

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some literatures related to the present study to support the writer theories in her research. The writer took some theories from several books and electronic media. This chapter will explain about teaching listening, kinds of English text, media in teaching listening, teaching listening of English narrative text through storytelling, previous study.

A. Teaching Listening

1. Definition of Teaching Listening

According to Ronald Carter, the term listening is used in language teaching to refer to complex process that allow us to understand spoken language.¹ This theory explains that listening is not only recognizing the sound but also getting the meaning of word. Additionally, the students also must recognize the function of the sentence when it is applied in the real-life communication.

In real-life classroom, listening itself is different from real-life listening (daily listening).² It means that the listening activities that are provided in classroom will accommodate the real-life listening outside the

¹Ronald Carter-David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Language*, (Cambridge: Cambridge University Press, 2001), 7.

²Penny Ur, *A Course in Language Teaching: Practice and Theory*, (New York :Cambridge University Press, 1991), 107.

classroom. Therefore, there is so much attention in real-life classroom listening process as a base for students in real-life listening situation. In order to provide students with training of listening that will prepare them in outside classroom listening, teacher should give them such creative activities. Then, students can translate real-life classroom listening activities to communicate in real life listening situation in appropriate word and sentence. In the same way, David Nunan defines the listening as a matter of decoding the individual sound to derive the meaning of word and change utterance.³

2. Principles in Teaching Listening

Many English language teachers believe that listening is one the most important skill that must be achieved. This argument based on the statement, “you can not write a language unless you can speak it. You can not speak a language unless you have listened to it.”⁴ In short, listening and the others english skills are tied together. Menageable activities are needed in order to make listening easy to be taught and put it as a skill that can develop english mastery, especially through hearing.

Thus, according to Harmer, there are some principles in teaching listening, those are:

³ *Ibid.* 63.

⁴ <http://www.crickcrackclub.com/CRICACK/EDUCSPLF/HTML>. Browsed on Sunday, 4 March 2012 at 10.30 a.m.

- a. Encourage students to listen as often and much as possible.⁵

A proverb stated, “practice make perfect”. Students need to do more listening to be a better listener. Then, it will make students accustome to such listening text.

- b. Help students prepare to listen.⁶

When the English teachers will teach listening, they should not directly give listening lesson. It is better for the teacher to stimulate the students’ mind, for instance, by showing such pictures so the students can predict what kind of story that they will hear. Because of their curiosity, hopefully students have such motivation for listening the story.

*It is stated that listening well involves motivation and concentration, and people can listen badly if they are not interested in the subject, or it is one that they do not know much about, or if there are a lot of distractions which make it difficult to focus on listening.*⁷

- c. One may not be enough.⁸

Ur stated, “even if learners can do the task after one listening, teacher may wish to let them hear the text again, for the sake of further exposure and practice and better chances of successful performance.”⁹ In other words, students ability of listening is different one another. Some of them can listen only once while others need to listen more than one. Nevertheless, for the

⁵ Jermy Harmer, *How to Teach English new edition*, (England: Pearson Education Limited, 2007), 135.

⁶ *Ibid.*

⁷ Goodith White, *Listening*, (New York: Oxford University Press, 1998), 13.

⁸ Jermy Harmer, *How to Teach English...*135.

⁹ Penny Ur, *A Course in Language Teaching: Practice and Theory...* 109.

success of students' listening, it is better to play the listening text more than once.

- d. Encourage students to respond to the content of a listening, not just to the language.¹⁰

It is suggested for the students, when they do listening they should pay attention not only to the information in the text but also to the language component (meaning and pronunciation).

- e. Different listening stage demand different listening task.¹¹

Teacher should give a clear instruction to the students the purpose of the listening activities, whether it is general or specific purpose. The general purpose of listening is students can listen and understand the text's content. Then, the specific purpose is students can answer questions based the listening text or do such another listening task after listening activities.

- f. Good teacher exploit the listening text to the full.¹²

It is better for english teacher to make her/his listening class more creative. When teaching listening, teacher should not merely use listening text only. The teacher can combine the listening itself with the other activities. For example, teacher can put pictures in the order in which the

¹⁰*Ibid*, 136.

¹¹ *Ibid*.

