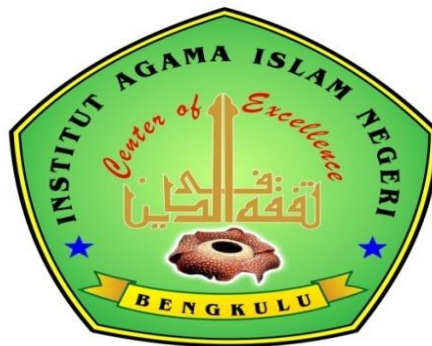


**THE USE OF MEMORIZATION STRATEGY
TO IMPROVE STUDENTS' ABILITY IN LISTENING COMPREHENSION
OF SHORT MONOLOGUE
(Classroom Action Research at Eleventh Grade Students of SMAN 01 Ulu Musi
in Academic Year 2018/2019)**

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd) in
English Education Department of IAIN Bengkulu



By:

LION PRATIWI
141 623 2858

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
THE STATE INSTITUTE FOR ISLAMIC STUDIES
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KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADDIS

Alamat: Jl/ Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51171 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled: "The Use Of Memorization Strategy To Improve Students' Ability In Listening Comprehension Of Short Monologue (Classroom Action Research at Eleventh Grade Students of SMAN 01 Ulu Musi in Academic Year 2018/2019) by: **Lion Pratiwi** (NIM. 141 623 2858) has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* (S. Pd) in English Education.

Chairman

Hj. Asiyah, M.Pd
NIP. 196510272003122001

Secretary

Pebri Prandika Putra, M.Hum
NIDN. 2003028901

Examiner I

Riswanto, M. Pd, Ph.D
NIP. 197207101999032002

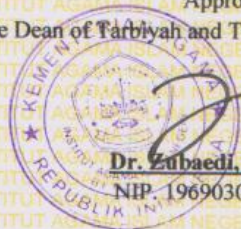
Examiner II

Endang Haryanto, M.Pd
NIDN. 2004058601

Bengkulu, 22 Februari 2019

Approved by

The Dean of Tarbiyah and Tadris Faculty IAIN Bengkulu



Dr. Zubaedi, M.Ag., M.Pd.
NIP. 196903081996031005

MOTTO

"Life is like a wheel, sometimes you will on the top, sometimes you will be at the bottom. It is not important when we become on the top or at the bottom. But the most important is syukur when success and shabar when fail".

(LION PRATIWI)

**"You'll never be brave if you don't get hurt,
You'll never learn if you don't make mistake,
and You'll never successful if you don't encounter failure".**

(LION PRATIWI)

DEDICATION

The researcher would like to dedicate this thesis to:

1. My Greatest GOD, Allah SWT, I really thank to you because your blessing I'm nothing in this world and Our lovely prophet Muhammad SAW who brought us from jahiliah era.
2. My Beloved Father (Tibroni) and Mother (Sulis Midar Wati) thank for your prayer, advice, patient, love and support although you are often angry I'm still loving you. I know you angry with me because I do something wrong then it's for me, you don't wanna me be wrong, sick, and anything else. You are so patient when give me advice, support, I always give you the problems but you are still patient and support me until done I can done my thesis. I can't reply you're all of thing that you have done for me. Thanks for your support and prayer. " You are my everything for me. I can't get this success without you father and mother". Thank you for all of your love to me and I do love you.
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PRONOUNCEMENT

Name : Lion Pratiwi
NIM : 1416232858
Study Program : English Education Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis title "The Use of Memorization Strategy To Improve Students' Ability in Listening Comprehension of Short Monologue (Classroom Action Research at Eleventh Grade Students of SMAN 1 Ulu Musi in Academic Year 2018/2019). Is real my masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis had discrepancies. I am writing to take the academy sanction in the form of repealing my thesis and academic degree.

Bengkulu, Februari 2019

Stand by



Lion Pratiwi

NIM. 1416232858

ABSTRACT

Lion Pratiwi, January 2019

“The Use Of Memorization Strategy To Improve Students’ Ability In Listening Comprehension Of Short Monologue (Classroom Action Research at Eleventh Grade Students of SMAN 01 Ulu Musi in Academic Year 2018/2019)

