

**THE EFFECTIVENESS OF USING AUDIOBOOK
MEDIA AND RETELLING STORY IN TEACHING
SPEAKING AT SMKPGRI 2 PONOROGO**

THESIS



By:

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ABSTRACT

Umaya, Ria. 2021. *The Effectiveness of Using Audiobook Media and Retelling Story in Teaching Speaking at SMK PGRI 2 Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies of Ponorogo (IAIN). Advisor Ima Frafika Sari, M.Pd.

Keywords: Speaking' Achievement, Audiobook Media, Retelling Story.

Speaking English is an activity to convey ideas to other people using English. This skill is important for vocational high school students to prepare them for entering the world of work. Audiobooks are the media used by teachers to hear and practice correct speech in English. Audiobook media and retelling stories provide opportunities for students to develop students' speaking ability, by reconstructing stories, events, or information they have heard, or are techniques that are considered very helpfully in improving students' speaking ability.

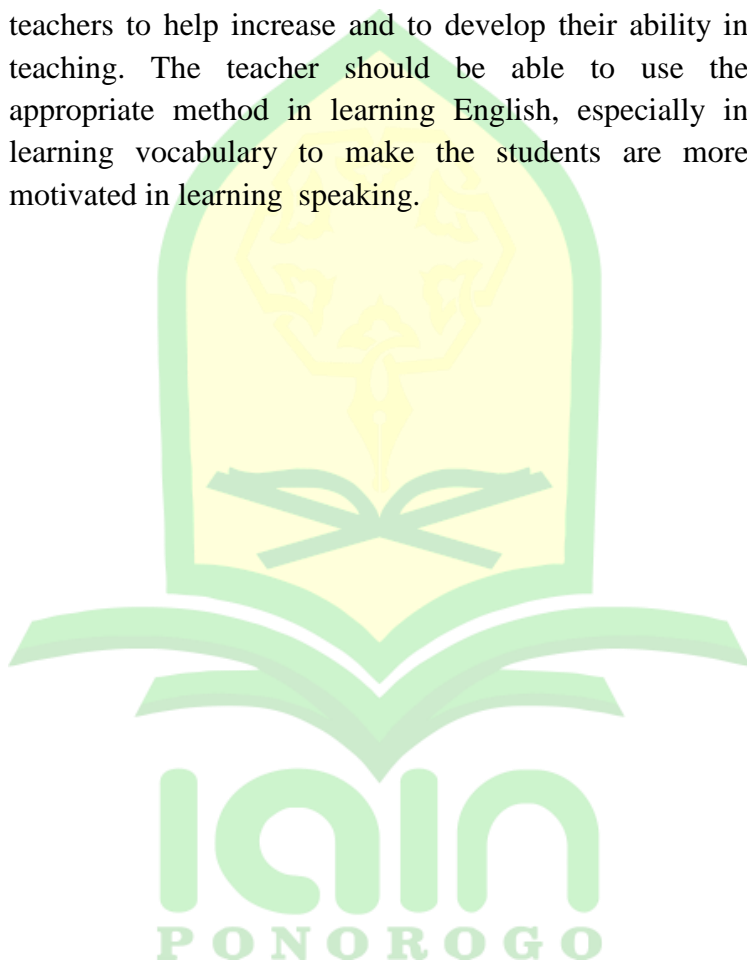
The statement of problem the research was to

examine whether there is difference in teaching speaking between students who are taught by using audiobook media and retelling story in speaking skills of students at SMK PGRI 2 Ponorogo in the academic year 2020/2021.

This research applied a quantitative approach and quasi-experimental design. In this research, use two classes as experimental group and control group. The population in this research is 985 students from SMK PGRI 2 Ponorogo in the academic year 2020/2021. The number of the sample in this research was 37 students of the experimental group and 37 students of the control group. The procedure of data collection was test and documentation. To analyze, it used the t-test formula to know whether there is difference in teaching speaking who are taught by audiobook media and retelling story and teaching speaking who are not taught by audiobook media and retelling story.

The result of the research showed that the value of t_0 between teaching speaking who were taught by audiobook media and retelling story and those who were not taught by audiobook media and retelling story was 6.275. The result of computation using the t-test formula of 5% signification level was 3.60. The t_0 was higher than it so that H_a was accepted and H_0 was rejected. So, from the computation above it can be concluded that there is a significant difference between teaching speaking who are taught by using audiobook media and

retelling story and who aren't taught by using audiobook media and retelling story at tenth students of the teachers to SMK PGRI 2 Ponorogo. It's become important for the teachers to help increase and to develop their ability in teaching. The teacher should be able to use the appropriate method in learning English, especially in learning vocabulary to make the students are more motivated in learning speaking.



APPROVAL SHEET

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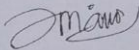
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


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Yang membuat pernyataan,


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CHAPTER I

INTRODUCTION

The chapter consists of the background of the study, scope limitation of this study, research question, research objective, the significance of the study, and organization of the research.

A. Background of Study

English language in Indonesia is a tool for communication. It is because of the location of the area in the traditional trade route. Communication can be infinitely varied and infinitely complex just because the language is a highly structured system which allows an infinite range of permutation.¹ The English language is a foreign language in Indonesia. But its existence, much needed by big-city industry. So, there are also many demands to master this international language.

The curriculum is part of the element in education. A curriculum is a plan developed to facilitate the teaching and learning process under the direction and guidance of a school, college, or

¹ Geoffrey Broughton Etall, *Teaching Language as a Foreign Language*. (USA and Canada: Routledge, 2003), 26.

university and its staff members.² English subjects at this time, have existed at every level of education ranging from elementary school to college. Brown (1987) identifies the components of the definition of learning as follows:

1. Learning is the acquisition or getting
2. Learning is the retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves, conscious focus on and acting upon even outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some forms of practice, perhaps reinforced practice
7. Learning is part of changes of behavior

Furthermore, teaching is “guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning”.³ Teaching English in Indonesia is emphasizes guiding and facilitating student’s learning in their learning activities.

One of the levels of education in Indonesia is a

² Sri Wahyuni, *Curriculum Development in Indonesian Context The Historical*

³ H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco: Wesley Longman. 2000), 7.

Vocational High School. Thompson (1973) says that “Vocational education as education designed to developed skills, abilities, understanding, attitudes, work habits, and appreciations needed by workers to enter and make progress in employment on a useful and productive basis.”⁴ Vocational educations will be helping improve student productivity.

Vocational education is part of the economic sector that encourages the growth of the national economy so that the quality of Vocational High Schools (SMK) will reflect the quality of Indonesian workers who need to be continuously built to increase the competitive advantage of human resources (Priyatama, 2013). Vocational education is the level of education that prepares in graduating to enter before the world of will go work. There are two, subjects that are generally given, namely vocational subjects and general subjects. The Vocational subject as multimedia, designer, and computer. The general subject as Indonesian, mathematics, and science. English is one of the general subjects taught in Vocational High School. The aim of teaching English at Vocational High School is to improve students’ language skills.

In language learning, speaking is a very

⁴ John F. Thompson, *Foundations of vocational education, social and philosophical concepts*. (New Jersey:Prentice- Hall, 1973) , 111.

important skill to be mastered. Cameron (2001) states that “speaking is the active use of language to express meaning, so that other people can make sense of them to speak in a foreign language in order people require attention to requires details of the language.”⁵ Therefore, it is important to learn and develop English skills.

Most people assume that speaking skills are to in mastering of language. It included in the working world. Speaking skills is very important in the working world. Nunan (1998) says that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success I measured in terms of the ability to carry out a conversation in the language.⁶ Especially, if the working world being entered requires the ability to speak. So, it is important to have the ability in speaking. For this reason, this skill needs attention.

Speaking ability is a process of teaching and learning in front of the class. The students can communicate their understanding of the text while they hear or read. Communicating very important in supporting students speaking skills on teaching and learning progress. The teacher not only in terms of structure, but also at communicative functions. In

⁵ Lynne Cameron, *Teaching Languages to Young Learners* (Edinburg: Cambridge University Press, 2001), 40.

⁶ David Nunan, *Research Methods in Language learning* (Cambridge University Press: 1992), 39.

other words, the teachers should begin to look not only at language forms but also at what students do with these forms when they want to communicate with each other's.⁷

Unfortunately, many students think that English is difficult. Some students look lazy when taking English lessons. This happens because they have already claimed that English is foreign, and they do not understand the meaning of what they hear when the teacher explains the material in English. According, Reivers I Erwadi (2004), what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by foreign language students.⁸ The teacher used mixed languages in teaching and learning, namely English, Indonesian, and Javanese to support student understanding.

There are some students who are passive, in the third teacher speak or give instructions in English.

⁷ Hadriana. *Improving Students' Skills Through Communicate Activities In Group Discussions small at The Third Semester Class an of The English Study Program of FKIP UNRI*. *Journal of English and Education*, No. 2, 2008. <https://media.neliti.com>. Accessed April 22, 2021.

⁸ Siti Surinah Harahap. *An Analysis on the Students' Speaking Skill at Second Grade at SMP 8 Rambah Hilir*. Artikel pendidikan. Tahun 2015. <https://www.neliti.com>. Accessed April 22 2021.

Some students responded, but there were also some students who did not immediately answer or respond. This is because students still have difficulty understanding the meaning of what the teacher said. Besides, many students do not know what to answer. The researcher concluded that the problem also came from learning media and the teacher's strategy in teaching. Based on the observations made by the researcher, the improvement of students' learning abilities was carried out simultaneously with the learning process. So that students do not emphasize speaking skills in the learning process.

The most become problem in English learning in Indonesia is there is a big gap between teachers and students. Big gaps that teacher want to learn English, while student miss understanding the purpose of why they must learn English. So that, many students argued that learning English is no interesting, for it the teacher must strive to learn English be interesting.

The researcher concluded that the problem also came from learning media and the teacher's strategy in teaching. Based on the observations made by the researcher on 22 October 2020, the improvement of students' learning abilities was carried out simultaneously with the learning process. So that students do not emphasize speaking skills in the learning process.

Audiobooks are audio-based media sourced

from books. The book is read by a narrator. The reader doesn't have to spend a lot of time reading it. The use of audiobooks is considered very easy and practical. Joyce G. Saricks says with the growing popularity of auditory literature since Edison's time, readers can no longer turn a deaf ear to the ways in which oral delivery has influenced the reception of literature.⁹

In learning speech, audiobooks are very important for the pronunciation of words and the original accent of the narrator. It is easier for listeners to imitate the words that the narrator speaks. Learning to read can be done by listening to stories from audiobooks. Then write down what was heard then tell it to others. This will help students improve their speaking skills.

Audiobook media is a medium that is very effective in showing students' speaking skills. Through this media, students are expected to improve their speaking skills. With audio book media, students are trained to process and convey the information they hear. Tanner (1991) says that "Story Retelling is an act of sharing, often as important to the storytellers to the listeners."¹⁰ Story retelling can help develop

⁹ Matthew Rudeery, *Audiobooks, Literature, and Sound studies*, (Routledge: New York, 2011), 20.

¹⁰ Pamujo Effa Kusdianang, Improving Student's Motivation in Speaking Ability by Using Story telling. *English educational journal*. Vol.6 No. 1. Summer 2016, 82.

students speaking skills. In retelling the story, the students can recast the story with their own language.

Retelling Story is post-reading, or post-listening recalls in which readers or listeners tell what they remember (Morrow: 1996).¹¹ Retelling is stories provide a large amount of data for researchers to find out the extent a way that allows children to play a big role in reconstructing the story. In Retelling Story, after reading and listening to the story, readers and listeners tell what they remember from what they read and heard. The retelling story of students' understanding. This technique also provides opportunities for students to present their ideas

Searfoss and Readence (1994) state that story retelling is an appropriate assessment tool for use with ESL students.¹² Students are asked to present and consider what they have heard, and read. They can also formulate their mind to express their understanding of what they can.

Given the importance of language as a means of communication, many educational institutions encourage students to learn languages. Audiobook

¹¹ Darwinsyah Irwan D. The Effect of Retelling Story Towards Students' Speaking Ability. *English Education: Jurnal Tadris Ingris*. Vol.9 No.1. Year 2006.
<http://ejournal.radenintan.ac.id/index.php/ENGEDU>, 4.

¹² Ibid, 4

media and story retelling are considered effective in improving students' language skills. Based on the statements above, the researcher would like to conduct a research title: **THE EFFECTIVENESS USING AUDIOBOOK MEDIA AND RETELLING STORY IN STUDENT SPEAKING ACHIEVEMENT AT TENTH GRADE STUDENTS OF SMK PGRI 2 PONORGO YEAR ACADEMIC 2020-2021.**

B. Scope and Limitation of Problem

Due to limited time, cost, and energy, the researchers set limits on this study. Scope of this study is to measure the effectiveness of audiobook media and retelling story in teaching speaking for tenth-grade students'. This study is the focuses on tenth-grade only and students' speaking achievement in academic year 2020/2021.

C. Statement of Problem

Based on the background and the limitation the problem, of the statement of problem is:

- Is there any differences teaching speaking who are taught by using audiobook media and retelling story and those who are not at SMK PGRI 2 Ponorogo?