¹² *Ibid*.

story is told or teacher can tell unfinished story then ask students to predict the next event.¹³

B. English Narrative Text Text

1. Definition of English Narrative Text

*According to Crystal, “narrative is an application of the everyday use of this term, as part of the linguistic study of discourse, which aims to determine the principles governing the structure of narrative text. A narrative is seen as a recapitulation of past experience in which language is used to structure a sequence of (real or fictitious) events”.*¹⁴

In other words, narrative is a sequence of events which begun with a simple event. Then, the character starts to suffer a problem before finding the solution. In the end, the narrator evaluation or summarizing will be as a conclusion of the narrative text. Commonly, it is called as morale message.

2. Generic Structure of English Narrative Text

A narrative is a text with a time sequence in its paragraph arrangement. The simple structure of a narrative text is begun with an event and a character problems as well as the solution of the problems. As Grace stated, “parts of narrative text are orientation, complication and resolution”.¹⁵ In the orientation the writer explains the background of the character. Then the writer exposes the starting point of the problems’ appearance on the complication part. Finally, the solution is found on the part of resolution.

¹³ *Ibid*, 143.

¹⁴ David Crystal, *A Dictionary of Linguistics and Phonetics sixth edition* (Australia: Blackwell Publishing, 2008), p. 320

¹⁵ Eudia Grace, *Look Ahead an English Course for Senior High School Students Year XI* (Jakarta: Penerbit Airlangga, 2005), 64.

The example of the sequence in narrative text according to Allen is reflected as below:

Orientation: An acquaintance, Gary, asked Arnie for a lift to a house out of town saying he wanted to get some 'pot'.

Complication: He came out of the house and said 'Hey, they've got some "pure" stuff!' (Amphetamines or 'speed', which happened to be Arnie's drug of choice!)

Sequence of events: Arnie brought drugs and 'shot up' immediately (intravenous use).

Resolution: Arnie realized he had been set up. He could have gone back the next day for more but did not, although he had the money.¹⁶

3. Language Feature of English Narrative Text

There are several language features of English narrative text according to Grace, those are focusing on specific and individualized participants, using of action verb and using past tenses.¹⁷ The language features above will be described as follow:

- a. Focusing on specific and individualized participants.

It means the narrative text only expose on a character as a main player from the beginning until the end of story.

- b. Using of action verb.

The most statement in the narrative text uses action verb. An action verb is a verb that shows the action of the subject. An example in a sentence is ,

¹⁶ Rob Allen-Nina Krebs, *Dramatic Psychological Storytelling using the expressive arts and psychotheatrics* (New York: Palgrave Macmillan, 2007), 160.

¹⁷ *Ibid.*

“One day, a beautiful lady, named Miss Morstan, **came** to the house for some help”.¹⁸

- c. Using past tenses.

Past tenses show an action that happen in the past time. The signal of past time in a sentence is known from the time signal and the verb. An example on a sentence is, “She **got** up at 7 o’clock **this morning**”.¹⁹

C. Media in Teaching Listening English

1. Definition of Media

The media refers to a medium to transfer the lesson. According to Crystal, “medium is a term used in communication which refers to the physical mean whereby the message is transmitted”.²⁰ It means that there are several media that can be used by the teacher to transfer the lesson. The medium of teaching can be as the material of the lesson or the tools that facilitated the teaching-learning process physically.

2. Kinds of Media in Teaching Listening

Brown stated that, “Listeners need to learn how to listen. They need different types of listening strategies and task”.²¹ Therefore, teacher needs to use such creative media as part of teacher’s strategies in delivering the lesson.

¹⁸ *Ibid.* 58

¹⁹ Raymond Murphy, *English Grammar in Use second edition* (Cambridge: Cambridge University Press, 1994), 10

²⁰ David Crystal, *A Dictionary of Linguistics and Phonetics sixth edition ...* 300

²¹ Steven Brown, *Active Listening second edition* (Cambridge: Cambridge University Press, 2007), p.xi

For example, the media of teaching listening that can be used by the teacher, are song and story.