Advisors : 1. Risnawati, M.Pd 2. Fera Zasrianita, M. Pd

Key words : Listening Comprehension, Memorization Strategy, Short Monologue

The facts show that in Eleventh class of SMAN 1 ULU MUSI most of students have difficult in listening comprehension. The purpose of this research to improve students’ ability in Listening comprehension of short monologue at Eleventh grade by used Memorization Strategy. In this research, the researcher used classroom action research as a method to implement memorization strategy. This research used three phases. Before did cycle I, cycle II, Cycle III, the researcher conducted a pre-assessment first and in the last meeting in every cycle did the test. Data collections technique in this research were by interview, observation, listening test, and documentation. After did through a series of phases, the result of this research shown students progress was learning atmosphere in the classroom got better, especially in behavior, learning motivation, and classroom interaction. During the classroom, most of the students have avoided did indiscipline activities like sleeping, chatting with friends, and did other activities. The students looked so curious to learn this strategy and paid serious attention to the teacher’s explanation. In group activities, the students involved gave their contribution in overcoming problems in their own group. The results of data analysis showed the difference in pre-assessment, the cycle I, cycle II and cycle III. The comparison of the average score of 58.45 increased to 75.95, towards the students' listening comprehension ability. Therefore, from the result of the implementation of memorization strategy, it can conclude that the eleventh grade of SMAN 1 ULU MUSI experienced an increased in listening comprehension.

ABSTRAK

LION PRATIWI, January 2019.

Penggunaan Strategi Memorization Untuk Meningkatkan Kemampuan Siswa dalam Pemahaman Menyimak pada Monolog pendek (Penelitian Tindak Kelas pada Siswa Kelas XI SMAN 1 ULU MUSI Tahun Ajaran 2018/2019)

Pembimbing : 1. Risnawati, M.Pd 2. Fera Zasrianita, M. Pd

Kata kunci : Pemahaman Menyimak, Memorization Strategy, Monolog pendek

Fakta menunjukkan bahwa dikelas Sebelas SMAN 1 ULU MUSI sebagian besar dari siswanya mengalami kesulitan didalam pemahaman menyimak. Tujuan penelitian ini adalah untuk meningkatkan kemampuan siswa dalam pemahaman menyimak pada monolog pendek siswa kelas sebelas menggunakan Memorization Strategy. Didalam penelitian ini, peneliti menggunakan penelitian tindak kelas sebagai metode untuk mengimplementasikan strategi memorization. Penelitian ini menggunakan tiga fase. Sebelum melakukan fase I, fase II, dan fase III, peneliti melakukan pre-assessment terlebih dahulu dan setiap diakhir pertemuan fase dilakukan test. Pengumpulan data yang dilakukan pada penelitian ini adalah dengan wawancara, observasi, listening test, dan dokumentasi. Setelah melalui serangkaian fase, hasil penelitian ini menunjukkan peningkatan suasana belajar di kelas menjadi lebih baik, khususnya dalam tingkah laku, motivasi belajar, dan interaksi dikeals. Selama dikelas, sebagian besar siswa mengurangi kegiatan yang tidak disiplin, seperti tidur, berbicara dengan teman, dan kegiatan lain. Siswa terlihat ingin tahu untuk mempelajari strategi ini dan memperhatikan penjelasan guru. Didalam kegiatan berkelompok, siswa terlihat memberi kn kontribusi mereka dalam mengatasi masalah dalam kelompok mereka sendiri. Hasil analisis data menunjukkan perbedaan, pada pre-assessment, Fase I, fase II, dan fase III. Perbedaan rata-rata nilai dari 58.45 meningkat menjadi 75.95 dalam kemampuan pemahaman menyimak siswa. Jadi dari hasil penerapan strategi memorization dapat disimpulkan bahwa siswa kelas sebelas SMAN 1 ULU MUSI mengalami peningkatan pemahaman menyimak.

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The researcher realizes that this thesis still has many mistakes. So, the critique and suggestion would be accepted for the next better. Finally, this thesis is hoped can be useful for the readers and the researcher himself for especially.

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Bengkulu, Februari 2019

The Researcher,

Lion Pratiwi

NIM. 141 623 2858

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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is one of English skills that learn by the students in Senior High School level. Based on the curriculum K-13, listening comprehension skill is one of important aspects that must be mastered by students. Even, listening becomes the first skill that applied in making conversation in English. People do listening before they do speaking. Therefore, without listening, people can not communication each other. In listening activities in the classroom, students should be able to catch the information that the speakers said in their dialogues or monologues in different situations.

Mastering listening is not easy for students. They have to master complex skills and language elements. In listening activities, comprehension skill is important to master by the students. They must be able to selecting information in order to build meaning of oral text they listen. To understand the oral text, of course, the students should have mastered various kinds of English vocabularies. Then, arrange them into a certain meaning. In other words, to master listening, comprehension skill and mastering vocabulary are important aspects that must be mastered by students.

There are many problems happen to students in the process of teaching and learning listening in senior high school level of EFL students. *First*, according to

Ur, students have problems in catching the actual sounds of the foreign language¹. In listening class, students feel that the native speaker speak too fast in their listening audio. It may cause of the different culture of Indonesian speech and English. Indonesian has different accent from English. Therefore, this situation make students miss some important information in their listening activities. For this problems, the teachers should explain to the students in order to get the main information for the masterials that they listen, not try to listen word per word.

