method as follows; (1) it is conducted within natural setting to make sense of what people experience, and (2) it sees people behave and act within specific context. From this definition it can be concluded that qualitative research is research based on phenomena experienced by research subjects analyzed based on existing methods. Type this research designed based on the case study. According Creswell (2015: 134) a case study is research in real life reporting, a system bounded by time and place, through detailed and in-depth data collection involving various sources of information, and reporting on case descriptions and case themes. Meanwhile, according to Lodico et al in Eka (2014:27), case study research is a form of qualitative method that seeks to find meaning, to investigate processes, and to gain insights on in-depth understanding of certain situations or phenomena.

The researcher conducted the research based on procedure of the research. The procedure of the research is an explanation of the steps that must be taken in a research. According to Moleong (2015:127), the steps of the research procedure include three things, namely pre-field stage, stage of field and data analysis stage. The first pre-field stage, this stage is the initial stage conducted by researcher with consideration of the ethics of field research. The second stage of field work, in this stage the researcher prepares to explore and collect data and the third data analysis stage, this stage the activities carried out in the form of processing data obtained from sources and documents. The researcher use analytical descriptive to describing the data. According Sugiyono (2015: 180) analytical descriptive method is a method that aims to describe or give a picture of a research object examined through data that has been collect and make generally conclusions. The researcher as a key instrument so in this research, researcher role as an “only observer or non-participants”, so the researcher down the field does not involve herself directly in the activities of the research object but the researcher is directly observing the activity of implements audio storytelling in teaching listening skill.

Data collection method are the most important step in research, because the main purpose of research is to get data. Data collection can be done in sources and

various ways when researcher implemented the research. Sugiyono (2015: 137) states when viewed in terms of the way or data collection techniques, the data collection techniques can be done by observation, interview, documentation and a combination of the four. It mean data collection can be done by using instrument of the research.

Research instrument makes researcher easier to conduct analysis data that has been collected previously. The researcher used two instruments to conduct this research to find the data, there are interview and observation sheet. Angsrosino in Creswell (2015; 231) states observation means paying attention to phenomena in the field through the five senses of researchers with scientific instruments and objectives.

In this research, researcher uses observation sheet to observe the required data. Observation sheet is a structured observation. According to Sugiyono (2011: 146) structured observation is an observation that has been designed systematically, about what will be observed, when and where it is place. So, in the instrument the researcher prepares an observation sheet that is used by the researcher in the research. Observation sheet consists of 6 statements to observe the implementation audio storytelling. The researcher gave the checklist yes/no. First, the teacher has lesson using the stage 3p (presentation, practice, production. Second, the teacher prepares power point, handout for the lesson. Third, the teacher carries out the lesson through various strategy and activities in listening skill use audio story telling. Fourth, the teacher observes student behavior. Fifth, the teacher observes the student response during the activities. Sixth, the teacher reflects on strength and weakness of the lesson by writing reflective journal.

In the research, interview is used by researcher to obtain information on subject teachers to find the information about research. Esterberg in Sugiyono (2015) defines interview as meeting with other people to exchange ideas, information through questions and answers, so get a meaning and information in a particular topic. The researcher use type unstructured interview because the researcher want to find in-depth information related to research. According to Sugiyono (2015:140), unstructured interviews are often used in preliminary research for more in-depth research on respondents. The researcher do directly with the teacher.

After data accomplished to be collected, the researcher analyzes data. Data analysis techniques according to Sugyiono (2015: 88) is done by organizing the data, describing it into units, conducting a system, compiling it into patterns, choosing what

is important and what will be studied, and making conclusions. In this research data analysis techniques the model of Miles and Huberman in Sugiyono (2015: 91) that argues that the activities in qualitative data analysis are carried out interactively and continue to the full extent. Data analysis activities in the model are data reduction, data display and conclusion drawing / verification.

First is data collection. According Sugiyono (2011:200), the main activity in each research is to collect data. In qualitative research to collecting data can be done by observation, interview, questionnaire and documentation. In this research, the researcher used to observation and interview. In collecting data, researcher adjust to the existing lesson plans so that researcher can easily obtain research data.

Second is data reduction. According Sugiyono (2011: 249) data reduction is a process of sensitive thinking requiring intelligence and graduation and a high depth of insight. Data reduction is a process of sensitive thinking requiring intelligence and graduation and a high depth of insight. Data reduction means summarizing choosing the main things, focusing on important things, looking for themes and patterns. Thus the reduced data set provides a clear picture and makes it easier for researchers to conduct further data collection.