Stories: tell a joke or real-life anecdote, retell a well known story, tell a story from a book, or play a recording of a story. If the story is well chosen, learners are likely to be motivated to attend and understand in order to enjoy it.²²

Song contains a lyric like a story that has the arrangement of sentences. The song can be used as a media in teaching listening just like a story can be used as a listening media in storytelling. Graham stated that, “jazz chants (kind of song in music art) offer special possibilities for young learners as we can add song, movement, poetry, and storytelling”.²³ Additionally, song can be one of listening media in transferring listening lesson. Graham experienced that song helps her in his own listening classroom since it work on developing her students’ listening. Graham stated, “in my own classroom I immediately found song (in Jazz Chants) a useful tool for working on the sound system of English, and in particular for developing an ear for the correct stress and intonation of the spoken language”.²⁴

²² Penny Ur, *A Course in Language Teaching: Practice and Theory*...113.

²³ Carolyn Graham, *Creating Chants and Song* (New York: Oxford University Press, 2006), p.i

²⁴ *Ibid.*

D. Storytelling

1. Definition of Storytelling

A story is more generally agreed to be a specific structure of narrative with a specific style and set of characters which includes a sense of completeness. Through this sharing of experience we use stories to pass on accumulating wisdom, beliefs, and values. Through stories we explain how things are, why they are, and our role and purpose. Stories are the building blocks of knowledge, the foundation of memory and learning. Stories connect us with our humanness and link past, present, and future by teaching us to anticipate the possible consequences of our actions.²⁵ It means that through story people can learn almost everything. By listening to the story people are possible to enrich their knowledge and refresh their mind. It is such both educating and entertaining activity to listen to a story.

*"Telling" involves direct contact between teller and listener. It mandates the direct presentation of the story by the teller. The teller's role is to prepare and present the necessary language, vocalization, and physicality to effectively and efficiently communicate the images of a story. The listener's role is to actively create the vivid, multi-sensory images, actions, characters, and events---the reality---of the story in their mind based on the performance by the teller, and on their past experiences, beliefs, and understandings.*²⁶

In other words, telling a story is such an action of sharing an experience in oral ways.

²⁵ http://www.eldrbarry.net/roos/st_defn.htm. Browsed on Monday, 7 May 2012 at 09.27 a.m.

²⁶ *Ibid.*

2. Story as Media in Storytelling

Storytelling can be used to teach listening. When students listen to a narrative text, they pick up the information in order to comprehend it.

Listening comprehension can be describe as “the ability to follow, process, and understand spoken language. When someone tells you a story about their trip to the doctor, you are using your listening comprehension to follow along. If, in the midst of their story, they suddenly add, “Red-eyed tree frogs make good pets,” it is your listening comprehension skills that catch the disjointedness of the comment.”²⁷

To check students understanding, teacher can give them such task to be done after listening activities. It is stated, “A teacher can tell a narrative text and then ask the students to recall the important events in order of their occurrence.”²⁸

E. The Implementation of Storytelling in Teaching Listening

1. Principles of Implementing Storytelling in Teaching Listening of English Narrative Text

Teacher needs to follow the procedures when implementing storytelling in teaching listening of English narrative text. Good steps will produce good result. It means that the way that is used by the teacher will determine the students’ understanding toward listening of English narrative text itself. There are some principles in implementing storytelling in teaching

²⁷ <http://www.readingisgood.com/2008/05/comprehension-a-definition/>. Bowsed on Monday, 12 March 2012 at 10.30 a.m.

²⁸ Tidyman, W.F. Smith, C.W. & Butterfield, M, *Teaching in Language Art* (New York: Mc Graw-Hill Company, 1969), 31.

listening of narrative text that will be explained next, those are reading various types of narrative texts, choosing the narrative texts, analyzing the narrative texts' background, testing the selection.²⁹

a. Reading various types of narrative texts.

The teacher can learn more types of narrative text from books, media electric, magazines, etc. Wide knowledge of narrative text story, will give teacher authority in telling story to fulfill students' need while listening.

b. Choosing the narrative texts

Wright suggested that the teacher should choose the narrative text which offers the children a rich experience of language and does not have long descriptive passage.³⁰ Therefore, it is better to choose a simple and understandable story according to students' need and level.

c. Analyzing the narrative texts' background

Students will be easy to understand and remember things near to them. It is better if the teacher uses narrative text that contains a cultural, social and historical background which are close to the student' daily-life. These will make both teacher and students easy to comprehend the material while teaching-learning process.