The second, quality of listening materials affects the students' listening comprehension². Good quality of the audio can gave positive energy for students. Students can listen the information clearly. On the other hand, if the audio played by the teacher is not good, the students will get difficulty to listen the sounds. As the result, it is difficult for students to got the information delivered by speakers in the audio. The students often fail in their listening comprehension because of bad quality of listening materials. In short, the quality of listening materials is one of important factors in listening comprehension.

The third, students did not have good concentration if listening activities go long in the classroom³. The students usually got stressed in some situation, especially when they misinformation in their listening. In this situation they will loose their concentration. In addition, long listening activities will make the

¹ Penny Ur. *A Course in Language Teaching: Theory and Practice*, (New York: Cambridge University Press), 2009, P.43.

² Darti & Andi Asmawati. *Educational Journal*, Analyzing Students' Difficulties toward Listening Comprehension, Vol 3, No. 2, December 2018, UIN Alauddin Makassar, P. 208.

³ Penny Ur, *Loc Cit.* P. 43.

students also lose their concentration. This situation makes them difficult to construct the information that they listen.

The last, students are lack of English vocabulary mastery⁴. English vocabulary mastery becomes the main problem for students in listening comprehension. The students can not understand anything if they do not master enough number of English vocabulary. Some words have more than one meaning depend on the context of the use of the words. These kinds of unfamiliar words can be a serious problems for students to do listening activities. For this case, it is important for English teacher to give some activities that can improve students' vocabulary mastery.

These kinds of problems discuss above also happen at the eleventh grade students of SMAN 1 Ulu Musi in academic year 2018/2019. To know the actual problems in this school, the researcher conducted preliminary observation for a deep problem analysis on March 12, 2018 and March 14, 2018. The researcher observed school facilities, teaching, and learning process in the classroom when the students learning English. Then, the researcher interviewed some students for different views of information.

After the observation, the researcher saw that one of the biggest problem for teacher in teaching listening comprehension is teaching materials in form of audio

⁴ Abbas Pourhosein Gilakjani & Narjes Banou Sabouri. *Journal of English Language Teaching Canadian Center of Science and Education*, Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review, Vol. 9, No. 6; 2016, P. 127.

are difficult to find. There are many listening materials in internet, but most of them are not appropriate to use based on K-13 curriculum standard. Then, the school has not provided listening laboratorium with complete equipment for teaching and learning process of listening comprehension. As the result, the teacher often avoid teaching listening skill. They prefer teaching reading or speaking because of lack of teaching media and tools. It means that the process of teaching and learning listening is still handled unseriously. There have been many aspects of teaching and learning must be improved in order to get improvement in the out put of the education.

In learning listening comprehension, the English teacher conducted it in the classroom by using a small sound speaker and laptop. The sound could not listen perfectly by the students because the sounds was low. The teacher only played the sounds as many as possible untill the students understand the information. In other words, the teacher did not use specific strategy to atract the students' interest in learning listening comprehension. On the other hand, the students made noise and did not pay attention for the lesson. They did other activities in the classroom. It means that the teacher-students' interraction in the classroom is not effective. The teacher did not involve or participate actively during the lesson, and the teacher did not also stimulate the students. In conclusion, in the process of teaching and learning listening comprehension, the problems comes from materials, school facility, teaching strategy, and students motivation in learning lsitening comprehension.

After that, the researcher interviewed the teacher. She explained that they studied listening comprehension only few times because some obstacles, especially teaching materials and school facilities. The students' ability in listening comprehension are very different. Some students are good, but most of the students have problem in listening comprehension. In addition, after interviewing the students, they said that they are very rarely learn listening comprehension. Most of their activities in English class were doing exercise in their English textbook (LKS). The students also expressed that in learning listening comprehension, they often used small sound speaker that they can not listen the sound clearly. Sometimes the teacher only read the text and ask them to answer the questions based on her voice. Therefore, English is regarded as a lesson that has less interest for students because it cause boreness in the classroom.

From the detailed explanation above, it is obvious that the students need improvement in listening comprehension skill. They also need innovative and attractive teaching strategy in learning listening comprehension in order that they can pay their attention to the materials. For this case, *Memorization Strategy* is regarded as the best strategy to improve students' listening comprehension at the eleventh grade students of SMAN 1 Ulu Musi in academic year 2018/2019. *Memorization Strategy* will be used to enter new information to memory storage

and for retrieving it to help the learners be able to link one second language (L2) item or concept with another⁵. Then, Huy explained that⁶:

*Memory strategies are categorized into 4 sets: **creating mental linkage, applying images and sound, reviewing well and employing action.** The two sets, **creating mental linkage and applying images and sound** are mentioned in the current study. Specifically, the **creating mental linkage** includes two specific strategies associating and grouping. For example, using associating, learners can link what they know with what they hear, and know how to connect sound and picture to remember words with grouping use. Meanwhile, semantic mapping is used to help learners to remember the location of words when listening.*

