

ABSTRACT

Zaenuri, Muhamad. 2016. *Improving Students' Listening Skill by Using "Audio Repetition" Method at Tenth Grade of MAN Krecek Pare Period 2015/2016*. Thesis, English Department, Faculty of Teacher training and Education, Islamic University of Kadiri.

Key Word: Listening Skill, "Audio Repetition" Method, and Improving

Listening skill is the first language art skill learned, and it develops before a child speaks. Based on the researcher's interview to English teacher and students' pre-test, it was found that the students of tenth grade in MAN Krecek Pare have difficulties such as: the students less practice in listening, the students are afraid in making mistakes in answering questions, the students almost never get listening material, and sentences in correct listening and have lack of vocabulary.

This study aims to improve students' listening skill by using "audio repetition" method at tenth grade of MAN Krecek Pare. This study carries out objectives, they are (1) the implementation of "audio repetition" method to improve students' activity in listening skill at tenth grade of MAN Krecek Pare (2) the result of students' listening skill at tenth grade of MAN Krecek Pare. The preferred method is an "audio repetition" method.

This study is Classroom Action Research (CAR) with sample of students in tenth grade in MAN Krecek Pare. The number of samples are 30 students. To improve the students' listening skill, this study uses three instruments to collect the data. The main instrument is students' listening test, and the supporting instruments are observation checklist, and questionnaires. The students' test is given in the pre-cycle, first cycle, and second cycle. The observation checklist is filled by collaborator who is English teacher of MAN Krecek Pare in the first and second cycle. Then, the questioner is given after the researcher finished the second cycle. The students were taught listening by using "audio repetition" method in listening material.

The students at tenth grade of MAN Krecek Pare have difficulties in catching the meaning of the song and cannot understand when the speakers speak fast. Then the researcher applies the following strategies; (1) giving brainstorming related to the material, (2) discussing about recount text, (3) asking the students to analyze the context, (4) telling the students about 'audio repetition' method, (5) giving a short example of listening, (6) giving the questions to be answered, (7) correcting the result of the student's duty.

Based on the average scores of students in each cycle, the second cycle (84.8) is higher than the results of the first cycle (72.3) and the pre-test (55). Those results indicate that there is an improvement from the pre-test to the first cycle and from the first cycle to the second cycle.

Based on the finding and discussion is supported by Richards & Rodgers (1986:51 as cited in Prayogo, 1998:9). He stated that "audio repetition" method can give advantages, one of them is to improve listening skill by conversation and exercises (drills) and exercises patterns (pattern practice), so it can be good exercise

to be good listener. The researcher also recommends introducing the listening by using “audio repetition” method and giving example of “audio repetition” method listening. In addition, based on the result of this study, we should give attention, motivation, and evaluation to the students’ listening. The teacher’s attention can be other power of the students’ intention. The motivation is used to build the students’ motivation and passion to learn more and practice more in listening. Then the evaluation can help the students to know their weakness and mistake during they are listening.