D. RESEARCH OBJECTIVES

Based on the problem statement above, the aim of the research is:

- To know differences in teaching speaking who are taught by using audiobook media and retelling story and those who are not n at SMK PGRI 2 Ponorogo?

E. Significant of the Study

1. For the Teachers

The study is expected to have both academic and practical contributions. Academically to helps teacher or researcher to find out an alternative way of teaching English as a foreign language, especially knowing the effectiveness of using audiobook and retelling story, to achievement speaking skill at the tenth-grade student of SMK PGRI 2 Ponorogo. Practically, it can be used as a model to know the effectiveness of audiobooks and retelling stories to achieve speaking.

2. For the Students

The research is expected to help students in learning English independently. So, that it can help improve students' academic scores and skills. Especially speaking skills in English.

3. For Other Researcher

Researchers hope that this research can contribute to improving knowledge, by becoming

a researcher who want to do research related to audiobooks ad retelling stories.

4. For The Faculty

The results of this research are expected to contribute to the intellectual property wealth of the Tarbiyah Faculty and the IAIN Ponorogo.

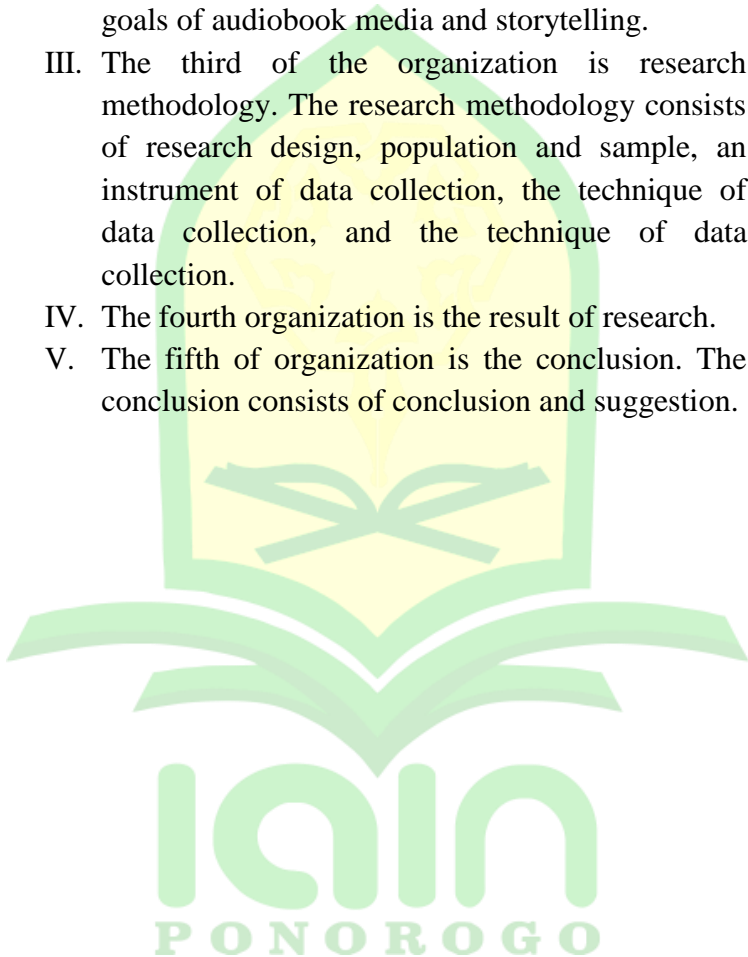
F. Organization of the Study

The researcher writer this thesis in five chapters. Chapter one with another chapter is interrelated. It aims to make it easier for researchers to prepare a thesis. In addition, such an arrangement will make it easier for readers to obtain information. The thesis organization is as follows:

- I. The first of the organization is an introduction. The introduction is general description of the thesis. The first chapter consists of the background study, limitation and statement of the problem, objective, and significance of the study, and organization of the thesis.
- II. The second of the organization is a review of related. The review of related about definition of speaking, elements of speaking, the definition of speaking, principles of teaching speaking, approaches in teaching speaking, the definition of speaking comprehension, micro-skills, and macro skills for speaking comprehension, the definition

of audiobooks media and storytelling, the strategies of audiobook media storytelling, the procedure of audiobook media storytelling, the goals of audiobook media and storytelling.

- III. The third of the organization is research methodology. The research methodology consists of research design, population and sample, an instrument of data collection, the technique of data collection, and the technique of data collection.
- IV. The fourth organization is the result of research.
- V. The fifth of organization is the conclusion. The conclusion consists of conclusion and suggestion.



CHAPTERS II

REVIEW RELATED LITERATURE

In this chapter, the author provides an overview of previous research, theoretical background, theoretical framework, element speaking, and hypotheses.

A. Previous Related Study

The previous research entitled “The Effectiveness of Audiobook on Students’ Listening Skill of Eighth Grade Students at MTS. Al- Huda Bandung,” that research was written by: Febriani Rohma Rizani in the year 2018. Based on the data analysis in chapter IV the writer took a conclusion of the result about the effect of using the Audiobook Method toward the listening skill of Eighth Grade Students at MTS Al-Huda Bandung as follows:

The students’ listening skill which is taught by using audiobooks is higher than the students’ listening skill which is taught by using the conventional method. It is provided from a mean score and the total number of students who pass the graduated minimum score.

The Hypothesis H_0 is rejected and H_a is accepted. It means that there is a significant difference of students’ listening skill which is taught by using the audiobook method and which is taught by using the

conventional method. It can be seen from the result of data calculation. T-test showed that the Sig. value was 0.000. It was smaller than 0.05 ($0.000 < 0.05$).

Related to this research, the previous research finding became contribution and references to the researcher. The researcher realizes well that a successful teaching speaking depending on the professional and technique used. From the research that had been carried out with research that will be implemented there are similarities there are using the same method that audiobook and retelling story method with tenth-grade target and in improving students' speaking ability.

Second, improving the Students' Speaking Skill Through a group investigation the technique of seventh Grade Students of MTS Sudirman Jambu Semarang in Academic the year 2016/2017. That research was written by: Imam Arifin, University of the State Institute for Islamic Studies of Salatiga in 2017. Based on the analysis which was explained at chapter IV. Finally the writer took a conclusion of the research about improving the students' speaking skill through a group investigation technique of seventh grade students at MTS Sudirman Jambu Semarang in the Academic year 2016/2017 as follows:

The students' speaking skill taught by using a group investigation technique is higher than the

students' speaking skill is taught by using the conventional method. It is proved from the mean score and the total number of students who pass the graduated minimum score.

There are significant differences of students' speaking skill which is taught by using audiobook and retelling story media and which is taught by using the conventional method. It can be seen from the result the of data collection. The t observed 0,658. The writer found that the T-test analysis provided score t -test cycle 2 (4) – (3,342) = (0,658) which is ($t > 0,05$. H_0 is accepted=significant). It can indicate that t observed is higher than that of t table is significant 1.0% and 1. 30%. So, the hypothesis H_0 is rejected and H_a is accepted.

Related to this research, previous research found that the use of audiobooks and retelling stories had a positive effect on improving students' speaking skills. Therefore it is advisable to use audiobooks and retelling stories in teaching speaking.

The previous other related to the research, conducted by Shoni Farid Maulana Softyan, entitled “The Use of Audio Book Story Telling as Media to Improve Student Competence in listening narrative text of Eleventh Grade Students at Ma'Arif Grabag. The T-test results showed that the pre-test means was 61.00 and the control class mean was 63.16. After

receiving treatment, the control class post-test result was 63.95 and the treatment class was 71.50. The T-test calculation shows that there is a significant difference.

As to give the result statement in all previous studies. These differences are as following:

1. The objective of the research is different from the previous research.

The first previous research is to focus on Listening Skills. Besides, the second previous is speaking skill through a group in investigation technique, and the third one is improved student listening competence with narrative text. It is different because the objective of this research is to look for a significant effect of Audiobook Media and storytelling on student speaking achievement.

2. The object of this research is tenth-grade students of SMK PGRI 2 Ponorogo in Academic 2020/2021.
3. The design of this research

His first previous research is quasi-experimental design. Besides, the second one equivalent group designs. It is different because this research used a group investigation technique design. It means that this research predicts that there is audiobook media and storytelling on speaking achievement.

B. Literature Review

In this research, the researcher is used theories that to relevant with theme of discussion. The theories are:

1. Audiobook

The audiobook consists of the definition of audiobook, advantage, and disadvantage of audiobook.

a. Definition of Audiobook

Audiobook is a book or story which is read by professional narrators, using the highest quality of recording technology¹³. The audiobook media is an effective medium improving students' speaking abilities. Through this medium, it is hoped that it helps students to be more active when communicating in English the audiobook media students are trained to speak and convey the information they hear. Wall in Davison, media is a communication channel through which people speak.

Kylene Beers has said that audiobooks, when used with reluctant, struggling, or second language learners, Serve as a scaffold that allows students to read beyond their reading

¹³ Fajry, Khairul et. Al. AudioBook: Teaching Listening Comprehension, Research in English and Education (READ) Journal. *Research in English and Educational Journal*. Vol. No 1. The year 2016. Hal, 3.

level.¹⁴ Audiobooks are usually read by native speakers so that students only listen to what the native speaker is saying. From this medium students can know the current pronunciation and also listen to the accent variant.

b. Advantage and Disadvantage of Audiobook.

By history, the users of audiobook were originally aimed to be visually impaired people, in which it is to assist them reading a book, so they can enjoy and understand the books (Ayunda).¹⁵The use of media can help the learning process building student understanding is also easier to do with media support. Not only media, currently technology also plays an important role in the learning process. This is a manifestation of the change in the use of conventional to modern media. The diversity of media today is the impact technological development.

Media is a kind of component in students are which influence the students to study. Media are something we use when we want to communicate with people indirectly-not

¹⁴ Kylene Beers, "Listen While You Read ; Struggling Readers and Audiobooks," *School Library Journal* 44(4): 34-35.

¹⁵ Achlia Niza Ayunda, "The Effect of Audiobook Use on EFL Students' Fluency Development. *Journal on English as Foreign Language*, 3(2), 85-92.

directly.¹⁶ The education medium is increasingly developing and diverse. In the twenty-first century, various media that can be used include radio, television, music, newspaper, comics, and electronic media, such as smartphones and the internet.

There are some advantages and disadvantages of using audiobook media.

Advantage Audiobook

1. Audiobook reinforces or prepares for a specific topic before reading.
2. Audiobooks tell stories well, so they can train the reader's imagination.

Disadvantage Audiobook

1. Nonfiction audiobooks are not different.
2. Audiobooks are less attractive to most students.

2. Speaking Skill

a. Definition of Speaking Skill

Definition Brown claims that speaking is a creative of product linguistic string construction, created by the speaker lexicon, choice, structure, and discourse. Based on the definition above, it could be concluded that speaking is a productive skill that requires the ability to organize linguistic strings for the purpose convey

¹⁶Sadirman Arif S. Etall. Media Pendidikan, Pegertian, Pengembangan, dan pemanfaatannya.(Jakarta:CV Rajawali,1990),6.

messages to create meaningful interactions. In traditional methodologies speaking means imitating what the teacher said, memorizing dialogue, and respond to exercises.

Colie and Slater (2005) express their idea about speaking, "Speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple terms." Chastain (2004) says speaking is productive skill since it produces ideas, messages, add suggestion and we need to practice it. Speaking is very important in our life because we used it to talk and speaking with other people. So, we need to develop our speaking skills.

b. Aspects of Speaking

There is an explanation about speaking skill from some expert, follow is:

The speaking skill there are¹⁷:

1) Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals

¹⁷ Hormaililis, *The Use of Group Work Technique for The Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru* Pekanbaru : Unpublished Thesis. 2003. 6.

with the right and appropriate words¹⁸

2) Grammar

Warriner in Ramli believes that communication in speaking runs smoothly if its grammar can be understood. Therefore speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate message that are comprehensible.

3) Fluency

Speaking is an activity of reproducing a word orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in the fluency is the quality or condition of being fluent. Is skill to use the language spontaneously and confidently and without undue pauses and hesitation¹⁹.

4) Pronunciation

Pronunciation is the production of speech sound for communication and it is

¹⁸ Ibid, 6.

¹⁹ Ibid, 17.

very important in communication. To using stress and intonation inaccurately can cause a problem²⁰.

c. Types Speaking

There are types of speaking in second language learning. In this process, students need a long process to be able to speak like a native pen. This process is similar to when students learn a language for the first time. The process is similar to when students get their mastery of the language first. There are two stages in learning to speaks English as the second language.

First, stage students use the sense of hearing to receive information about new vocabulary. They haven't produced language. They rarely speak may know some receptive vocabulary. They still are imitative what they hear. To show their understanding sometimes they imitate gestures or movements. Currently, stage students need a lot of listening activities to improve their vocabulary. More listening activities will help they build them vocabulary.

On the other hand, at them, their speaking skills can only understand when people talk to them about something related to their language Tofu. Understanding, activities help them become it's easier to learn in stage two because in stage two they are engaged directly in simple conversation. After

²⁰ Gerald Kelly.*How to Teach Pronunciation*. Harlow: Pearson Educational Limited 2000.11.

stage one learner has a real communication basis.

