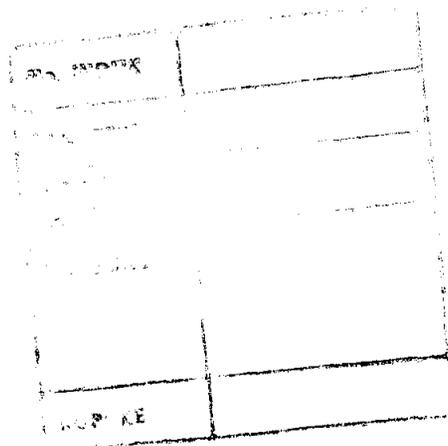
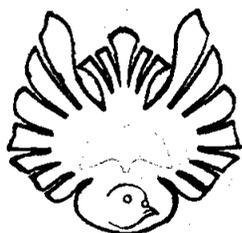


TEACHING LISTENING THROUGH THREE-STAGE ACTIVITIES AT SMKN 8 SURABAYA

A THESIS

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Approval Sheet

(1)

This thesis entitled Teaching Listening Trough Three-Stage Activities at SMKN 8 Surabaya, submitted by Sri Astuti (8212707033) has been approved to be examined by the thesis board of examiners.



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Approval Sheet

(2)

This thesis has been examined by the committee on Oral Examination
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The researcher realizes that all of the guidance, cooperation time and chances given are really helpful to enlarge her knowledge and to enable her to arrange this study as well as it should be.

Surabaya, 14th August, 2010

Sri Astuti

Statement of Authenticity

I declare that this thesis is my own writing, and it is true and correct that I did not take my scholarly ideas or work from others dishonestly. That all the cited works were quoted in accordance with the ethical code of academic writing.

Surabaya, 14th August, 2010

Sri Astuti

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ABSTRACT

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SRI ASTUTI, 2010. TEACHING LISTENING THROUGH THREE – STAGE ACTIVITIES AT SMKN 8 SURABAYA, S-2 Published Thesis. The English Education Department of The Graduate School, Widya Mandala Catholic University. Advisor: Prof. E. Sadtono, Ph.D.

Key Words: Teaching, Listening, Three Stages of Listening Activities.

The listening test which is applied to the national examination is designed similar to TOEIC (Test of English for International Communication). It consists of four sections: evaluation statement, evaluation response, comprehension questions on dialogue and comprehensions on mini talks.

Based on the students' tries-out are usually conducted in the writer's school before the national examination, she found that her students' scores are low in listening test. The students made mistakes in the listening section.

Realizing the weaknesses of the students in comprehending the listening text, the writer argued to provide lessons which did not only improve students' listening comprehension but also increased listening scores. The writer proposed teaching listening using three stages of activities: pre-listening, while-listening and post-listening activities in which each stage provided listening strategies and skills.

In pre-listening stage, the teacher started the lesson by brainstorming, discussing the listening-text which they listened to and asked questions related to the text. In the while-listening activities, the teacher gave a chance for students to do intensive listening and in the post-listening activities, the teachers helped students practice other language skills (speaking, reading and writing) by using the same topic.

The objectives of the research were to know whether the three stage activities improve the students listening comprehension and to apply classroom action research as the design of the research.

In conducting her study, the researcher took 30 students as the subjects of this study. Three instruments were used in this study: (1) teacher's observations given to her colleague to evaluate her teaching process, (2) students' questionnaires related to their problems in listening and (3) listening taken from part 4 of TOEIC. The observation was given to her colleagues before the teaching process; meanwhile, the two instruments were given to the students after the implementation of teaching listening through three stages.

The result of this study showed that the three stage activities in teaching listening improved listening comprehension score of SMKN 8 students. However, the researcher realized that this technique is not the best one, she hopes that in the future there will be researches into teaching listening.