Memory Strategies are supposed to be appropriate to solve the eleventh grade students of SMAN 1 Ulu Musi because of some basic assumption. First, Memory Strategies consist of four sets: (1) *creating mental linkage* – where the students background knowlege can be activated in this stage. In this part, the teacher can encourage students to be more active in the classroom, especially giving their active participation during the lesson; (2) *applying images and sounds* – the students will be helpful with this kind of stage where the teacher will show the image of the story in a certain part. This part can make students pay serious attention to the real image that they see as teaching media. It also helps them to activate their backround knowledge; (3) *reviewing* – the teacher review the material several times and play the audio twice. This stage will activate the students' spirit in doing listening activities; and (4) *employing action* – the teacher will show some actions or the students show the action for clearer activities. This

⁵Le Huyn Thanh Huy. *Asian Journal of Educational Research*. An Investigation into Listening Strategies of EFL Students, Vol. 3 No. 4, 2015. P. 25.

⁶*Ibid*

part can be an enjoyable section in the classroom because the students combine his psicomotor in learning listening.

The procedures of *Memorization Strategy* can be the best solution for the eleventh grade students of SMAN 1 Ulu Musi problems in learning listening comprehension. Therefore, the researcher very interested in conducting research entitled “*The Use of Memorization Strategy to Improve Students’ Ability in Listening Comprehension of Short Monologue (Classroom Action Research at Eleventh Grade Students of SMAN 1 Ulu Musi in Academic Year 2018/2019)*”.

B. Identification of the Problem

The problems of this research can be identified that the eleventh Grade Students of SMAN 1 Ulu Musi still have problems in understanding the materials, vocabulary, the students felt bored in the class, because the teacher used teach monotonous and so the students so noisy and lazy to study and made the task. As the result, the process of teaching and learning English meaningless. The students need a new strategy and media that could increase students’ ability in study English, especially in listening skill. Teaching strategy to help and encourage them to study English seriously.

C. Limitation of The Problem

There were many kinds of problems happened in the classroom, but the researcher could not overcome all of the problems. This research only limited on Improving Students’ ability in Listening Comprehension of short monologue used

Memorization Strategies at the eleventh grade students of SMAN 01 Ulu Musi in academic year 2018/2019. In other words, the research focused on how the Memorization strategy can improve the students' Listening Comprehension of short monologue at Eleventh Grade Students of SMAN 01 Musi Ulu in Academic Year 2018/ 2019.

D. Formulation of the Problem

Based on the background above, the problem of this research can be formulated: *How Does Memorization strategy improve students' ability in Listening Comprehension of Short Monologue at Eleventh Grade Students of SMAN 01 Musi Ulu in Academic Year 2018/ 2019.*

E. Research Objectives

The objective of this research is to improve *students' ability in Listening comprehension of short monologue at Eleventh Grade Students of SMAN 01 Musi Ulu in Academic Year 2018/ 2019* by used *Memorization strategy*.

F. Significant of the Research

The researcher hope that the result of study were expected to give benefits:

1. The Theoretical Benefits

This study was expected to provide the thesis for other researchers to conduct similar research is order to improve listening comprehension skill of short monologue by using Memorization strategy.

2. Practical Benefits

For the students this strategy can make improvement the students ability in listening comprehension of sort monologue and increase the students learning motivation, behavior, and classroom interaction. Then for the teacher, adding insight knowledge, and exercise of teachers in the used of Memorization strategy to improve listening comprehension of short monologue. The last for school consideration and input policy decision in the used of learning according to the strategy of learning materials.

G. Operational Definition of Key Terms

In this research, it is important to define the following by key terms:

1. *Listening Comprehension* is an understanding of the implications and explicit meanings of words and sentences of spoken language in form of dialogues or monologues in order to construct meaning.
2. *Memorization Strategy* is an innovative and enjoyable teaching strategy, especially for listening comprehension that provides four sets of precedures, namely: creating mental linkage, applying images and sounds, reviewing well and employing actions that conducted in a small group of study.
3. *Short Monologues* is a short speech by one person to describe a certain topic to the public which covers oral narrative, short announcement, oral procedure text, describing, radio news, and a certain advertisement of social life.

CHAPTER II

LITERATURE REVIEW

A. The concept of Listening Comprehension

1. The Definition of Listening Comprehension.

In Indonesia, English as a foreign language has been learned at schools, from elementary until high schools. It has four skills that have to be mastered by students. These skills are reading, listening, writing, and speaking. From these skills, listening is a skill that felt difficult to be mastered because it need more attention and concentration to comprehend the sounds (listening material). Therefore, in the process of teaching and learning listening comprehension, the teacher should gave some innovative strategy and material during the process of teaching and learning in the classroom.