The second stage depends on their memory of the word or phrase in the first stage. In the second stage, there is the development of students' ability. Students try to come up with a few words. They use words they had heard even though they couldn't use them right. The more words they hear, the more they will increase vocabulary.

There are types of speaking is Micro and Macro Speaking. Here are some of the micro and macro skills in speaking by Brown (2004). Micro and macro skills are:

Micro Teaching

- a. Produce differences among English phonemes and allophonic variants.
- b. Produce chunks of the language of different lengths.
- c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d. Produce reduced forms of words and phrases.
- e. Use an adequate number of lexical units (words) to accomplish pragmatic purpose. Produce fluent speech at different rates of delivery.
- f. Monitor one's own oral production and use various strategic devices-pauses, filters, self-corrections, backtracking to enhance the clarity of the message.

- g. Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, populations), word order, patterns rules, and elliptical forms.
- h. Produce speech in natural constituents: inappropriate phrases, pause group, breathe groups, and sentence constituents.
- i. Express a particular meaning in different grammatical forms.
- j. Use cohesive devices in spoken discourse.

Macro Speaking

- a. Appropriately accomplish communicative function according to situations, participants, and goals.
- b. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, and conversation rules, floor-keeping and-yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
- c. Convey links and connections between events and communication such relations as focal and peripheral ideas, events and feelings, new information, and given information, generalization and exemplifications.

- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.²¹

In conclusion, if learners want to master a foreign language properly and correctly, then these learners need to apply the language in their daily activities. At least mastering the following minimum items:

- 1) They have a vocabular
- 2) Knowing grammar in languag
- 3) Knowing the rules of speaking.
- 4) Knowing how to use and respond to speech acts such request, etc.
- 5) Knowing how to use language appropriately.
- 6) Master some micro-skills of language.

²¹H. Douglas Brown. Language Assessment Principles and Classroom Practices.(New York: Pearson Education,2004), 142-143.

d. Element of Speaking Skill

1) Pronunciation

Clarify Pronunciation is an important element in communicating. This element allows the delivery of information precisely to the interlocutor. English Pronunciation does not amount to mastery of a list of sounds or isolated words.

2) Grammar

In communicate both written and oral, the role of grammar is needed. Grammar helps us speaking or expressing opinions. Besides that, grammar will also help the interlocutor understand what we mean. Greenbaum and Nelson (2002) argue that allows us to combine words in our language into larger units.²²

3) Vocabulary

In spoken language, the vocabulary tends to be familiar every day (Turk, 2003).²³ Vocabulary is important to support our speaking ability. For that, it is important for

²² Greenbaum, S & Nelson, G. An Introduction to English grammar. (Second Edition. London: Pearson Educational limited) 1.

²³ Turk C, Effective Speaking: (Communicating in Speech. London: Spon Press : 2003) ,87.

everyone to master more vocabulary.

4) Fluency

Fluency is an important factor to assess language skills. In speaking fluency is assessed from the skills in speaking a certain language, such as English. For Content.

Content is needed in measuring someone understanding. When talking to people, we can talk about certain topics, from the conversation it can be seen whether the interlocutor understands the topic of our conversation. Through content, it can be seen the understanding of the interlocutor.

3. Retelling Story

a. Definition

Amato and Ziegler said that retelling stories is another active procedure that may aid comprehension, the concept of story structure, and oral language.²⁴ Story telling activities allow students to role-play. Retelling-story activity involved in constructing the story. This

²⁴ Amato and Ziegler, "Retelling Stories: A Strategy for Improving Young Children's Comprehension, Concept of Story Structure, and Oral Language Complexity." *The Elementary School Journal*, Volume 85, Number 5, (May 1985), 647

case involves active interaction between the storyteller and listener.

Searfoss and Readence (1994) state that story retelling is an appropriate assessment tool for use with ESL students. Retelling story requires integration between readers and listeners to reconstruct parts of the story. Besides expressing what they say, excited, read, students were also tested to what extent their understanding was their understanding of the story by retelling.

Retelling are post-reading or post listening recalls in which readers or listeners tells what they remember (Morrow, 1996). Its' can procedure to role play in reconstruction stories. In retelling story, both the reader and the listener tell what they remember and hear about the story, both orally and in writing. Amato and Ziegler quoted from Lesley Mandel Morrow, "Story retelling: strategies to improve children's understanding, of story structure, and the complexity of spoken language."²⁵ So that it will make it easier for students to convey them.

²⁵ ibid 64.

b. Benefits of Retelling Story

Gail E. Tompkins also says retelling is an instructional tool as well as an assessment technique.²⁶ The Teachers can use retelling to understand students in a story, students can ask students to retell a story that students have just read or heard. Mc. Kenna and Stahl in the book of Gail E. Tompkins identified three benefits of story retelling :

1. Students expand their oral language,
2. Enhance their use of comprehension strategies,
3. Deepen their knowledge of story structure.²⁷

There are some elements of retelling story, such as setting, characters, the problem, order of events (beginning, middle, and end of the story), and problemsolved).²⁸

More specially, retelling story can help students express ideas, including character and setting a story. For instance, beginning of the class session, the teacher can call a few students to tell a short story in front of the class. In this way, the teacher can achievement students speaking skills and get the attention of the class. When students participate in these activities,

²⁷ Gail E. Tompkins, 50 Literacy Strategies: Step by step (Boston: Pearson, 2013), 134.

²⁸

their comprehension improves, and their oral language abilities are enhanced as they incorporate sentence patterns, vocabulary, and phrases from stories into their own talk.²⁹

C. Conceptual Framework

Speaking is one of the important skills of English. Language in the speaking, the student can communicate their knowledge. From this, the students can be able to express their knowledge. One component of the speaking is retelling. Retelling is a process of speaker.

D. Conceptual Framework

Speaking is one of the important skills of English. Language in the speaking, the student can communicate their knowledge. From this, the students can be able to express their knowledge. One component of the speaking is retelling. Retelling is a process of speaker communicate comprehension and knowledge with listeners by interaction speaking and listeners can communicate their knowledge which listens.

Based on observation, speaking students at SMK PGRI 2 Ponorogo. Especially, of the tenth-grade students are low. In the learning process there are some students also just passive and not respond the teacher's instruction and don't know how to give respond.

²⁹Umi Hani handayani, "Retelling Story Through Picture Series to Improve Students' Speaking Skill"....

The researcher thought in this problem, we can need to use media to improve speaking students. So, the student can be active in the learning activities. The researcher will be using audiobook media and retelling story for teaching speaking.

Based on explanation above, the researcher will use audiobook media and retelling stories in teaching speaking to achieve student speaking.

E. Hypothesis

The hypothesis is a provisional guess, to answer the researcher's question. A hypothesis is described as the researcher's explanation of an interesting event. The key to all hypotheses is to make predictions.

Remember that hypotheses are that researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about variables being studied:³⁰

From the explanation, the researcher takes the hypotheses that:

Ho: There is no significant difference score in speaking between the students who using audiobook media and retelling story with who are not audiobook media and retelling story.

³⁰ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology*, (Canada: John Willey & Sons, Inc. (2005), 8.

Ha: There is significant difference score in speaking between the students who using audiobook media and retelling story with who are not audiobook media and retelling story.



CHAPTER III

RESEARCH METHODS

This chapter describes the research methodology, which aims to guide the investigator to work automatically. This research consists of research design, the population, and samples, research instrument, the data techniques, data analysis technique.

A. Research Design

In the research, there are various research designs. A research design is a little framework from a planning researcher in collecting and analyzing the data. It is a blueprint that is followed in completing a study. Kerlinger research design is the plan, structure, and strategy of investigation conceived, so as to obtain answers the research questions and to control variance.³¹

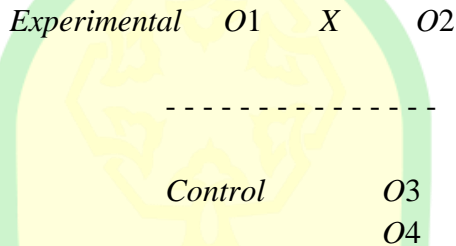
This research used a quantitative and correlational method. In this research, the variable was correlated with other variables. The purpose, to know the impact between X1 and Y variables.

In this research, the researcher used a Nonequivalent (Pre-Test and Post Test) control group design. The experimental group A and the control group B are selected without random assignment.

³¹ Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, (Romania: BridgeCenter, 2015), 18.

Both groups take a pre-test and post-test. Only the experimental group receives the treatment.³²

One of the most commonly used quasi-experimental designs in educational research can be represented as:³³



Notes:

X : Treatment by using audiobook media and retelling story strategies

O1 : Pre-test for the experimental class

O3 : Pre-test for the control class

O2 : Post-test for the experimental class

O4 : Post-test for the control class

In this research, there are two types of classes.

³² John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*; (USA:SAGE, 2009), 160-161.

³³ Louis Cohen, Lawrence Manion, and Keith Morrion, *Research Methods in Education*, (London and New York: Routledge, 2007), 283.

The first is the control class. The research gave strategies for appropriate with their teacher to apply with them in every lesson. The second, the experimental class. In this class, research gave experimental by using audiobooks and retelling story to improve the speaking of students.

In this research, the researcher was conducting three steps. They are:

1. Pre Research Step

The first step is reparation. The researcher is determines the experimental class and control class, prepares of lesson plan and instrument to get the data.

2. Research Step

The second step is acting. The researcher will apply the treatment in the experimental class. The researcher taught the class by using audiobook media and retelling stories. So, this treatment to get data from two test pre-test and post-test.

3. Data analysis step

The third step is collecting data. The data which were collected be analyzed by researcher. The steps were are follows:

- a. Collect the post-test score form the experimental class and control class.
- b. T-test the using data T-test

The T-test is one statistical test that used to test the correctness or error of the null hypothesis which declares that between two samples significant difference.³⁴

B. Population and Sample

1. Population

The population of this research is all of the tenth-grade students of SMK PGRI 2 Ponorogo academic year 2020-2021. The total number of tenth-grade students of SMK PGRI 2 Ponorogo is 985. The tenth-grade students were chosen the senior high school.

2. Sample

In this study, the whole population does not take to be investigated. There while only some samples the are population taken. The technique of deriving samples of the population adopted from Isaac and Michael's table. The provided a table for deciding amount of samples that are going to be analyzed.

Sampling can be defined as the process or technique of selecting a suitable sample, representative of the population from which it is taken, for the purpose of determining parameters or

³⁴ RetnoWidyaningrum, *Statistika*(Yogyakarta: PustakaFelicha, 2015), 151.

characteristics of the whole population.³⁵

Individual units from the population, entire group, or clusters are selected at random. In cluster sampling, first, we split the population into clusters (usually along geographic boundaries). Then we randomly select some clusters from all clusters in the end.³⁶

Therefore based on the table, the samples that analyzed were around 985 students of population. It aims to avoid error sampling and to get the representative of the population. The samples were chosen by using random sampling. It means that the 37 students of the TAB 4 class and 37 students from the TAB 6 class were chosen as the Sample in used pre-test and pot test, in here the total of sample is 74.

C. Research Instrument

1. Preparation

- a. Before conducting the test, firstly, the writers consult to the headmaster of SMK PGRI 2 Ponorogo and ask permission conduct the test on the selected students of the tenth grade.
- b. The implementation of instrument test conduct

³⁵ Kultar Singh, *Quantitative Social Research Methods*, (New Delhi: Sage Publications Inc, 2007), 102.

³⁶ *Ibid*, 105.

with the help of other teachers to get the data.

- c. Before the test, the respondents give data from other teachers.

2. Implementation

The implementation of the instrument test conducted for 21 days, it began on the 29th of March 2021 and lasted on 16th April of 2021. The post-test of students; speaking achievement started on the 16th of April 2021.

D. Data Collection Technique

The instruments of research are chronologically present as follow:

1. The-pre-test

Before giving treatment, the researcher gave a pre-test to the students. Consists of 5 items and the students must answer those questions. These aims knowability to speak English as an international language of students before using audiobook and retelling story at tenth-grade students of SMK PGRI 2 Ponorogo.

2. The Treatment

After giving the pre-test, the treatment would carry out in three meetings. Each meeting conducted for one hour. The procedures of the treatment describe as follows:

Fill in the blank of speaking achievement:

- a. The researchers explain about English as foreign language and give clues to the research.
- b. The researcher told the students that they are going to listen to story in the audiobook.
- c. The researcher provided a partially complete passage that the students fill in as they listen or after they listen. This activity allows students to focus on particular language features, e.g. verbs or noun phrases.
- d. The researcher asked for the students to check their work.
- e. The researcher asked the students to retelling story who they hear.

3. Final Test

After being given the treatment, the researcher gave the student post-test. A post-test with the same number of items as the pre-test. Its consist of 5 items, the quantitative data were taken from the result of the listening test which consisted of two types of instrument. In data collection, researchers used one type of instrument. Theydo written questionnaires:

a. Speaking Test

The Speaking tests conduct using a retelling story. Speaking test with Retelling stories help students in their ideas. Here students retell the text they have heard.

b. Questionnaires

Another research instrument is a questionnaire. In this study, an instrument was given to determine the improvement of students' speaking who were taught by using audiobook media and retelling stories. The questionnaires used were greatly improved, moderately improved, did not increase, and did not increase significantly. Questionnaires were distributed to respondents after the last treatment.

