

**IMPROVING THE NINTH GRADERS' LISTENING ACHIEVEMENT BY
USING ENGLISH STORY WITH AUDIO APPLICATION AT MTS
NEGERI 1 PALEMBANG**

A Thesis by:

Jamilul Insan

Student's Number 2104410013

English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

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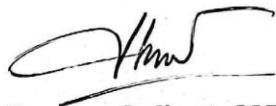
Jamilul Insan

Student's Number 2104410013

English Education Study Program

APPROVED BY:

ADVISOR I



Dr. Darmawan Budiyo, M.Pd

ADVISOR II



Heru Setiawan, M.Pd

Certified By,

Dean of Faculty of Teacher Training and Education



Nyayu Lulu Nadya, M.Pd

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Name : Jamilul Insan

Student's Number : 2104410013

This thesis was defended by the researcher in the Final Program
Examination and was approved by the examination committee on:

Day : Thursday

Date : 22th July, 2025

Examination Committees

Signature

1. Dr. Darmawan Budianto, M.Pd
(Chair Person)



2. Heru Setiawan, M.Pd
(Member)



3. Jenny Elvinna Manurung, M.Pd
(Member)



Palembang, 22 July 2025

Dean of Faculty of Teacher

Training and Education



Nyayu Lulu Nadya, M.Pd

DEDICATED TO

- With full gratitude to Allah SWT for all His grace, strength, and blessings so that the researcher can complete this thesis. Shalawat and salam are always abundant to the Prophet Muhammad SAW, the role model and guide of the people, who always shows the bright path of life.
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“MOTTOS”

“This journey is not just about pursuing a degree, but about the ups and downs that shape us into a more mature, stronger version of ourselves, and better understand the meaning of struggl”

SURAT PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran Saya dengan pengarahannya dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang telah Saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

Palembang, 22 Juli 2025



Jamilul Insan

2104410013

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Palembang, 22th July 2025

The researcher



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ABSTRACT

English Story with Audio is an audio-based application that can be downloaded and played. By using this application as a learning medium, teachers can access native English speaker recordings to support listening instruction. This research aims to find out: (1) whether or not there was a significant improvement of the ninth graders' listening achievement at MTs Negeri 1 Palembang using English Story with Audio Application, and (2) whether or not there was a significant difference on listening achievement between the ninth graders of MTs Negeri 1 Palembang who were taught using English Story with Audio Application and those who were not. This research used a quasi-experimental design. The sample consisted of 30 students in the experimental group and 30 in the control group, selected through purposive sampling. Listening assessments were conducted twice, before and after the treatment called the pre-test and post-test. The data were analyzed using paired sample t-test and independent sample t-test through SPSS to test the hypothesis. The findings revealed that the students' listening skills significantly improved. The paired t-test showed that the T value was greater than the T table value, indicating a meaningful difference between the groups. In the post-test, 43.3% (13 students) of the experimental group achieved the "Excellent" level, while only 20% (6 students) in the control group reached the average level. In conclusion, English Story with Audio enhances students' listening skills and provides a modern, flexible, and engaging learning experience. Therefore, it is suitable as an alternative medium for teaching English at the junior high school level.

Keywords: English Story with Audio Application, listening achievement

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CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significances of the study.

1.1 Background of the Study

The utilisation of technology in education has been essential in the digital age. On the one hand, the development of digital technology in education continued to grow rapidly, but on the other hand, there were aspects that remained stable. From a technological perspective, innovations in digital technology developed rapidly and provided benefits to education (Ng, 2015, p. 1).

Educational technology, often referred to as digital technology in learning, covered a wide array of devices and tools. This included desktop computers and portable devices such as laptops, tablets, ultramobiles, mobile phones, smartphones, PDAs, and gaming consoles. Additionally, it covered digital recording tools like cameras, audio recorders, video recorders, and data collection devices with sensors. The technology also comprised interactive whiteboards or SmartBoards, Web 2.0 tools, and online platforms offering multimedia content such as TED-Ed and iTunes. Communication and collaboration tools like Skype, Moodle, Edmodo, blogs, and wikis, as well as cloud storage services like Dropbox and SkyDrive, were also part of this group. Moreover, educational technology included various commercially available offline learning software, such as Inspiration, Adobe Illustrator, and LettersAlive, an augmented reality application designed for language learning (Ng, 2015, p. 5).