Listening is one the most important skill that foreign language students need to develop. In other words, the researcher could said that listening is an indicator whether students have gained all skills before or have not. Listening skill differs from other English skills, like speaking and writing. Listening is almost the same as reading because they both are comprehension skills. The different is listening uses aural text, on the other hand, reading uses written texts. However, Writing and speaking are included into production skill that needs students' complex skills to master them.

Many experts have defined the meaning of listening comprehension. Every expert has different view about the definition, but they have the same basic of essence. One of them is Flojo. He said that:

“Listening comprehension is attending to what you consider important. It is trying to get the meaning of what you hear. To listen successfully to spoken language, you need to be able to work out what speakers mean when they use particular words in particular ways in particular situations. The important thing about listening is getting the message and interpreting it”⁷.

Based on the definition above, it is clear that listening is a process of comprehending what the listener heard and also to get and understand what the speaker said and although the words is particular. The most important point in learning listening is listening carefully the audio and also interpret it exactly in order to comprehend the content of listening materials.

In addition, Etman and Zaida had different view about listening comprehension although basically the substance is the same as Flojo’s thought. They said that listening is the basic for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture⁸. It means that through active listening, students acquire vocabulary and grammar, as well as better pronunciation, accent and intonation because during doing listening activities, the students will experience all the language elements above. The reasons above that made listening is an

⁷ Ofelia Oracion Flojo, M.A.T. *Curriculum and Instruction: The Teaching of English*,

⁸ Djodi Etman and Nur Zida. *Teaching Listening*. (Jakarta, Bermutu), 2009, P.1

important skill to learn, but it is difficult to master because it is very complicated to learn.

Based on the definitions above, it can be concluded that listening comprehension a process of building comprehension of aural text in order that the listeners can get information stated in it. In addition, it is also regarded as the basic skill of English that can develop other English skill. Through listening activities, students can get a number of new vocabulary, know how the different accent and intonation between one people to another people. However, it needs serious challenge to master it.

2. Students' Difficulties in Learning Listening Comprehension.

Listening comprehension is regarded as a hard skill to master by the students. It happens because of some reasons. *The first* reason is that the students did not have the text in front of them to look at if they did not understand the information. It means that listening is different from reading activities where the students can follow the text in front of them, then they can read many times if they have problem in comprehension. *The second* reason is the accent and intonation of the native English speaker. In addition, each country has dialect and regional accents which can confuse the listener. All of these make listening learning a major challenge and it is no surprise that the students can find it difficult.

Therefore, to master listening comprehension, the students should have good understanding of the aspects of listening. According to Nunan, there are some important aspects of listening to a foreign language are particularly difficult for learners to understand. The seven aspects of problems can be the most potential areas to do research. The Problems are⁹: (1) *Lack of control over the speed at which the speaker speaks*. This problem can be influenced by the students' unfamiliar situation for English native speaker speed in speaking. It seems to be very fast for foreign learner and difficult to catch the sounds; (2) *Inability to get things repeated*. Although the sounds are repeated for many times, it is still difficult for the students to understand because most of the students prefer listening with slow speaker like their native language; (3) *The learners are limited of vocabulary*. The number of vocabulary influences the students' ability in listening. The students cannot get the information delivered if they have poor number of vocabulary; (4) *The failure to recognize the signals*. The information from listening audio is usually got from some clues. When the students cannot get the clues of what they hear, they will fail to get the main information of the aural text; (5) *Problem of interpretation*. Understanding aural text with good interpretation is still difficult for students besides the time is very limited, the students' skill still need improvement; (6) *Inability to concentrate*. In listening test, it is often that the students lose their

⁹ David Nunan, *Language Teaching Methodology*, (Prentice Hall, Gerat Britain), 1995, P.25.

concentration because of fear, nervous or other factors. These conditions influences students' concentration; and (7) *Established learning habit*. It is important for the students to have good and appropriate learning habit which supports their listening skills, such as: the students should try to listen many sources which use English namely, film, songs, and others. The problems above are the main problems that are always encountered by ESL learner, and so are EFL students. It is a duty of teachers to give more attention to the students by encouraging them and guide them into better atmosphere of learning. The problems above are the main problems that are always encountered by ESL learner, and so are EFL students.