E. Data Analysis Technique

The test is the method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument a set of techniques, procedures, or it explicit and structured: be aims that require performance on the art of the test-taker. To qualify as a test, the method must be qualified as a test, the method must be explicit and structured: any question with the prescribed correct answer; a writing prompt with a scoring rubric: an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator.³⁷ The researchers conduct to be the test to collect data. The kind of test multiple choice consists of twenty questions. The form of text in the

³⁷ Ibid, 3.

test is Recount text. A good instrument must meet two requirements, they are:

1. Reliability

A reliability test is consistent and dependable if you give the same of test to same student or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best be addressed by considering in a number of factors that may contribute to the unreliability of a test.³⁸

According to James Dean, reliability is the extent to which the result can be considered or stable. In reliability by K-R, 20 (Kudar-Richardson 20) formula as follow:³⁹

$$r_{KR20} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{s^2} \right)$$

Information :

Rxx : Reliability of the whole test

³⁸ Ibid, 20-21

³⁹ James Dean Brown, *Testing in Language Program: a Comprehension Guide to English Language Assessment*, (New York: McGraw-Hill ESL/ELT, 2005), 17

K : Number of Items on the test
 S²/X : Variance of scores on the total test (acquired standard deviation)
 P: Proportion of correct responses on a single item
 Q : Proportion of incorrect responses on a single item

2. Validity

According to Gronlound, by far the most complex criterion of an effective test and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁴⁰

$$n\bar{XY} - (\Sigma X)(\Sigma Y)$$

$$R_{xy} = \frac{\quad}{\quad} X)(\Sigma Y)$$

$$\sqrt{(n\Sigma X^2 - (\Sigma X)^2)(n\Sigma Y^2 - (\Sigma Y)^2)}$$

IAIN
PONOROGO

⁴⁰ *Ibid.*, 22

⁴¹ *Ibid.*, 22

Information:

R_{xy} : Coefficient correlation between variable x and y

N : Total Respondent

ΣXY : Total product score with score with score total

ΣX : Scores item total

ΣY : Score total

(ΣX^2) : Quadrate score item total

(ΣY^2) : Quadrate score total⁴¹

F. Assumption test

After the test give to the students in pre-test and post-test, then the results of test beanalysis with assumption test. The test there are test of normality and test of homogeneity.

a. Normality test

The purpose of the normality test is to know the data distributed normally or not. Normality test is used to know whether the data from both group samples examined comes from the population or distribution or not.⁴² In this research, will be using SPSS 18 program for windows to calculate the normality test.

b. Homogeneity

Homogeneity test is used to know the similarity of the populations. Homogeneity test is

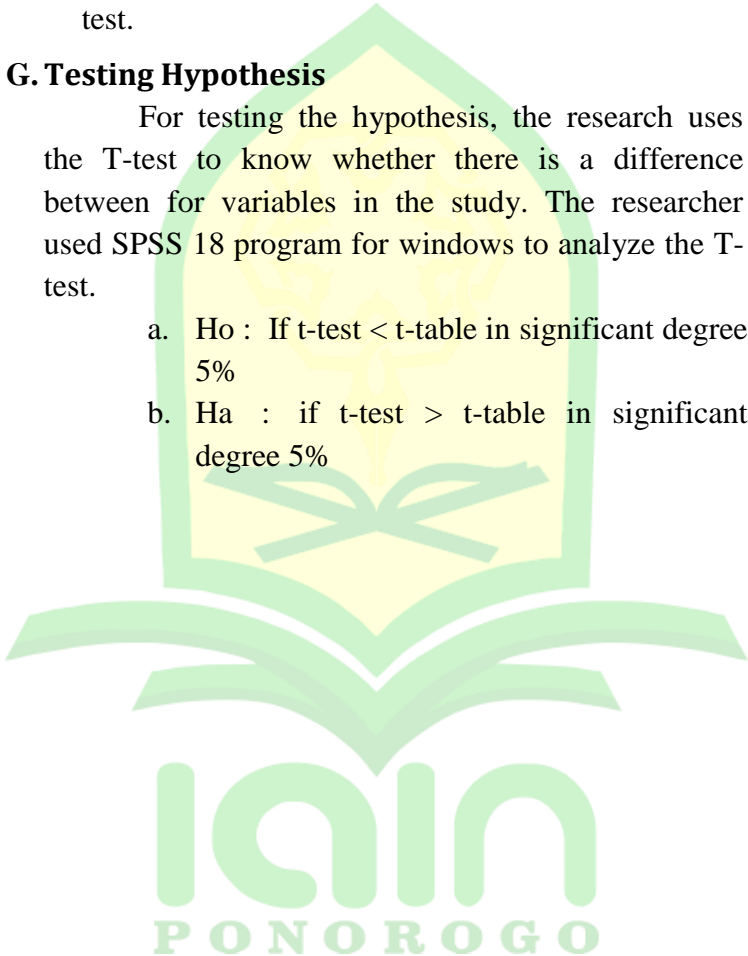
⁴² James Dean Brown, Testing Language Programs: A Comprehensive Guide To English Language Assessment, (New York: Mc Graw Hill, 2005), 27.

used to know before we compare some of group.⁴³
In this research, the researcher be using SPSS 18 program for windows to calculate the homogeneity test.

G. Testing Hypothesis

For testing the hypothesis, the research uses the T-test to know whether there is a difference between for variables in the study. The researcher used SPSS 18 program for windows to analyze the T-test.

- a. H_0 : If $t\text{-test} < t\text{-table}$ in significant degree 5%
- b. H_a : if $t\text{-test} > t\text{-table}$ in significant degree 5%



⁴³ Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2014), 212.

CHAPTER IV

RESEARCH RESULT

In this chapter, researcher discusses the general findings, data description, dataanalysis, and discussion

A. The General Findings

1. The Geographical Location of SMK PGRI 2 Ponorogo

The location of SMK PGRI 2 Ponorogo is located at Jl. Soekarno Hatta, Ketosari, Babadan, Ponorogo.

2. Vision, Mission of SMK PGRI 2 Ponorogo

a. Vision

To faith and devotion to God Almighty, intelligent, skilled, competent, professional, of superior character and culture, skilled, competent, professional, environment and culture of workplace safety.

b. Mision

Prepare graduates who:

1. To Having faith and devotion to God Almighty.
2. To able to follow current and future to follow current and future developments inscience and technology.
3. To able to master the competencies according

to the expertise package.

4. To Competence and certified profession.
5. To Physical and mentally healthy, highly disciplined, and noble.
6. To Competent and ready to choose a career to develop themselves.
7. To able to fill the present and future needs of the business.
8. The carrying capacity to conserve nature through preservation and prevention of environmental damage⁴⁴

3. Student Data of SMK PGRI 2 Ponorogo

Students at SMK PGRI 2 Ponorogo as was researchers conducted in 2020/2021 amounted to 985. The students choose the major they are interested in during grade 10, they receive basic material such as leasing in general. In the eleventh grade, they will take part in an apprenticeship program organized by the school in collaboration with industry. The details of students are as follows:

⁴⁴ Look Observation of Transcript Number: 01/O/24-10/2020

Table 4.1
Students Data of SMK PGRI 2 Ponorogo(Third Past Years)

No.	Skill Competence	Students		
		2018/2019	2019/2020	2020/2021
1.	Machining Techniques	459	493	508
2.	Automotive Light Vehicle Engineering	665	679	586
3.	Engineering and Motorcycle Business	164	185	229
4.	Heavy Equipment Engineering	422	489	505
5.	Computer Network Engineering	151	171	200
6.	Software Engineering	110	110	139
7.	Multimedia	24	47	62
8.	Automatic Body Engineering	112	153	219
9.	Welding Technique	7	42	76
	Total	2114	2369	2524

B. Data Description

This research was used quasi-experimental research. The population of this research was tenth-grade students SMK PGRI 2 in the academic year 2020/2021. The researcher took two classes as a sample applied randomly in this study. The classes are TAB 4 for the experimental class and TAB 6 as the control class. The total Students of experimental and control class were 74 students with each class has 37

students.

In the experimental class, the students were taught by using Audiobook media and retelling stories. Then, the students were taught by teachers' lecturing normally in the control class. Before giving the treatments of audiobook and retelling story media, the researcher gave pre-test before treatments and post-test. After experimental and control class to get data from students' speaking skill by using audiobook and retelling story media and score speaking skill by using teachers' lecturing normally.

1. The Schedule of Research

The schedule of the experimental class, the researcher was required five meets. The first meeting was pre-test, the second, third, and fourth meeting were treatments by using audiobook and retelling story media and the five meetings was post-test. Furthermore, in the control class, the schedule is the same as the experimental class. The students were given a pre-test on the first meeting and seconds, thirds, and the fourth meeting were treatments by using teachers' lecturing, and the fifth meeting were post-test. The schedule of experimental and control classes can be seen the table 4.1 and 4.2

Table 4.2
Experimental Class Schedule

Date	Activities
March, 30 th 2021	Pre-Test
March, 31 th 2021	Treatment 1
April, 13 th 2021	Treatment 2
April, 14 th 2021	Treatment 3
April, 16 th 2021	Post-Test

Table 4.3
Control Class Schedule

Data	Activities
March, 30 th 2021	Pre-Test
March, 31 th 2021	-
April, 13 th 2021	-
April, 14 th 2021	-
April, 16 th 2021	Post-Test

1. The Procedure of the Research in Experimental and Control Class

The teacher was taught the students by Audiobook and retelling story media in the experimental class. The students do audiobook media and retelling story activity before the teacher explains the steps of audiobook media and retelling story because in these activities the teacher only facilitator.

The first step of audiobook media is an explanation, survey. This step only takes 3-5 minutes. However, within that time frame, it has provided a framework for what to do. Here, the listener identifies the main idea in the 5W+1H concept of Audiobook content.

The second, questioning the content of the narrative text. For example, make an interrogative sentence, then looking for answers to these questions, and then hearing for answers in audiobook media. Other simple question could be:

- What is this text about?
- Who are the people of the text?
- Why is the grasshopper hungry?

This step only takes 3-5 minutes to complete, but it motivates and gave more enthusiasm to the reader to look for answers to the questions.

The teacher gives a pre-test before the teacher conducts the treatment in the experimental class. The purpose is to know the students' condition before the

Researcher applying the treatment. This pre-test was consists of multiple choice. After that, the teacher was applying the treatments. The narrative text become was the focus of this treatment. After the treatment was done, the students given a post-test to know the aim of the treatment audiobook media and retelling story for students.

Meanwhile, in the control class, the researcher taught students by using lecturing strategies like normally or using the teaching method. The teachers gave clues about the narrative text. Then, the students were heard audiobooks. After that, the students completed the clue. The last, the researcher gave an assignment to the questions. The learning process has done by some activities. Those activities were pre-test the treatments, and post-test.

Before doing the treatment for the experimental class, the teacher gives a pre- test to find out the students' abilities. The pre-test consisted of 5 items, which contained several select. After the pre-test was carried out, the teacher applied the researcher. This treatment

material is focused on narrative text. After treatment completed, students were given a post-test to determine the success rate of audiobook and retelling story to help students' speaking.

Whereas in the control class, the researcher taught students by using the lecture strategy or what is commonly known as the teaching method. The students silently reading the narrative text then the teacher asks the students if there is any difficult word from the text. Then students explain difficult words. The researcher provides answers to student questions. After that, the researcher gave the task to students. The activity is pre-test, treatment, and post-test.

The material in the control class, as well as in the experimental class is the same. However, what distinguishes between the two classes is the strategy used in the speaking process. After the pre-test was carried out, the teacher applied care. The first nursing material focuses on narrative text. After the treatment is complete, students are given a pot-

2. Students' Reading Comprehension Score of Experimental Class

Table 4.3, shows the results of the score of speaking students who are taught by using Audiobook media and retelling stories. This table showed pre-test and post-test scores for the

experimental class

Table 4.4
The Students' Score of Experimental Class

No.	Name	Pre-Test	Post-Test
1.	APL	55	90
2.	AMPU	55	75
3.	AW	65	70
4.	ADJ	55	65
5.	AMJH	50	60
6.	AGS	55	60
7.	ABAP	65	75
8.	BWSJ	60	75
9.	DM	50	60
10.	DHC	65	70
11.	DA	55	60
12.	DD	55	80
13.	DPP	55	75
14.	FLA	65	85
15.	FJFR	55	85
16.	HFA	60	85
17.	IFS	65	75
18.	KTA	50	90
19.	KZM	55	60
20.	KP	65	70
21.	MRKA	55	60
22.	MSF	65	80
23.	MZSR	65	80
24.	NRR	50	85
25.	RA	55	70
26.	RAP	55	65
27.	RAS	55	60
28.	RGSM	55	60
29.	RSB	65	80
30.	RYA	60	85

No.	Name	Pre-Test	Post-Test
31.	SRA	55	60
32.	TA	50	55
33.	TB	55	75
34.	WP	55	60
35.	WS	55	85
36.	YA	50	55
37.	YW	60	70
Total		2115	2650
Mean		57,08	71,66
Stand Dev.		5.209572	10.67539

Table 4.4 above shows the highest Pre-Test value in the experimental class is 65 while the lowest pre-test score is 5. Meanwhile, the highest post-test score of the experimental was 90 while the lowest as the post-test scores of the experimental class was 55. Then, the mean scores of the pre-test are 57 and the post-test is 71.