Certain technology-based activities placed greater emphasis on listening skills, while others naturally integrated both listening and speaking abilities. Moreover, most of these activities also contributed to the development of other language skills and strategies. They were easy to implement, adaptable to various curricula, suitable for different levels of language proficiency, and effective for both classroom instruction and independent learning outside the classroom (Nemtchinova, 2013, p. 34).

Listening skill was one of the fundamental abilities essential in the process of learning English. It was the first language skill that needed to be mastered before acquiring the ability to speak, read, or write. This skill was crucial for everyone, as it played a key role in understanding spoken language without listening, comprehending spoken communication would not be possible. Additionally, listening was closely linked to many fields of study and advancement, especially in the social sciences like anthropology, political science, psychology, and sociology as well as the humanities and practical sciences like linguistics, education, business, and law (Rost, 2013, p. 1). This ability was the basis for students to develop other English language skills. However, improving listening skills in a formal educational setting was often a challenge. When asked whether speaking or listening in a foreign language was more difficult, many people tended to choose listening as the greater challenge.

Teachers frequently encountered challenges when teaching listening skills due to the complexity of the components involved, the need for supporting activities, and the often vague criteria for assessing comprehension. On the other hand, students commonly felt discouraged because there were no fixed rules they

could memorize to become effective listeners. Although developing listening skills demands time and consistent practice, this area is still often overlooked both in academic writings and in actual classroom instruction (Nemtchinova, 2013, p. 1).

Based on initial observations at MTs Negeri 1 Palembang on October 18th, 2024, it was found that most ninth grade students had difficulty in understanding listening skills. Some of the factors that caused low student listening skills included limited interactive and interesting learning media, lack of continuous exposure to English, and limited vocabulary mastery. This condition made students passive and less motivated to improve their listening skills in English.

An innovative approach to learning listening skills was through the use of the English Story with Audio application. This application allowed students to engage with authentic listening materials that featured natural English intonation, pronunciation, and sentence structures. In addition to enhancing their understanding of the language, it also exposed students to a variety of expressions and helped expand their vocabulary.

In terms of flexibility and affordability, English Story with Audio offered numerous benefits. Students were able to practice their listening skills at any time, whether at school or at home, since the application was easily accessible and downloadable from the Play Store onto their mobile devices. Moreover, teaching listening in a foreign language often posed challenges and was perceived as less engaging by students. This application supported teachers in enhancing student participation during the learning process in the classroom (Bestary et al., 2019). In

addition, the use of stories can be stimulated students' imagination, helped them imagine real-life situations, and increased their motivation in learning English.

A research by Bestary et al. (2019), showed that using the English Stories with Audio application helped students understand texts better by providing exposure to captivating stories and relevant, contextualized vocabulary.

First research done by Fadhila Bestary Putri et al., in their research titled "Improving Students' Listening Skill Using English Stories with Audio Application," It was found that the use of the English Stories with Audio application as a learning tool significantly enhanced the listening comprehension skills of tenth-grade students at SMK Kesehatan in West Bandung Regency.

The study revealed that the application had a positive impact on students' listening abilities, as shown by the clear difference in post-test results between the experimental group that used the application and the control group that did not. In the first post-test, the average student score increased to 6.68, and in the second post-test, it further improved to 7.55, indicating substantial progress. Therefore, the study concluded that the use of the English Stories with Audio application significantly improve listening comprehension skills.

The second research done by Sukmawati Tono Palangngan and Eka Mulyaningsih, in their research entitled "Listen English Full Audio as a Supporting Media in Improving Students' Listening Skills" found that the use of the Listen English Full Audio application as a learning tool significantly contributed to improving the listening skills of first semester students at STKIP Muhammadiyah Palopo in the 2017/2018 academic year.