Then, a prestigious educational expert, Penny Ur also explains some learners' difficulties in listening; the problems can be¹⁰: (1) trouble catching the actual sounds of the foreign language. It happens because most learners rely mostly on context for comprehension, they are often unaware themselves of inaccurate sound perception; (2) The students think that they have to understand every word. If they mis something, they feel that they are failing then get worried and stress. This is a very common problem, often unconsciously fostered by the teachers or listening comprehension materials which encourage the learner to believe that everything that is said equally important information. The effort to understand everything often results in ineffective comprehension,

¹⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge University Press, USA), 1999, P. 111.

as well as feeling of fatigue and failure. In this situation, it may give the learners practice in selective ignoring of heard information; (3) they can understand people if they talk slowly and clearly; they can't understand fast, natural native-sounding speech. The learner often ask the teacher to slow down and speak clearly – by which they mean pronounce each word the way it would sound in isolation, and the temptation is to do as they ask; (4) they need to hear things more than once in order to understand. There may be very good pedagogical reasons for exposing learners to text more than once, but the fact remains that in real life they are often going to cope with 'one-off' listening; and teacher can certainly make a useful contribution to their learning if the teacher can their ability to do so; (5) they find it difficult to 'keep up' with all the information they are getting, and cannot think ahead or predict. In this situation, the best solution is not to slow down the discourse but rather to encourage the students to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest; (6) if the listening goes on a long time they get tired, and find it more and more difficult to concentrate. This is one reason for not making listening comprehension passages too long overall, and for breaking them up into short through pause, listener response or change of speaker.

3. *Aspects in Listening Comprehension*

Listening comprehension as one of English skills is not easy to master. There were many aspects that the students' should learn in order to comprehend a certain aural text. Vaughs and Linan Thompson stated that there are five essential components students must master to become proficient readers are phonemic awareness, phonics, fluency, vocabulary, and comprehension¹¹. These components must be well understood to reach comprehension level.

Phonomic Awariness supports for the success of listening comprehension. Phonemes are the smallest units of sound that made up spoken words and Phonomic Awareness is defined as the ability to focus on and manipulate phonemes in spoken words that impacts meaningful listening, and thus it is critical for students to develop this skill¹². When a person hears and can understand the three sounds that the word 'cat' has, they've demonstrated their understanding. Some skills involved in phonomic awareness include: Identifying specific sounds at the beginning, middle, and end of words. For example, what is the first sound in the word "Table.", Blending sounds. For example joining /s/ and /it/ to form sit; Making a new word by adding a phoneme to a word. For example, deriving what work is created when adding /s/ to the word "and."

¹¹Vaughs and Linan Thompson. *Five Components of Reading Comprehension*. 2016, P. 1. Retrieved from internet on April 04, 2017 from site <http://teacherlingo.com/resources/articles/fivecomponentsreadingcomprehension/2016.aspx>

¹²Selly Amstrong. *What are the Components of Reading?*. 2016, P. 1. Retrieved from internet on April 4, 2017 from <http://k12teacherstaffdevelopment.com/tlb/what-are-the-components-of-reading/>

Phonic is as the important component of listening comprehension. Phonics was a set of rules that specify the relationship between letters and sounds¹³. The English language has such rules that help predict the sounds in new words. However, it is not always consistent. Learning about phonics will help students read and spell easily and accurately. It involves recognizing letter-sound relationships and then using those relationships to read connected text. An example of Phonics is learning about the various letter combinations that can be used for the sound /k/.

Another component of listening comprehension that support comprehension level is *fluency*. Fluency is the accurate and rapid recognition of words in a text and using phrasing and emphasis in a way that made what is listen sound like spoken language. Fluency is important for listening comprehension, because it frees up working memory in the brain providing an opportunity for students to comprehend what they were listen.

Vocabulary needs to help listeners in listening comprehension. Vocabulary refers to the words that we use in reading, writing, listening, and speaking. A good vocabulary helps ease word recognition, and thus makes listening easier.

Comprehension becomes the most important components of listening. Comprehension refers to the ability to understand the meaning of audio text, and is the end goal of all listening instruction¹⁴. Students' with strong comprehension

¹³Selly Amstrong. *Ibid.* P. 2

¹⁴ Vaughs and Linan Thompson. *Ibid.* P. 1.

skills were use a variety of comprehension strategies as they read to help them make sense of what they are listen. They choose these strategies logically and use these strategies intentionally. This automaticity is developed by purposeful teacher instruction and extensive student practice. [Listening comprehension worksheets](#) was a critical element in providing students with the practice they need. They could use before, during, or after listen to help students better comprehend what they are listen. Listening comprehension worksheets can be carefully selected to provide students a chance to practice the specific comprehension strategies they are learning about in the classroom or as a review of previously learned material.

4. Materials in Teaching and Learning Listening Comprehension.

The most important aspects in teaching is appropriate materials and teaching and learning activities in the classroom. Listening comprehension as one of skills in English lesson also needs good materials and activities for the students in the classroom. It is the same as Heaton statements that an effective way of developing listening skill is through the provision of carefully selected practice material¹⁵. It means that the teachers must be selective in used teaching materials; the level of appropriateness is important in order that the students' can reach teaching and learning goals.

¹⁵ J.B. Heaton, *Writing English Language Test*, (Longman, London), 1997, P. 64.