Bellow, are student learning outcomes the experimental class scores are shown in table 4.4

Table 4.5
Frequency Distribution of Pre-test in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
50.00	6	16,2	16,2	16,2
55.00	18	48,6	48,6	64,8
60.00	4	10,9	10,9	75,7
65.00	9	24,3	24,3	100,0
Total	37	100,0	100,0	

From table 4.5 above, it can be seen that of various values students' speaking skills. There are 16,2% or 6 students get pre-test score 50, 48,6% or 18 students got pre-test score 55, 10,9% or 4 students got pre-test score 60, 24,3% or 9 students got pre-test score 65. Based on the table above, the histogram can be realized as below:

Figure 4.1
Diagram for Pre-Test in Experimental Class

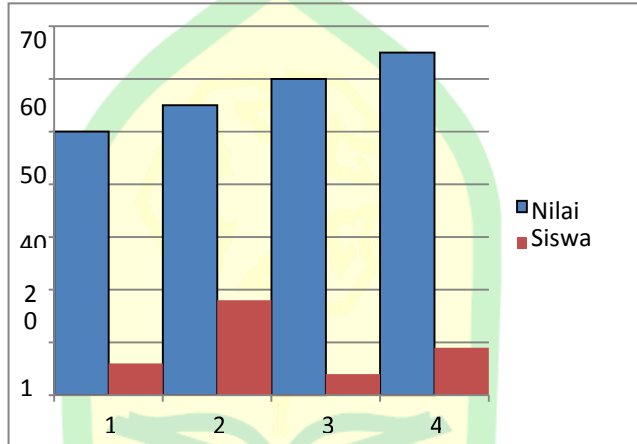


Figure 4.1 shows that $M = 57,08$ and $SD = 5.209572$ for determining the category of good student speaking improvement, moderate, or low, researchers scored multiple groups using the standard as follows :

The pre-test score was less than $M - 1. SD$ ($57,08 - 5.10957 = 51.870428$) for low category.

2. Pre-test score between $M - 1. SD$ ($57,08 - 5.10957 = 51.870428$) to $M + 1. SD$ ($57,08 + 5.10957 = 62.28957$) for the medium category.

3. Pre-test score more than $M + 1. SD$ ($57,08 + 5.10957 = 62.28957$) for good category.

The above results show the pre-test category. In essence, a value less than 57,08 are categorized as low. Whereas, the pre-test scores was between 57,08 and is categorized as moderate. And the pre-test score where over 62.28957 are categorized as good. The scoring category from these are clearly shown in table 4.5 below:

Table 4.6

The Categorization of students' Pre Test in Experimental Class

No	Score	Frequen Cy	Percenta ge	Categor Y
1.	Less than 57	25	67.5%	Low
2.	Between than 57-62	4	10,9%	Medium
3.	More than 62	8	21,6%	Good
Tot Al		37	100,0	

Based on table 4.6, It can be seen that students' pre-test speaking scores in the experimental class are in percentage 67,6% low category, with a percentage 10,9% medium category, while the percentage 21,6% is in a good category.

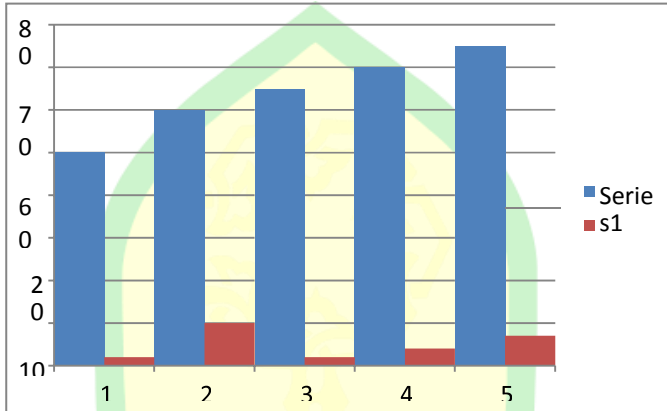
Table 4.7
Frequency Distribution of Post-Test in
Experimental Class

	Freque ncy	Percent	Valid Percent	Cumulati ve Percent
Valid 55.00	2	5.40%	5.40%	5.40
60.00	10	27.02%	27.02%	32.42
65.00	2	5.40%	5.40%	37.82
70.00	4	10.81%	10.81%	48.63
75.00	7	18.92%	18.92%	87.55
80.00	4	10.82%	10.82%	78.37
85.00	6	16.22%	16.22%	94.59
90.00	2	5.41%	5.41%	100,00
Total		100,00	100,00	

Based on table 4.7 it can be seen that are variations in the score of students speaking skills. As many as 40% or 2 students get pre-test score 55, 27.02% or 10 students get pre-test scores 60, 5.40% or 2 students get pre-test grades 70, 18.92% or 7 students get pre-test scores 75, 10.82% or 4 get pre-test score 80, 16.22% or 6 students get pre-test scores 85, 5.41% or 2 students get pre-test grades 90. Based on table 4.7. above,

we can see the histogram image as follows:

Figure 4.2
Histogram figure for Post-Test in Experimental Class



Based on the histogram above, it can be seen that Mean 71.66 and Standard Deviation = 10.67539. To determine the student's speaking ability category good, moderate, or low. Researchers share scores are grouped using the following standards:

1. Less than Average Mean-1. Standard Deviation ($71.66 - 10.67539 = 60.98461$) is categorized as low.
2. Between Means -1. Standard Deviation ($71.66 - 10.67539 = 60.98461$) to Mean +1 Standard deviation ($71.66 + 10.67539 = 82.33539$) is categorized medium.
3. More than Average Mean + 1. Standard

Deviation ($71.66 + 10.67539 = 82.33539$) categorized as good.

The result above shows, the score category anything less than 60.98461 is categorized as low, a score that falls in between $= 60.98461 - 82.33539$ categorized as moderate, with a score greater than 82.33539 well categorized. From the explanation above, the category score can be defined clearly with the following table 4.7 below:

Table 4.8
The Categorization of Students' Pre-Test in Experimental Class

NO	Score	Frequency	Percent age	Category
1.	Less than 60	2	5.40%	Low
2.	Between Than 60-82	27	72.98%	Medium
3.	More Than 82	8	21.62%	Good
Total		37	100,00	

Based on table 4.8, it can be seen the post-test value speaking students in the experimental class with a percentage of 5.40% is low category, the percentage 72.98% is the medium category. Meanwhile, the percentage is 21.62% in the good category.

3. Students' Score of Reading Comprehension at Control Class

Table 4.9 shows the students' moderate speaking score not taught using Audiobook median and retelling story, in this class using the lecture method strategy. This table shows the pre and post-test scores for the control class.

Table 4.9
Table Students' Score of Control Class

No.	Name	Pre-Test	Post-Test
1.	ATA	55	60
2.	AF	60	55
3.	AFR	55	60
4.	ANPP	55	60
5.	AMB	70	75
6.	ASP	60	65
7.	AHW	60	65
8.	AADF	60	65
9.	APR	55	50
10.	BAP	50	50
11.	BPD	55	55
12.	BHP	55	65
13.	DS	55	50
14.	DTN	60	65
15.	DH	60	55
16.	DDAP	55	60
17.	FAN	60	65
18.	FGB	55	55
19.	FAP	55	55
20.	GP	50	60
21.	HRW	60	60
22.	IAA	55	60
23.	KA	55	55

24.	MAA	55	60
25.	MA	55	55
26.	MBAS	55	60
27.	MCA	50	55
28.	RMI	55	50
29.	RGA	60	65
30.	RA	55	60
31.	RDPM	55	55
32.	RAP	55	60
33.	RYN	60	55
34.	SK	60	70
35.	TS	55	60
36.	WAA	55	60
37.	YNAD	55	60
Total		2090	2185
Mean		56.4864865	59.0540541
Stand Dev.		3.701513	5.591848

Table 4.10
Frequency Distribution of Pre-Test in Control Class

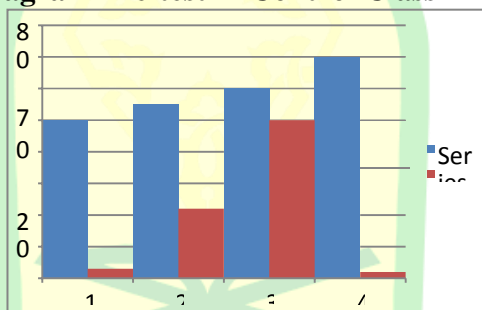
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	3	8.10%	8.10%	8.10
55	22	59.45%	59.45%	67.55
60	10	27.02%	27.02%	72.28
70	2	5.43%	5.43%	100.00
Total	37	100.00	100.00	

Based on table 4.10 it can be seen that there are variations in the score of students speaking

skills. As many as 8.10% or 3 students get pre-test score 50, 59.45% or 22 students get pre-test scores 55, 27.02% or 10 students get pre-test grades 60, 5.43% or 2 students get pre-test scores 70.

Based on table 4.10 above, we can see the histogram image as follows

Figure 4.3
Diagram Pre-test in Control Class



Based on the above histogram, it can be seen that Mean = 56.48 and Std. Dev. + 3.701 to determine the students speaking skill category good, moderate, low, the researchers categorized the scores using the following standards:

1. Less than Mean - 1. Std. Dev. ($56.48 - 3.701 = 52.779$) is categorized low
2. Between Mean - 1. Std. Dev. ($56.48 - 3.701 = 52.779$) to M + 1 Std. Dev. ($56.48 + 3.701 = 61.181$) is categorized medium.

3. More than mean + Std. Dev. ($56.48 + 3.701 = 61.181$) is categorized good.

Based on the results above, it can be seen which score category less than 52 categorized as low, the pre-test score with an intermediate score 52 – 61 categorized as moderate, while the ore-test score is higher than 61 categorized as good. The pre-test score category from the explanation above can be seen in table 4: 11 follows:

Table 4.11
The categorization of Students’
Pre-Test in Control Class

NO	Score	Frequ ency	Perce ntage	Category
1.	Less than 52	4	10.81 %	Low
2.	Between Than 52 – 61	25	67.57 %	Mediu m
3.	More Than 61	8	21.62 %	Good
Total		37	100 %	

Based on table 4.11, it can be seen that the pre-test value is equal to the speaking ability of the students in the control class was at percentage 10.81% included in the low category, percentage 67.57% included in the medium category, while the percentage 21.62% is good category.

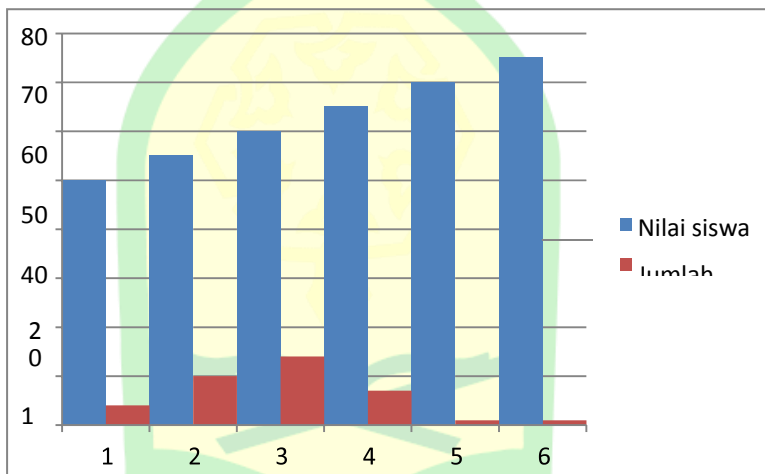
Table 4.12
Frequency Distribution of Post-test in Control Class
Score of Post –Test

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50,00	4	10.81%	10.81%	10.81
55.00	10	27.02%	27.02%	37.83
60.00	14	37.83%	37.83%	75.66
65.00	7	18.92%	18.92%	94.58
70.00	1	2.71%	2.71%	97.29
75.00	1	2.71%	2.71%	100.00
Total	37	100,00	100,00	

Based on Table 4.12, it can be seen that there are variations in the student's speaking score. There 10.81% or 4 students get post-test scores 50, 27.02% or 10 students get post-test scores 55, 37.83% or 14 students get post-test

scores 60, 18.92% or 7 students get post-test scores 65, 2.71% or 1 students get post-test score 70, the last 2.71% or 1 students get post-test 75.