²⁹ E.M Pederson, *Storytelling and The Art of Teaching* (English Teaching Forum, 1995), 2-5.

³⁰ A. Wright, *Storytelling With Children* (Oxford: Oxford University Press, 1995), 75.

d. Testing the selection (narrative texts that have been chosen)

The test result can be seen from the positive or negative response of the audience to the story. Additionally, if the students neither show their interest nor their increasing in their listening, the teacher should consider another narrative text.

2. The Procedure in Implementing Storytelling in Teaching Listening of English Narrative Text

Teaching English narrative text is about telling a human story. Then, the storyteller must provide a good way in telling the story in order the listener can understand and get the point of the story. Indeed, there are four important stages in implementing story, those are the building knowledge of field, modelling of text, joint construction of text and independent construction of text.³¹ Those stages will be described as below:

a. Building knowledge of field

Teacher provides students with several important element of language in this stage. The role of teacher is to explain about the grammar, vocabularies, the knowledge of the story and the students' experience. Then, the teacher also gives some exercise to measure the students' readiness in listening the story. Furthermore, the most suggested activities are spoken language. Nevertheless, it does not mean that there is no writing language. It

³¹ <http://redroom.com/teaching-narrative-through-storytelling>. browsed on Monday, 6 February 2012 at 09.15 a.m.

is hoped that students can master the narrative features, especially the narrative features of the story that they will listen to.

b. Modeling of text

In this stage, teacher acts as if he/she is the real storyteller. If the teacher only reads the story, the students will get bored. Then, the real storyteller must use an appropriate and interesting way in telling the story. Using gesture and asking question can be such interesting ways in attracting students' attention. If students do not know the meaning of the words, teacher can ask other students or tell the students by her/him self. In this step, teacher guides students to understand about the generic structure of narrative text, those are orientation, evaluation, complication, resolution and re-orientation.

c. Joint construction of text

In this stage, students work in group. Students do such exercise after their listening in group. Students can ask for teacher helps. The most important thing, students can implement their understanding about the generic structure of narrative text orally.

d. Independent construction of text

The final and crucial stage is for individual listener. The student must work individually to listen a story. In this step, student reflects their understanding of the features of narrative text, the generic structure and their listening of narrative text.

F. Problems in Implementing Storytelling in Teaching Listening of English Narrative Text

Practically, there are still many students who have lack of listening skill than other skill, especially it is the common problem the mostly English students had. For example students could speak English fluently but they can not identify English sentence that they heard well. Indeed, the barriers in teaching listening not only come from the students but also from the teacher as well as the story text.

a. Problems of the teacher

Many teachers lack confidence in their ability to improvise fluently in the target language or are worried their spoken language is not a good enough model for students to listen to.³²

b. Problem of the students (learners)³³

- 1) Trouble with sound
- 2) Have to understand each word
- 3) Need to hear more than once

Ur stated that, “even if learners can do task after one listening, you may wish to let them hear the text again, for the shake of further exposure and practice and better chance of successfull performance.”³⁴

³² Penny Ur, *A Course in Language Teaching: Practice and Theory*...109.

³³ *Ibid.* 111.

³⁴ *Ibid.* 109.

4) Get tired

c. Problem of the story text

1) Longer Passages.³⁵

Narrative text contains more difficult structure than descriptive text.

Narrative has creative description in explaining and giving information. It will be disadvantageous for students' listening which need for simply information.

2) Subjective Information.³⁶

Narrative text contains a large part of experience since it is a story about something or someone. Nevertheless, the information on it may be subjective or incomplete information. However, subjective information is disadvantageous when teacher wants to convey something for the listener.

3) Unreal listening concept.

In fact, real-life listening is different from real-life classroom listening. According to Ur It would seem not very helpful to base listening exercise mainly on passages that are read aloud and followed by comprehension questions, when people know that very little of the

³⁵ http://www.ehow.com/info_8508586_advantages-disadvantages-narrative-text.html. Browsed on Sunday 11 March 2012 at 12.33 a.m.