Each level of students has different kinds of activities of materials. In principle, the object of listening comprehension in the classroom is that the students should learn to the function in real life situations. It means that the materials of listening activity provide real life situation. It is the best to select appropriate materials for the students. The materials were expected to be familiar with the students, especially, aural texts which concerned with their real life. It is related to the objective of listening comprehension in the classroom is that the students should learn to function successfully in real-life listening situation¹⁶. By using real-life materials, the teacher could teach the language in the aural texts in many aspects, especially the vocabularies. The situation is not important to explain because it has been familiar for the students. Finally, it is unable the students to understand not only the words meaning but also the intended meaning of the aural text.

Real life situation materials of listening also have some types. Different types need different strategies to master it. Nunan stated that there are three categories of aural texts; they were monologues, dialogues, and pictures¹⁷. This research will focus on monologue types of listening comprehension items in order that the students can explored their listening comprehension skills in

¹⁶ Penny Ur. *A Course in Language Teaching*, (USA, Cambridge University Press), 2005, P. 105.

¹⁷ David Nunan. *Language Teaching Methodology: A Textbook for Teachers*, (USA, Prentice Hall), 2011, P. 21.

different situation and various types of items in listening comprehension activities.

5. Procedures of Teaching Listening.

Listening is a process of getting and building information based on verbal communication. In this skill, the ability of listeners' ears were important. In order to get the information accurately, the listeners should did appropriate process of listening in order to be able to build the information they got from oral language from audio. Most experts have their own theories or strategy of listening comprehension, but the appropriate process of listening comprehension can be divided into five main process¹⁸; first, *the students should receiving the speaker's message*. Messages, both verbal and Non-verbal consist of words as well as gestures, facial expressions, and variation in volume and tone. The mixture of them will construct meaning. To get the success of getting the meaning, the listeners take note of both the verbal and non-verbal elements of the messages.

The second is *the students should determine what the speaker means*. After listen the information from the audio, the students should try to construct the meaning. Getting the meaning is important because understanding took into consideration the thoughts that were expressed as well as the emotional tone

¹⁸ Ofelia Oracion Flojo. (2011). *Curriculum and Instruction: The Teaching of English*. Retrieved on December 15, 2015 from [http://www.Teacing_English.Fourskills.au/WP-Content/curriculum and inastruction.pdf](http://www.Teacing_English.Fourskills.au/WP-Content/curriculum%20and%20inastruction.pdf), 2015, P. 11.

that accompanies these thoughts. In this process also includes establishing links between what the listeners know about the topic and the new information from the speakers. If the listeners have good background knowledge and various experiences, it will be easy for them to articulate the information they got in listening comprehension. In other words, in this stage, the listeners should make sense of what was said.

The third is *retaining messages for at least some period of time*. In this case, the listeners also need time to understand what they have listened. The listener actually did not remember what was said, but what she or he thinks, as recalled, was said. A listener seldom quotes the exact words of the speaker unless he or she finds a word, phrase, or something worth quoting.

The fourth is *evaluating or weighing what was said*. All the information get by the listener must be evaluated. In this process, the listener judges the worth of the ideas shared by the speaker. He or she assesses them in the light of what he or she knows about the topic taking into account the logic of the presentation. By this evaluation, the listener can judge which kinds of information that can be useful or important. This kind of process can help the listeners in choosing best information to answers many kinds of items provide in listening comprehension test.

The last step is *sending signals to let the speaker know that he has understood and responding to him after he has stopped talking*. This step is as an evidence of the listeners to prove that whether they have understood or not

about the information delivered in audio. This marks the start of a new cycle where the listener takes his turn as a speaker.

Based on the detail explanation above, it is important for the students to apply the process of listening comprehension in their real situation of teaching and learning process in order they are able to maximize their ability in this skill and get the best understanding in listening comprehension materials.

6. Information that Must be Understood in Listening Comprehension.

In listening comprehension, the main activity is the students should found information based on what they have heard. Information is often called details can be define as specific fact or information that must be found by the learners in learning listening¹⁹. In other words, information must be collected by the students in order to be able to answer the questions. In testing the students, there were many kinds of activities designed by teachers. In this research, types of activities in finding information or details of listening monologue can be short responses; they can various kinds but in this research only focusses on guessing definition, skimming, and scanning²⁰.

From the explanation above, it can be concluded that the information should be found by the students' in listening activities were main information,

¹⁹Pamela J Sharpe, *How to Prepare for the TOEFL*. (Ohio State University, USA), 2005, P. 113.

²⁰Penny Ur, *A Course in Language Teaching*. (USA: Cambridge University Press). 1996, P. 113.

the best response for certain statement, and definition of certain terms through certain listening strategy, in this case *Memorization Strategy*.