The findings of this research demonstrated that the application positively influenced listening comprehension, as reflected by the significant difference in the pre-test results. The control group had an average score of 45.11 with a standard deviation of 5.448, whereas the experimental group achieved a higher average score of 66.88 with a standard deviation of 7.320. Following the experimental treatment, the control group's average post-test score slightly declined to 44.00 with a standard deviation of 5.963. In contrast, the experimental group showed an improvement, with the average score increasing to 77.11 and a standard deviation of 8.152. These results indicate that the experimental group performed significantly better than the control group (77.11 versus 44.00).

The third research done by Khaterina Vonbora Situmeang et al., in their study titled "The Effect of Audio-Visual Teaching Media on Students' Listening Comprehension for Eighth Grade Students at SMP Swasta Taman Asuhan Pematang Siantar," It was found that the use of Audio-Visual media as an instructional tool significantly enhanced the listening comprehension of eighth-grade students at the school.

The findings indicated that Audio-Visual media positively affected students' listening skills. Learners who were taught using this media achieved better outcomes compared to those who relied on traditional audio recordings. Specifically, the experimental group had an average pre-test score of 42.95, while the control group scored an average of 39.0. After the intervention, the experimental group's average post-test score increased to 70.22, whereas the control group's score improved to 50.45.

This confirmed that the use of Audio-Visual media significantly enhanced the listening comprehension test scores of eighth-grade students at Taman Asuhan Private Junior High School Pematang Siantar. Therefore, it could be concluded that the use of Audio-Visual media significantly improved listening comprehension skills.

Based on previous research, the use of audio-based technologies, such as the English Story with Audio application, showed significant potential in improving EFL students' listening skills. Audio stories offered authentic materials while increased students' learning motivation through an interactive and engaging approach. Most research had focused on global or high school contexts, with limited studies examining the application at the junior high school level in Indonesia.

Therefore, this research was focused on filling the gap by evaluating the effectiveness of the English Story with Audio application in improving the listening achievement of ninth-grade students at MTs Negeri 1 Palembang, with the aim of making a significant contribution to the development of technology-based listening learning methods.

Based on the explanation above, the researcher was interested in conducting a research entitled "Improving the Ninth Graders' Listening Achievement by Using English Story with Audio Application at MTs Negeri 1 Palembang."

1.2 Problem of the Study

1.2.1 Limitation of the Problem

The limitations of the study focused on teaching listening achievement of narrative texts for the ninth graders' students at MTs Negeri 1 Palembang.

1.2.2 Formulation of the Problems

The problem of this study was the improvement of the ninth graders' listening achievement by using the English Story with Audio Application, formulated as follows:

1. Was there a significant improvement in listening achievement to the ninth graders of MTs Negeri 1 Palembang using English Story with Audio Application?
2. Was there a significant difference on listening achievement between the ninth graders of MTs Negeri 1 Palembang who were taught using English Story with Audio Application and those who were not?

1.3 Objectives of the Study

Based on the problems of the research, the objectives of the research were formulated as follows:

1. To find out whether or not there was a significant Improvement in listening achievement to the ninth graders of MTs Negeri 1 Palembang using English Story with Audio Application.
2. To find out whether or not there was a significant different in listening achievement between the ninth graders of MTs Negeri 1 Palembang who were taught using English Story with Audio Application and those who were not.

1.4 The Significances of Study

This research was useful for English teachers at MTs Negeri 1 Palembang and students, researcher as well as other writers.

1. For English Teachers

It was expected that this Application could be used by English teachers to help their students, especially in teaching listening achievement of Narrative text.

2. For Students

Students could use this Application to help in understanding the listening achievement of Narrative stories easily.

3. For the Researcher

This research can increase the researcher's knowledge in teaching Listening by using the English Story with Audio Application.

4. For other Writers

This research provided a lot of information for other writers to conduct further research focusing on listening achievement related to English Story with Audio Application. The results of this study were expected to provide input for other authors to conduct similar research and strengthen their research.