³⁶ http://www.ehow.com/info_8508586_advantages-disadvantages-narrative-text.html. Browsed on Sunday 18 March 2012 at 13.00 a.m.

discourse they hear in real life is read aloud , and they do not respond by answering comprehension questions.³⁷

*Ur also stated, apart from the speaker himself-his facial expression, posture, eye direction, proximally, gesture, tone of voice-a real-life listening situation is normally rich in environmental clues as to the content and implication of what is said.*³⁸

It means that verbal and non-verbal communication signal plays such an important role in delivering story.

G. Teacher's Strategies in Overcoming the Problems in Teaching Listening of English Narrative Text

Not all the problems described above can be overcome. Certain features of the message and the speaker, for instance, are inevitable. But this does not mean that the teacher can do nothing about them. S/he can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. Here are some solutions:

³⁷ Penny Ur, *A Course in Language Teaching: Practice and Theory*...107.

³⁸ Penny Ur, *Teaching Listening Comprehension*, (New York: Cambridge University Press, 1984), 5.

a. The Material

- 1) Grade listening materials according to the students' level, and provide authentic materials rather than idealized, filtered samples.³⁹ It is true that natural speech is hard to grade and it is difficult for students to identify the different voices. Nevertheless, the materials should progress step by step displays most of the linguistic features of natural speech to total authenticity, because the final aim is to understand natural speech in real life.
- 2) Design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously.

*As Ur has said, "Listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding." She has suggested some such tasks: expressing agreement or disagreement, taking notes, marking a picture or diagram according to instructions, and answering questions. Compared with traditional multiple-choice questions, task-based exercises have an obvious advantage: they not only test the students' listening comprehension but also encourage them to use different kinds of listening skills and strategies to reach their destination in an active way.*⁴⁰

³⁹ Fan Yagang, *Listening: Problems and Solution*. Online from <http://eca.state.gov/forum/vols/vol31/no1/p16.htm>. Browsed on Friday 3 August 2012 at 11.25 a.m.

⁴⁰ Penny Ur, *Teaching of English as a Second or Foreign Language*, (Cambridge: Cambridge University Press, 1984), p. 25.

- 3) Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.⁴¹
- 4) Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.⁴²

b. The Teacher

- 1) Make students aware of different native-speaker accents.⁴³ Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let students deal with different accents, especially in listening.
- 2) Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners. It has been reported that elementary-level students are not capable of interpreting extra information in the redundant messages, whereas advanced listeners may benefit from messages being expanded, paraphrased, etc.⁴⁴

⁴¹ Fan Yagang, *Listening: Problems and Solution*. Online from <http://eca.state.gov/forum/vols/vol31/no1/p16.htm>. Browsed on Friday 3 August 2012 at 11.25 a.m.

⁴² *Ibid.*

⁴³ *Ibid.*

⁴⁴ *Ibid.*

c. The Students

- 1) Provide background knowledge and linguistic knowledge.⁴⁵ By knowing the background knowledge of the text, students can predict what kinds of text that they will listen to. It will make them easy to answer the questions based on the listening text.
- 2) Give, and try to get, as much feedback as possible.⁴⁶ Throughout the course the teacher should bridge the gap between input and students' response and between the teacher's feedback and students' reaction in order to keep activities purposeful. It is important for the listening-class teacher to give students immediate feedback on their performance. This not only promotes error correction but also provides encouragement. It can help students develop confidence in their ability to deal with listening problems. Student feedback can help the teacher judge where the class is going and how it should be guided.

H. Previous Studies

Trevor Hay and Julie White in their article entitled "The Teacher Writer: Narrative Theory, Storytelling and Research"⁴⁷ focuses on narrative theory and contemporary qualitative research for pre-service teachers and early career

⁴⁵ *Ibid.*

⁴⁶ *Ibid.*

⁴⁷ Trevor Hay and Julie White, "*The Teacher Writer: Narrative Theory, Storytelling and Research*" (Melbourne: The University of Melbourne, 2005). Online from <http://www.sics.se/node/2627>. Browsed on Sunday 19 March 2012 at 10.00 a.m.

teachers. This study offers a mean of linking elements of narrative theory with storytelling and research which focus on writing skill toward a systematic process for writing that based on three questions: “what happens?, how do we know?, what does it means?”