From table 4.11 above, it is depicted in the histogram as follow:



Based on the above histogram shows that Mean = 59.05 and Std. Dev. 5.591 To determine the category of students' speaking ability as good, medium, or low, the researchers grouped them with the following standards

1. Less than Means - 1. Std. Dev. ($59.05 - 5.591 = 53.459$) is categorized as low.

2. Between Means – 1. Std. Dev. ($59.05 - 5.591 = 53.459$) to $M + 1. SD$ ($59.05 + 5.591 =$

64.641) is categorized as moderate.

3. More than Average + 1. Std. Dev. ($59.05 + 5.591 = 64.641$) is categorized as good.

From the above categories, it can be seen that the pre-test group scores anything less than 53.459 is categorized as low, the pre-test score between 53.459 and 64.641 was categorized as moderate, and the score was pre-test more than 64.641 are categorized as good. The test score category from the explanation above can be seen clearly with table 4: 1 as follows:

Table 4.13
The Categorization of Students' Post-Test
in Control Class

No	Score	Frequency	Percentage	Category
1.	Less than 51	4	10.8%	Low
2.	Between than 51-64	24	64.9%	Medium
3.	More than 64	9	24.3%	Good
Total		37	100%	

Based on table 4.13 above, shows the students' speaking ability post-test scores in the control class as a percentage of 10.8% categorized as low, percentage 64.9% categorized moderate, while the percentage 24.3% is categorized as good.

C. Data Analysis

Before testing the hypothesis, the researcher must test the data that must be appropriate. Test the Mean assumption while the data must be normally distributed and homogeneous.

1. Assumption text.

Before testing the hypothesis, the data must the assumption that the data must be normally distributed and homogenous.

Normally text

Normality test is useful for knowing the consistency of distribution data. There are types of normality calculations tests, such as Kolmogorov-Smirnov, Lilieforsc, and Chi-Square. Researchers used the Kolmogorov-Smirnov from the SPSS program Version-18 in this study. To test the calculation result can be corrected with the Kolmogorov Smirnov table at a significance of 5% level. If the highest output value is lower than the table value at the 5 % significance level, it can be concluded that the data distribution is normal. However, if the

highest output value is higher than table value for the 5% significance level, it can be concluded that the data distribution is not normal. Kolmogorov's value Smirnov table for $N-r + 27 - 2 = 25$ at the 5% significance level is 0.27.

Below is the calculation of the normality test data using the Kolmogorov-Smirnov of the SPSS Version-18 program.

1) Experimental Class Normality Testing

Table 4.14
Experimental Class Normality Testing
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		37
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.05937498
Most Extreme Differences	Absolute	.155
	Positive	.155
	Negative	-.122
Kolmogorov-Smirnov Z		.941
Asymp. Sig. (2-tailed)		.339

P O N O R O G O

a. Test data distribution is Normal

Based on the calculation of the table above, the significance value (2-tailed) was 0,339, it was smaller than the t table of the Kolmogorov Smirnov ($0.339 < 0,37$). Then concluded that the experimental class normally

2) Control Class Data Normality

Table 4.15
Control Class
One-sample Kolmogorov Test

		Unstandardized Residual
N		37
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.34164552
Most Extreme Differences	Absolute	.298
	Positive	.177
	Negative	-.298
Kolmogorov-Smirnov Z		1.812
Asymp. Sig. (2-tailed)		.003

a. Test Distribution is Normal

The calculation table 4.14 above, shows that significance (2-tailed) output value 0,003. It was smaller than the value of the Kolmogorov t-table ($0,003 < 0,37$). So, can conclude that the experimental class was distributed normality.

b. Homogeneity Test

Homogeneity test is used to determine whether a research result data is homogeneity test also test whether there is a similarity test using the SPSS program version 23 as follows:

Table 4.16
The Homogeneity Test
Test of Homogeneity of Variances

Levene Statistic	df1	df 2	Sig.
.695	1	38	.410

Based on table 4.16 above, indicates that the output value the significance is 0,410 it means that the significance value is higher than a ($0,410 > 0,05$), it can be concluded that the data is homogeneous.

3) Testing Hypothesis

After completing the normality test and homogeneity of the data, then the researcher continued to test the hypothesis by comparing the output value of the post-test experimental class and control post-test class. The researchers used the T-test and SPSS

version 18 program in analyzing data. The process, showing the results of data calculations such as table 4.16 under:

Table 4.17
Mean Score of Experimental and Control Class

	Class	N	Mean	. Deviation	d. Error Mean
The result Study	Experimental Class	37	1.6216	10.67539	1.75502
	Control Class	37	9.1892	5.59185	0.91929

Table 4.17, shows that the average scores of students an experimental class (which is taught by audiobook media and retelling story) is 71.62. Where the mean score of the students from the control class (which was not taught using audiobooks and retelling stories or taught normally) was 59.18

Table 4.18
The Calculation of T-Test
Independent sample Test

Independent Samples Test

Speaking	Variances		t-test for Equality of Means						
	F	Sig.	t	Df.	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.33	.000	6.275	72	.000	12.43243	1.9812	8.48295	16.38191
Equal variances not assumed	2.33	.000	6.275	54.372	.000	12.4243	1.9812	8.48295	16.38191

Table

Table 4.17 shows the results of the t-test of 6.275 and degrees of freedom is 72. The output value is sig. 5% of t degree table freedom = 72 is 3.60. To explain the data, the researcher test. The hypothesis is as follows:

Ho: There is no significant difference students' score in speaking skill for the students who are taught by audiobook media and retelling story with who are not taught by using audiobook media and retelling story.

Ha: There are is has a significant difference students' scores in speaking skills for the students who are taught by using audiobook media and retelling stories.

This research shows the results of t-test 6.275 and is valuable t-table of db= 72 is 3.60. It shows the value of t-test was higher than t-table ($6.275 > 3.60$). Therefore, H_0 is rejected and H_a is accepted. So, it can be concluded that there are significant different score students who are taught using media audiobooks and retelling stories with those who are not taught to use audiobook media and retelling stories.

D. Discussion and Interpretation

In this chapter, the researcher tries to answer the hypothesis, namely audiobook media and retelling stories are effective for teaching to improve the speaking ability of students in the tenth grade SMK PGRI 2 Ponorogo. At this stage, the researcher compared the results of the data t-test score with t-table. If the value of t is greater than the t-table, it means that H_0 is rejected and H_a is rejected received.

P O N O R O G O

The hypotheses of this research:

Ho: There is no significant difference in students' scores in speaking skills for students who are taught by using audiobook media and who are not taught by using audiobook media and retelling stories.

Ha: There is a significant difference students' score in speaking skill for the students who are taught by using audiobook and retelling story with who are not taught by using audiobook media and retelling.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning.⁴⁵ Teaching speaking plays an important role in achieving academic success. For that, the teacher needs to help and direct the students in improving the students' speaking skills. In this case, the teacher acts as a mentor and facilitator. As mentor, a teacher must provide an example, encouragement and enthusiasm for students. As facilitators, teachers need to facilitate in the learning process. Speaking is an important skill for students to have. English as a foreign language will make it easier for students to communicate with

⁴⁵ H. Douglas Brown, *Principle Language Learning and teaching* ^{5f} Edition, (Britain: Person Longman)

the international community. With strong speaking skills, students will get great progress in life.

Teaching speaking is not easy. Then, the teacher asks students to talk, many students still have difficulty conveying their ideas. Some students also did not respond when the teacher asked about the material. Some want to answer, but don't know how to give an answer. On average, students still have difficulty speaking in English. This is because they do not understand the meaning of English utterances. This makes students think that learning to speak is difficult. So, the teacher uses creative and more fun learning media in honing the students' speaking skills. There are many media that teachers can choose from, one of which is audiobook and retelling story.

Audiobook media and retelling stories are learning media in the form of audio. The audiobook invented the phonograph by Thomas Alfa Edison in 1877 this medium was originally used for recording. But as time goes by, this media can also be used to improve students' speaking skills. Audiobook media and retelling stories a medium that trains students' speaking skills in a way that students often listen to audiobooks.

The learning process uses audiobook media and retelling stories on speaking skills. There are 5 steps consisting of a survey, questions and answers, speaking, speaking, and review. The survey, these

steps provide an overview of the concepts being studied review light conversation. The second step, provide questions that help students understand the text they hear. The questions given cover simple questions from 5W=1H, about the topic, the main idea. Then students asked to recite and retell the text in their own language. Audiobook media and retelling stories are expected to be a solution to student problems in improving speaking skills.

Based on the above calculations, the results of the study indicate that the t-test is 6.275 and the value of the t-table of the degree of freedom = 72 is 3.60. It shows that the output value of the t-test is more than the t-table ($72 > 3.60$). Therefore H_0 was rejected and H_a accepted. It can be concluded that there are significant differences in student scores in improving speaking skills between students who are taught using audiobook and retelling stories and students who are not taught using audiobook media and retelling stories.

CHAPTER V

CLOSING

This chapter discusses the conclusion and recommendations of the research

A. Conclusion

The using of audiobooks media and retelling story is effective in teaching speaking . This matter because there is a significant value on the students' speaking skills taught using audiobook media and retelling story to XI students of SMK PGRI 2 Ponorogo 2020/2021 school year. The result of the study showed that the average post-test score in the new academic year. The experimental class was 71.66, while the average in the control class was 59.05. That shows the average post score in the experimental class is better than the control class. In the calculation of the T-test, it has been found that the results of the T-test value are displayed. The T-test value is 6.275. The score is higher than the t table ($6.275 > 3.60$) significant 5% with $DB = 72$. So, it can be concluded that the use of audiobooks and retelling stories in teaching helps increase student grades higher than teaching that does not use audiobook media and retelling stories in class XI students of SMK PGRI 2 Ponorogo in 2020/2021.

B. Recommendation

1. For the English Teachers

Teachers must use creative and innovative media in the teaching English language. This can help students overcome their boredom. Teachers can teach using audiobook media and retelling stories to students, this media allows students to listen to proper pronunciation, express opinions, and make students more independent. Teachers need information before teaching preparation before teaching speaking.

2. For the Students

The use of audiobook media and retelling stories can be an alternative for students' speaking learning. Students need on their own to practice frequently to succeed with this medium. Researchers hope that it can help students learn speaking independently.

3. For the Readers

The results of this research are expected to be a reference and basic information to do further research. Studies related to this research should explore knowledge skills by improving speaking skills by adding sources of searches to another reference.

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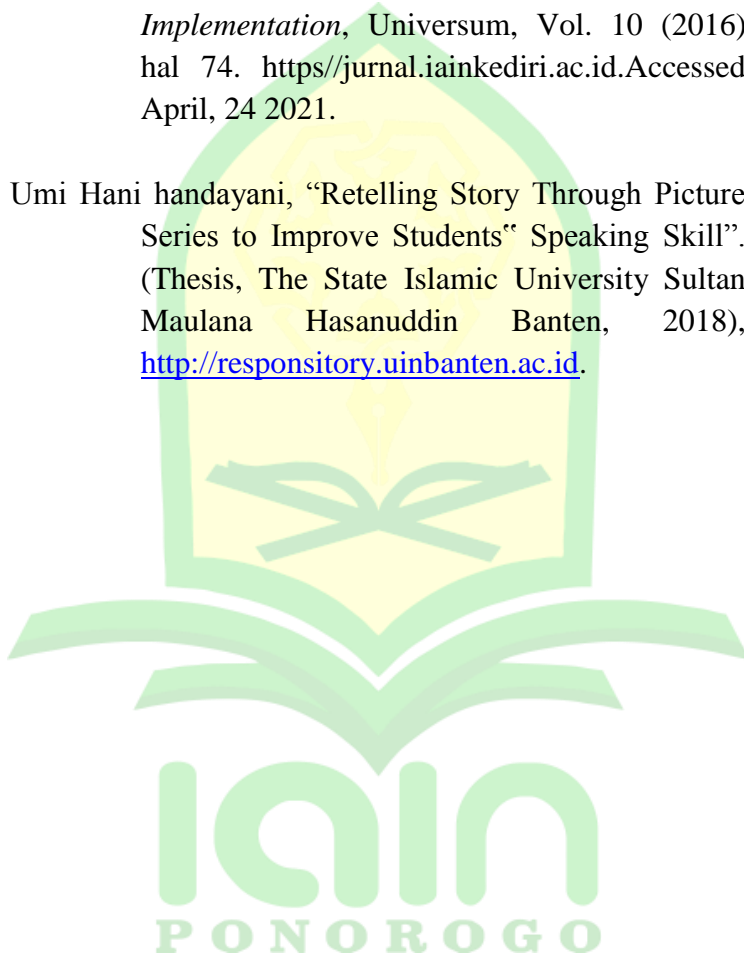
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Appendix 01

RESEARCH PROPOSAL OUTLINE “QUANTITATIVE RESEARCH”

Name : Ria Umay
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Semester : 7 (Tujuh)
Major : English Education