Third is data display. After reducing the data, the next step is to display the data. In qualitative research displaying this data can be done in the form of tables, graphs, charts so that it is easy to understand but in qualitative it is often presented with text with this it will make it easier to understand what is happening, to plan further work based on that understanding.

Fourth is conclusion drawing / verification. According to Sugiyono (2015: 99), conclusions are new findings that have never before existed, findings can be in the form of a description or description of an object that was previously still unclear. The last step of the Huberman Miles model is conclusion drawing and verification. Conclusions in qualitative research may be able to answer the problem formulation that was formulated from the beginning, maybe not because it has been in Sugiyono (2015: 99) stated that the problems and formulation of problems in qualitative research are still temporary and will develop after the researcher is in the field.

In this research, to check validity the researcher uses credibility and conformability. In credibility, the researcher conducts detailed research using lesson plan and interview because in this research only focused on the teacher with the listening learning using audio storytelling. The conformability is done by confirming

several questions to Mrs.Marmawati S.Pd, the English teacher at SMKN 2 Trenggalek about the listening learning by using audio storytelling.

FINDINGS AND DISCUSSION

The data in this research was obtained from data collection methods that have been determined in previous research instruments. The implementation of audio storytelling to teach listening skills in tenth grade at SMK Negeri 2 Trenggalek related to the lesson plan that will be used in learning. The research used two instruments namely observation and interview.

After the researcher conducted the observation sheet and interview, the results of the research can be explained as follow. The result of observation sheet, first in implementing the audio story telling in the classroom based on the lesson plan used by the teacher, it is in accordance with the criteria that the researcher wants even though there are only a few those do not meet the criteria in it. This can be seen from the observation checklist where there are 6 criteria, 5: yes and 1: no. These results can be concluded that the teacher has implemented according to the criteria needed in teaching listening using audio storytelling. Second, the application of presentation, practice, production is in accordance with the criteria in the research according to the lesson plan that has been done. Third the use of very instructional media is also always applied in learning at the SMKN 2 Trenggalek because students prefer to use technology media rather than writing and reading manuals. It also includes criteria in the implementation of this study because it uses media, namely MP3 and power points to support learning using this technique. Fourth the lesson plan used in line has fulfilled the criteria in the observation checklist. It makes easier to implement audio storytelling in listening. It can be shown that the implementation of learning using audio storytelling in listening has met the criteria expected by the researcher. The researcher got several findings related to interview questions conducted. First, the teacher used to do listening using strategies such as audio storytelling about 2 to 3 years ago. Second, the teacher explains that the implementation of the activity is carried out based on the lesson plan. The teacher makes several groups, after the listening process then the teacher ask students to come forward to present the results so that students can be active in learning to listening. Third, material criteria that are easy for students to understand and use simple and familiar language. Fourth, the

difficulties experienced by the teacher when implementing are making students focus on the lesson, and making students active in the class. Fifth, based on the teacher's experience about audio storytelling is a suitable strategy for vocational students because the teacher is given an example of a "fairy tale" sound, good intonation that is played so that students enjoy it. And the most important thing is the infrastructure must be adequate to determine the quality of learning

CONCLUSIONS AND SUGGESTIONS

To conclude, to solve the problem the researcher used two instruments, observation checklist and interview. The observation checklist was used to observe the implementation of listening learning by using audio storytelling. In addition, the teacher also made a lesson plan that was used when implementing audio story telling in class. In this research, the lesson plan became a major part of the research. Based on the purpose of the research, to determine the implementation of audio storytelling the researcher can find out by looking at the existing lesson plans because the lesson plans have included everything about this research activity. The researcher can know the steps in implementation of audio story telling based on the lesson plan. The results of the observation checklist that the researcher has done based on the lesson plan have fulfilled the research criteria. Interview activities are used to find in-depth information related to audio storytelling to teach listening skills. The interview consisted of 6 questions that the researcher knew from the interviewees. Researcher conducted interviews directly to facilitate her in finding the required data in detail and in depth. The researcher delivered several questions to the English teacher related with the implementation of audio storytelling in listening learning.

Based on the result of observation checklist and interview, audio story telling can be implemented to teach listening skill in tenth grade at SMKN 2 Trenggalek based on the criteria determined. There are some suggestions related with the result of the research. First for English teacher, it is suggested to use various media such as audio storytelling for motivating the students in learning listening. Second, next researcher may use this research as the information and reference for their research.

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