Michele K. Brune represents a thesis entitled “Total Physical Response Storytelling (An Analysis and Application)”⁴⁸. This thesis concerned about the way to write and present stories that both interesting and educating. This thesis analyzes TPRS by creating a discourse between theories from fields of linguistic, language pedagogy and folklore, which will then be discussed in light of insight gained through a practical application of the method. This study is effective methods of teaching vocabulary since it is focus on commands by incorporating the universal human art of storytelling. Additionally, this study also has limitation in discourse structure in teaching practice.

Jarmo Laaksolahti in his thesis entitled “Plot, Spectacle and Experience: Contributions to the Design and Evaluation of Interactive Storytelling”⁴⁹ tries to analyze the three aspects of interactive storytelling: plot, spectacle and experience.

⁴⁸ Michele K. Brune, A thesis presented to the Departement of Germanic Language and Literature and the Clark Honors College of Oregon, “*Total Physical Response Storytelling: An Analysis and Application*” (Oregon: University of Oregon, 2004). Online from <http://digilib.umg.ac.id/gdl.php?mod=browse&op=read&id=jipptumg--etichotima-969>. Browsed on Sunday 19 March 2012 at 10.10 a.m.

⁴⁹ Jarmo Laaksolahti, Faculty of Social Sciences, Departement of Computer and Systems Sciences: “*Plot, Spectacle and Experience: Contributions to the Design and Evaluation of Interactive Storytelling*”, (Stockholm: Stockholm University, 2007)”. Online from <http://www.sisc.se/node/2627>. Browsed on Sunday 19 March 2012 at 10.20 a.m.

In this study, the interactive stories drive the reader moves from being a receiver of a story to an active participant.

Wihelm Osterberg presents a thesis entitled “Storytelling in Single Player Action Computer Games”⁵⁰ that focuses on explaining methodology for telling story in computer games. This research focused on someone’s skill in operating electronic tools such as computer to guide them learning story through a game. A story is presented as a part of a game in this study. Then, the researcher tried to describe the methodology of telling story in computer game and the player to operate the game.

Ice Wijayanti Kusumaningrum’s research entitled “Teaching Vocabulary by Using Short Story Telling to the 5th Year Student’s of SDN 1 Kismoyoso Ngemplak Boyolali”⁵¹ was focused on the implementation of storytelling in teaching vocabulary and the increasing of students’ ability in mastering vocabulary. This is a classroom action research study. The result of the study showed that the implementation of storytelling is effective for students to increase their mastering in vocabulary.

Furthermore, a classroom action research study also held by Reni Endrastuti. She conducted a research to arrange a thesis entitled “ Teaching Listening Using Storytelling to the Second Year Students of SMPN 2 Kartasura: An Action

⁵⁰ Wihelm Osterberg, *Storytelling in Single Player Action Computer Games*, (England: Royal Institute of Technology, 2006). Online from <http://gamecareerguide.net/features/320/masters-thesis-storytelling>. Browsed on Sunday 19 March 2012 at 10.30 a.m.

⁵¹ Ice Wijayanti Kusumaningrum, *Teaching Vocabulary by Using Short Story Telling to the 5th Year Student’s of SDN 1 Kismoyoso Ngemplak Boyolali* (Unpublished thesis: Universitas Muhammadiyah Surakarta, 2008).

Research”.⁵² The objectives of the study are to describe the improvement of students’ listening skill and to what extend the improvement are. The description of this study is shown by the increasing of students’ score at pre-test and post-test. The result showed that students’ scores are better at second cycle than the first cycle.

However, this study is different from those researchers that apparently focused on writing, reading and speaking skills as well as the vocabulary mastery using storytelling as a method. The writer will try to find the ideal procedures in implementing storytelling as a method and the problems in teaching listening of English narrative text using storytelling by evaluating the use of it in MAN Rejosari Madiun. Furthermore, the strength of this study from all of those studies is that the writer will focuses on listening skill that was not examined by all of those researchers.

⁵² Reni Endrastuti, *Teaching Listening Using Storytelling to the Second Year Students of SMPN 2 Kartasura: An Action Research* (Unpublished thesis: Universitas Muhammadiyah Surakarta, 2008).