1. Background of the Research



<p>➤ Identification of Phenomena</p>	<p>Audiobook is one of rarely used in learning. The use of audiobook in learning can assist in carrying out the learning process effectively and efficiently. In addition, teachers are also required to master learning technology. With the mastery and application of teachers to technology, will also inspire students in mastery of technology.</p> <p>The ability to speak is one of the most needed skills, especially in the world of work. Therefore, speaking skills need to be improved. Especially for vocational students who are about to enter the world of work.</p> <p>According to the observations of researchers, in their daily lives SMK PGRI 2 Ponorogo still lacking in speaking skills. This is due to the lack of vocabulary, the courage to use English.</p>
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<p>➤ Description of the Selected Phenomena</p>	<p>Based on the observations I made on October 24, 2020 at SMK PGRI 2 Ponorogo, I found that many students lack self-confidence when speak in English.</p> <p>Even through speaking skills are needed in the world of work. Especially for vocational students who will later use their skills in the world of work. Therefore, I wanted to research : “Is Audiobook can improve students“presentation speaking at SMK PGRI 2</p>
	<p>ponorogo?”</p> <p>Based on background above, the researcher want to write the research with entitle “Effectiveness use audiobook media in student speaking achievement at ten grade students of SMK PGRI 2 Ponorogo year academic 2020/2021”</p>



<p>2. Literature Review</p>	<ul style="list-style-type: none">- Read on Audiobooks : reading lists for Every Taste (By :Joyce G. Saricks : 2011) “ Two areas in which fiction and drama overlap are full cast readings of novels and radio versions with music and sound effects”- Audiobooks, Literature, and Sound Studies (By Matthew Rubery : 2011) “ The audiobooks is audible and auditory”- Pengantar Statistika Penelitian Pendidikan (by Edi Irawan : 2014) “ Stastika merupakan salah satu cabang ilmupengetahuan yang mempelajari data-data”
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<p>3. Research Questions and Objectives</p>	<p>Research Questions:</p> <ul style="list-style-type: none"> a. Is effective to use the Audiobook in speaking learning? b. Can using an audiobook c. How to use audiobook in speaking learning? <p>Purpose :</p> <ul style="list-style-type: none"> a. Know the effectiveness of using the audiobook in speaking learning.. b. Know te use of audiobook in improving the student speaking achievement. c. Know the use audiobook in speaking learning. <p>Variable :</p> <ul style="list-style-type: none"> a. Variable Dependent : Audiobook b. Variable Independent : Speaking Skill
<p>4. Previous Research</p>	<p>1. Febriani Rohma Rizani the Student of the State Institute for Islamic Studies of Tulungagung with the title "The Effectiveness of Audiobook on Students" Listening Skill of Eighth Grade Students at MTS. Al-Huda Bandung. In this</p>

	<p>research the research finding Audiobook the effectiveness of audiobook as media</p>
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on the students" on MTS AL-Huda Bandung.

2. Shoni Farid Maulana Sofyan the student of UNISSULA Language Faculty with the title the use of Audiobook Story Telling as Media to Improve Student" Competence in Listening Narrative Text of the Elventh Grade Students at MA Maarif Grabag. The result from research that the find out how deep the audiobook mdia improve student"s"ability in listening narative text.
3. Risqi Amalia Utomo of the State Institute for Islamic Studies of Ponorogo with the title audiobook as a learning media is used by the blind inclusive school school students of Muhammadiyah 1 ponorogo. This research give used audiobook as blind student learningmedia.
4. Imam Arifin of the State Institute for Islamic Studies of Salatiga with the title Improving the Students" speaking skill through group

investigation technique of Seventh Grade Students of MTS Sudirman Jambu Semarang In the Academic year 2016/2017. This research gives information about improving the students' speaking skill through group investigation technique.

5. Suci Rofmini Wali songo State Islamic University Semarang Suprihatin of Education State with the title "Improving Students' Narrative Speaking Ability Through The Princess and The Dragon Film at the Eight Graders of MTS Al Ishlah Pageruyung Kendal.. From this research there are information about the princess and the dragon Film improve speaking narrative.

5. Title	The effectiveness use audiobook media and retelling story in student speaking achievement at ten grade students of SMK PGRI 2 Ponorogo year academic 2020/2021
6. Keywords	Audiobook, Retelling Story, Speaking Skill

Dosen Pembimbing

Ponorogo, 27 November 2020
Nama Mahasiswa

Nurul Khasanah S.Pd., M. Pd.

Ria Umaya

NIP. 198406112009122003

NIM. 210917059

IAIN
PONOROGO

Disetujui oleh

Ketua Jurusan

Prvya Rochmahwati, M.Pd.

NIP. 198103162011012003





Appendix 02

LEMBAR MATRIK PENELITIAN

Nama Mahasiswa : Ria Umaya NIM 210917059

Semester : 7 (Tujuh)

Jurusan : Tadris Bahasa Inggris Pendekatan Penelitian :

Kuantitatif (Kn)

Judul Penelitian	Variabel Penelitian	Sub Variabel	Indikator	Rumusan Masalah
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<p>Effectiveness audiobook media in student speaking achievement at ten grade students of SMK PGRI 2 Ponorogo year academic 2020/2021</p>	<p>VARIA BEL X</p>	<p>The use audiobook media dan Retelling story.</p> <p>Steps :</p> <ol style="list-style-type: none"> 1. The researcher distributed a paper containing the clue recount text. 2. Research turn on the audiobook. 3. The 	<ol style="list-style-type: none"> 1. Student can listen to recount text through. 2. Students can complete the clue given. 3. Student can retell the recount text they heard. 	<ol style="list-style-type: none"> 1. Is audiobook and telling story can improve students' presentation speaking at SMK PGRI 2 Ponorogo? 2. How is the
---	------------------------	--	--	--

		<p>student listened and filled out banknotes containing clue/recount text.</p> <p>4. Students present recount text in front of the class</p>		<p>application of using audiobook and telling story at SMK PGR I 2 ponorogo?</p>
--	--	--	--	--

	VARIAB	Speaking skill on students"	1. The	
	EL Y	speaking mastery	<p>students are able to speak</p> <p>Recount text fluently</p> <p>of :</p> <ul style="list-style-type: none"> - Grammar - Vocabulary - Content 	

Ponorogo, 27 November 2020

Disetujui,
sebagai pijakan untuk membuat
proposal Ketua Jurusan TBI

Nama Mahasiswa

Pryla Rochmahwati, M.Pd

NIP. 198103162011012003

Ria Umava

NIM. 210917059

IAIN
PONOROGO

Appendix 03

CURRICULUM VITAE

Ria Umay was born in Madiun, October 19, 1997. He was so thankful for living on earth as a son of Mr. Wahyudi and Mrs. Sening Munawaroh. In 2011, she was graduated from SDN Sukosari 02 and to SMPN 1 Dagangan and graduated in 2014. In 2017 she was graduated senior high school in SMAN 1 Dagangan. After that, she continued to Ponorogo at English Department.

Appendix 04

Appendix 05

RPP Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMK PGRI 2
PONOROGO	
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Genap
Materi Pokok	: Speaking
Alokasi Waktu	: 3 x 45 menit (1
JP)	

A. Kompetensi Inti

KI.1. Menghargai dan menghayati ajaran agama yang dianutnya

KI.2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI.3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (mendengarkan, menulis, membaca, berbicara, bercerita) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- (1.1) Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pegantar komunikasi

internasional yang diwujudkan dalam semangat belajar.

- (2.1) Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- (2.2) Caya diri dan bertanggung jawab Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- (2.3) Menunjukkan perilaku bertanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- (3.14) Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk tabel sesuai dengan konteks penggunaannya.

C. Indikator

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fabel.
- Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun kelompok.

- Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fabel beserta pesan moral terkait.
- Menjelaskan generic structures dan fungsi teks naratif berbentuk fabel
- Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

INDIKATOR:

- Mendengarkan teks naratif secara baik dalam hal intonasi dan pengucapan
- unsur kebahasaan yang benar.
- Menulis teks naratif sesuai dengan struktur dan unsur kebahasaan yang benar.
- Menceritakan kembali isi teks naratif dengan struktur kebahasaan yang benar.

D. TUJUAN PEMBELAJARAN:

Siswa terampil memahami, menyatakan, menyusun, dan menceritakan kembali teks naratif yang telah didengar menggunakan ungkapan dengan struktur teks yang runtut dengan struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks, secara jujur, disiplin percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai.

E. MATERI PEMBELAJARAN

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur Teks

1. Memperkenalkan tokoh, tempat, waktuterjadinya cerita (*orientasi*)
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinyacerita
3. Memaparkan krisis yang terjadi (komplikas)
4. Memaparkanakhir cerita, di mana krisis berakhir(resolusi)
5. Memberikan alasan atau komentar umum.

Unsur Kebahasaan

1. Simple Past Tense, Simple Past Continuous tense
2. Kosa Kata: nama binatang, tempat,waktu, dan situasi yang terkait dengan tokoh
3. Adverb of time : First, next, then, after that, before, finally,etc.
4. Preposional phrasa; a long time ago, one day, in the morning.
5. Ucapan, kejelasan, kelancaran,dan intonasi.

F. METODE PEMBELAJARAN:

Scientific Approach dengan metode Retelling Story

G. MEDIA PEMELAJARAN:

Papan tulis, speaker, buku, dan worksheet

H. SUMBER BELAJAR SISWA

Internet

I. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan Pembuka:

- a. Memberi salam
- b. Berdoa bersama
- c. Absensi kehadiran
- d. Memberi sedikit review materi kemarin
- e. Memberi semangat dan motivasi

2. Kegiatan Inti

Pertemuan I(1x1 JP)

<p>audiobook Media and Retelling Story</p>	<ul style="list-style-type: none">• Siswa mendengarkan audiobook teks naratif• Siswa membuat pertanyaan dengan format 5W+1H• Siswa mendengarkan audiobook dan menulis jawaban dari pertanyaan yang telah disusun.• Siswa menyusun jawaban yang diperoleh menjadi sebuah kalimat sederhana menggunakan simple present tense.• Siswa menyusun kalimat sederhana menjadi sebuah paragraf.
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	<ul style="list-style-type: none"> • Siswa menceritakan kembali cerita dalam bentuk audio.
--	---

Pertemuan II (1x1 JP)

<p>audiobook Media d Retelling Story</p>	<ul style="list-style-type: none"> • Siswa mendengarkan audiobook teks naratif • Siswa membuat pertanyaan dengan format 5W+1H • Siswa mendengarkan audiobook dan menulis jawaban dari pertanyaan yang telah disusun. • Siswa menyusun jawaban yang diperoleh menjadi sebuah kalimat sederhana menggunakan simple present tense. • Siswa menyusun kalimat sedemikian menjadi sebuah paragraf. • Siswa menceritakan kembali cerita dalam bentuk audio.
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Pertemuan III (1x1 JP)

<p>audiobook Media d Retelling Story</p>	<ul style="list-style-type: none">• Siswa mendengarkan audiobook teks naratif• Siswa membuat pertanyaan dengan format 5W+1H• Siswa mendengarkan audiobook dan menulis jawaban dari pertanyaan yang telah disusun.• Siswa menyusun jawaban yang diperoleh menjadi sebuah kalimat sederhana menggunakan simple present tense.• Siswa menyusun kalimat sederhana menjadi sebuah paragraf.• Siswa menceritakan kembali cerita dalam bentuk audio.
---	--

3. Kegiatan Penutup:

- a. Memberikan refleksi pembelajaran
- b. Memberikan tes lisan/tulisan
- c. Memberi semangat dan motivasi
- d. Memberi apresiasi ke seluruh siswa bahwa telah mengikuti pembelajaran dengan baik
- e. Salam penutup dan berdoa bersama.

G. PENILAIAN HASIL PEMBELAJARAN

KRITERIA PENILAIAN

- Tingkat ketercapaian fungsi sosial teks naratif (fabel)
- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang toko, urutan ceritadan gneric structure.
- Tingkat ketepatan unsur bahasa: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, kelancaran.
- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan mnyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, benda, dan binatang.

OBSEVASI:

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

- Observasi terhadap tindakan siswa menggunakan bahasa inggris untuk menyebutkan dan menanyakan tentang cerita yang didengarkan.

- Observasi terhadap kesungguhan, tanggungjawab, dan kerjasama siswa dalam dalam pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

a. Penilaian Proses

Lembar Pengamatan Sikap

Aspek yang Dinilai	Skor				Total
	1	2	3	4	
disiplinan, kejujuran, kesantunan, kepercayaan diri dan tanggung jawab					< 60
					60-69
					70 – 79
					80 - 100

Pedoman Penilaian:

1. Jarang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
2. Kadang-kadang menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
3. Sering menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.
4. Selalu menunjukkan sikap disiplin, jujur, santun, percaya diri dan tanggung jawab.

b. Penilaian Hasil

Penilaian dilakukan dengan pilihan ganda dan test speaking.

Pedoman Penskoran:

Penilaian dengan nilai jawaban benar dan dengan 1 skor

Nilai akhir = Jumlah Skor X 5

Penilaian untuk pengetahuan menggunakan penilaian kuantitatif dengan skala 1-100

Ponorogo, 31 Maret 2021

Mengetahui:

Guru Pamong

Mahasiswa

Ratna Sugihastuti S.Pd

Ria Umaya

IAIN
PONOROGO

Appendix 06
RPP ControlClass

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMK PGRI 2
PONOROGO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Speaking
Alokasi Waktu : 3 x 45 menit (1
JP)

J. Kompetensi Inti

- KI.1. Menghargai dan menghayati ajaran agama yang dianutnya
- KI.2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI.3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu

pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

KI.4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (mendengarkan, menulis, membaca, berbicara, bercerita) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

K. Kompetensi Dasar

- (1.1) Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pegantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- (2.1) Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- (2.2) Caya diri dan bertanggung jawab Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- (2.3)Menunjukkan perilaku bertanggung jawab, peduli,kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- (3.14)Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk tabel sesuai dengan konteks penggunaannya.

L. Indikator

- Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks naratif berbentuk fabel.
- Memahami makna dalam teks naratif berbentuk fabel baik secara individu maupun kelompok.
- Menemukan tokoh utama dan karakternya dalam teks naratif berbentuk fabel beserta pesan moral terkait.
- Menjelaskan generic structures dan fungsi teks naratif berbentuk fabel
- Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana.

INDIKATOR:

- Mendengarkan teks naratif secara baik dalam hal intonasi dan pengucapan
- unsur kebahasaan yang benar.

- Menulis teks naratif sesuai dengan struktur dan unsur kebahasaan yang benar.
- Menceritakan kembali isi teks naratif dengan setruktur kebahasaan yang benar.

M. TUJUAN PEMBELAJARAN:

Siswa terampil memahami, menyatakan, menyusun, dan menceritakan kembali teks naratif yang telah didengar menggunakan ungkapan dengan struktur teks yang runtut dengan struktur teks yang runtut dengan unsurkebahasaan yang benar sesuai konteks, secara jujur, disiplin percaya diri, bertanggung jawab, peduli, kerja sama, dan cinta damai.

N. MATERI PEMBELAJARAN

Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur Teks

6. Memperkenalkan tokoh, tempat, waktuterjadinya cerita (*orientasi*)
7. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinyacerita
8. Memaparkan krisis yang terjadi (komplikas)
9. Memaparkanakhir cerita, di mana krisis berakhir(resolusi)
10. Memberikan alasan atau komentar umum.

Unsur Kebahasaan

6. Simple Past Tense, Simple Past Continuous tense
7. Kosa Kata: nama binatang, tempat, waktu, dan situasi yang terkait dengan tokoh
8. Adverb of time : First, next, then, after that, before, finally, etc.
9. Prepositional phrase; a long time ago, one day, in the morning.
10. Ucapan, kejelasan, kelancaran, dan intonasi.

O. METODE PEMBELAJARAN:

Scientific Approach dengan metode Retelling Story

P. MEDIA PEMBELAJARAN:

Papan tulis, speaker, buku, dan worksheet

Q. SUMBER BELAJAR SISWA

Internet

Buku Pelajaran

R. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan 1 (3 x 45 menit)	Waktu
1. Pendahuluan/Kegiatan Awal <ol style="list-style-type: none">a. Mengucapkan salam dan berdoa bersamab. Memeriksa kehadiran siswac. Memberi motivasi belajar kepada siswad. Memberikan gambaran mengenai materi yang akan diberikan dengan mengaitkannya pada situasi sebabakibat di lingkungan sekitar	15 menit

<p>e. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>f. Menjelaskan aktivitas yang akan dilaksanakan</p> <p>g. Menyampaikan cakupan materi dan penjelasan uraian kegiatan ssesuai dengan silabus. (yaitu materi tentang pemaparan jati diri , bagaimana fungsi sosial, struktur teks dan unsur kebahasaan dan tata bahasa,tekanan kata, dsb)</p>	
<p>2. Kegiatan Inti</p> <p>a. Mengamati</p> <ul style="list-style-type: none"> • Siswa membaca teks narrative fabel • Siswa memahami isi teks naratif <p>b. Menanya</p> <ul style="list-style-type: none"> • Siswa menanyakan terkait teks naratif (fable) <p>c. Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa menjawab beberapa pertanyaan yang berkaitan dengan teks naratif (fable) • Siswa berlatih membuat kalimat yang berkaitan dengan naratif (fable) sesuai dengan konteks penggunaannya. 	<p>15 menit</p>

<p>d. Mengasosiasi</p> <ul style="list-style-type: none"> Siswa diminta mengidentifikasi kalimat yang berkaitan dengan teks naratif (fable) <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan kalimat terkait teks naratif (fable) yang telah dibuat secara individu. 	
<p>3. Penutup</p> <p>a. Secara umum, guru bertanya pada seluruh siswa jika masih ada kesulitan dalam mempelajari bab ini.</p> <p>b. Guru dan siswa menyimpulkan bersama-sama tentang kegiatan hari ini. Penugasan: guru meminta siswa mempelajari bagian-bagian dalam menyatakan keterkaitan sebab akibat.</p> <p>c. Salam penutup.</p>	<p>10 menit</p>

G. PENILAIAN HASIL PEMBELAJARAN
KRITERIA PENILAIAN

- Tingkat ketercapaian fungsi sosial teks naratif (fabel)
- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakam tentang toko, urutan ceritadan gneric structure.
- Tingkat ketepatan unsur bahasa: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, kelancaran.

- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, benda, dan binatang.

OBSEVASI:

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

- Observasi terhadap tindakan siswa menggunakan bahasa inggris untuk menyebutkan dan menanyakan tentang cerita yang didengarkan.
- Observasi terhadap kesungguhan, tanggungjawab, dan kerjasama siswa dalam dalam pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

a. Penilaian Pembelajaran

Instrumen Penilaian

b. Penilaian Hasil Belajar

1. Teknik Penilaian : tes tertulis, penugasan (job sheet)
2. Prosedur Penilaian :

No	Aspek yang dinilai	Teknik Penilaian	Instrumen
----	--------------------	------------------	-----------

No	Aspek yang dinilai	Teknik Penilaian	Instrumen
1.	Pengetahuan Tugas individu : melengkapi blank space yang telah disediakan.	Tes Tulis	Rubrik penilaian tugas individu
2.	Keterampilan menulis/membuat kalimat dan paragraf teks naratif fabel sesuai dengan konteks penggunaannya.	Tes Speaking	Rubrik penilaian retelling story

No	Aspek yang Dinilai	Teknik Penilaian	Instrument
	Kemampuan menceritakan kembali teks naratif	Tes Speaking	Rubrik Penilaian retelling story

Ponorogo, 31 Maret 2021

Mengetahui:

Guru Pamong

Mahasiswa

PONOROGO

Appendix 07

Test Paper

Name :

Class :

Read the text bellow to answer questions number 1- 5, then choose the best answer!

The Ant and the Grasshopper

“Chrip chrip! I love summer, Chrip chrip! I love singing!”

Grasshopper, resting on a tree. While under the tree. On a hot summer day. While under the tree, Ant was sweating and slaving away.

“Heave Ho! Heave Ho!”

“Hay Ant! Life is too short to work so hard! Hahaha!!” Grasshopper said Ant, because Ant was working all summer long.

“Listen Grasshopper, if you don’t to prepare winter now, you’re going to

starve! HeaveHo!”

“Oh, there’s plenty of time.... Why worry? I’m going to back to my singing now. ChripChrip!”

In no time, summer went, and the freezing winter came. The wind howled and howled and buckets of snow fell from the winter sky,

“Oh...! I’m so hungry, I’m so cold! What if Ant is right and I starve to death?

Grasshopper want to looker for food. But instead finding food, he got lost in the snow. And, he could barely move his legs anymore.

Luckily, Grasshopper found Ant’s house. He mustered up enough energy to knock of the door. “Please Ant.... Will you give me some food? Or oven, just a crumb... Please?” “Don’t worry, grasshopper. I have plenty of food. Come on in!”

Grasshopper went inside. He sat next to the fire and ate until he couldn’t eat anymore. “This is delicious! Ant, I’m really sorry Ant for making fun of you before. That was wrong of me.”

“That’s okay. You can help me next year!”

It was then that Grasshopper. Finally

understood why Ant had worked. So hard in the summerand, he was thankful and he had such a good friend.

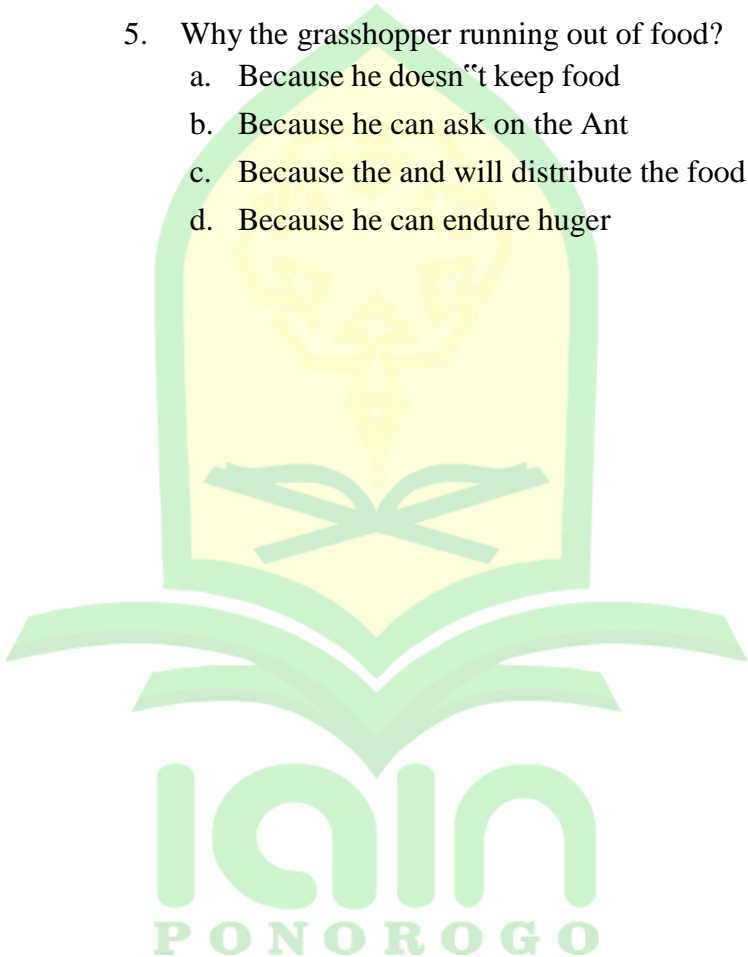
Read the text, then answer the question.

1. The story is mainly about?
 - a. The Grasshopper
 - b. The Ant
 - c. The Grasshopper and the Ant
 - d. Summer
2. How many people in that text?
 - a. One
 - b. Two
 - c. Three
 - d. Four

3. When is the season the story?
 - a. Winter season
 - b. Summer season
 - c. Spring season
 - d. Summer and snow season

4. Where the grasshopper resting?
 - a. On the tree
 - b. In the river

- c. In the forest
 - d. In the house
5. Why the grasshopper running out of food?
- a. Because he doesn't keep food
 - b. Because he can ask on the Ant
 - c. Because the and will distribute the food
 - d. Because he can endure hunger



Appendix 08






IAIN
P O N O R O G O





Appendix 09

**YAYASAN PEMBINA LEMBAGA PENDIDIKAN DASAR DAN MENENGAH
PERSATUAN GURU REPUBLIK INDONESIA JAWA TIMUR
(YPLP DAsMEN PGRI JAWA TIMUR)**
SMK PGRI - 2 PONOROGO
Alamat : Jl. Soekarno - Hatta, Kertosari, Babadan, Ponorogo. Telp. 0352-461821/Fax. 0352-462659
Website : smkpgri2ponorogo.com E-mail : smkpgri2ponorogo@yahoo.com

SURAT KETERANGAN
Nomor : 188 / E / Yay.II / V / 2021

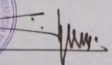

Yang bertanda tangan dibawah ini :

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Jabatan : Kepala SMK PGRI 2 Ponorogo
Alamat : Jl. Soekarno Hatta, Kertosari, Babadan, Ponorogo

Menerangkan dengan sesungguhnya bahwa :

Nama : **RIA UMAYA**
NIM : 210917059
Program Studi : Tadris Bahasa Inggris
Perguruan Tinggi : IAIN Ponorogo
Keterangan : Bahwa nama tersebut benar – benar telah melaksanakan Studi / Penelitian Skripsi yang berjudul “THE EFFECTIVENESS OF USING THE AUDIOBOOK MEDIA AND RETELLING STORY IN STUDENT SPEAKING’ACHIEVEMENT AT TENTH GRADE STUDENTS OF SMK PGRI 2 PONOROGO YEAR ACADEMIC 2020-2021” pada tanggal 30 Maret 2021 sampai dengan 16 April 2021.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ponorogo, 3 Mei 2021
Kepala Sekolah


SYAMHUDI ARIEFIN, S.E., M.M.

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini :

Nama : Ria Umaya

NIM : 210917059

Fakultas : Tarbiyah dan Ilmu keguruan

Jurusan : Tadris Bahasa Inggris

Judul : THE EFFECTIVENESS OF USE THE AUDIOBOOK MEDIA AND RETELLING STORY IN STUDENT SPEAKING' ACHIEVEMENT AT TENTH GRADE STUDENTS OF SMK PGRI 2 PONOROGO YEAR ACADEMIC 2020/2021.

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran oranglain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo,

Yang membuat pernyataan



Ria Umaya