7. Assessment for Measuring Students' Listening Comprehension

In the teaching and learning process of listening comprehension, not only the materials and activities but also assessment for measuring students' listening comprehension is important. According to Heaton, an effective way of developing listening skill is through the provision of carefully selected practice material²¹. Therefore, in choosing materials of listening, the teachers should took the appropriate ones for the students. Then, the material should be interested for the students and presented in various activities in order to help the teacher to measure the students' ability in listening comprehension.

It is important to considerate that an awareness of the way in which the spoken language differs from the written language. In the testing of listening comprehension skill, spoken language is much more complex. It may happened because meaning might also be convey, emphasis, and repeated by means of gestures, eye movements, and another important aspect such as intonations. Based on this paradigm, Heaton explained that for the purpose of the significance, listening test are divided into two broad category²²: (1) test of phoneme discrimination and sensitivity to stress and intonation. The ability to distinguish between phonemes is important to master in listening verbal

²¹ Heaton, J.B. *Writing English Language Test*, (London, Longman), 1997, P. 64.

²² Heaton.J.B. *Ibid*. P. 65.

message. It is as the basic skill for understanding total texts of verbal language; and (2) test of listening comprehension. This kind of measurement is always used in laboratory test. It can be statement or monologue. The kind of items were designed to measure how well statement can understand short sample of speech and deal with a variety of signals on lexical and grammatical level of phonology.

This research adopted t listening comprehension test as the measuring method because the intention of this research is to explore the students' ability in understanding short monolog. The students should explore the information of short monolog in detail by choosing the best responses of the test based on the accurate information stated the verbal message they heard from the audio.

B. Memorization Strategy in Listening

In the process of teaching and learning listening, it is important for the teacher to use a certain teaching strategy in order to encourage students to learn more actively. In this research, the researcher will apply Memorization Strategy in teaching students listening comprehension. Memorization Strategy were teaching strategy that involves four sets of memory strategy, namely: creating mental linkages, applying images and sounds, reviewing well, and employing action²³. In short, as strategy, Memorization Strategy have some procedures that must be

²³Le Huynh Thanh Huy and Dong Thap University. An Investigation into Listening Strategies of EFL Students within the High School Setting, *Asian Journal of Educational Research*, Vol. 3, No. 4, 2015, P. 25.

understood by the teacher in order that these strategy can be applied very well in the classroom.

The advantages of use Memorization Strategy were²⁴: *first*, positive thinking correlation between the number of strategies used in the learning process and increase in listening comprehension. The Memorization Strategy implied better performance and affected language acquisition in a positive way. Apart from that, learners who took part in the experiment reported the increase in their confidence as foreign language students and changed their attitude toward the process of learning and listening itself. *Second*, Memorization Strategy is not just about memorizing the materials given to learners. It is of great importance that learners need to fully understand the content first and then output the sentences learned in the content naturally affect memorization them. *Third*, to prevent students from getting bored with those repetition drills and to help the internalize and preserve the information permanently. In applying this strategies in the classroom, the researcher should did two stages; they are: *Cycle of Strategy Instruction (Listening)* and *Cycle of Strategy Instruction (Memorization)*²⁵; the detail procedures as the following explanation:

Stage 1:

Cycle of Strategy Instruction: Listening

²⁴ Joanna Ludziejawska. *Developing The Use of Memory Strategies and Their Influence on Improving Listening Comprehension in EFL Students*, No.3296, 2015, P. 194.

²⁵ Michael Grenfel and Vee Haris. *Modern Languages and Learning Strategies in Theory and Practice*, (New York, Roudledge), 2009, P. 83.

No.	Stages in Cycle	Activities
1	<i>Awareness Raising</i>	Learners are set a listening task “cold”. It means that the teacher does not tell anything about the listening material that the students listened. But they are reminded that this may be a situation they encounter in a “real life”. For example: a conversation in a bus, an announcement in an airport or train station, or an advertisement on TV or radio. They discuss what they did and did not understand and the class brainstorms the strategies they used. An initial checklist is drawn up.
2	<i>Modelling Identifying the type of text Identifying the topic</i>	Learners listen to various short snippets of text. At first, the teacher provides the options: Is it a news report in a radio? A radio news? An announcement in airport? The teacher encourages learners to use clues such as tone of voice, speed of delivery, jingles, etc. The teacher then plays more snippets, without providing any options, and learners compete to identify the type of text. The teacher asks learners to identify the topic of the snippets. Again at first the teacher provides the options: Is it an advertisement about a discount in a hotel, a job vacancy, or English course? For each snippets, pupils list any keywords they recognise, to discover the likely topic.

Prediction and comparison and identifying familiar words and cognates Having identified the various topics, the teacher now focuses on one particular snippet and the class works through various steps together under the teacher's guidance. They brainstorm in the first language all the words and expressions they can predict might be said in that situation. They then brainstorm all the words on the topic in the target language with which they are already familiar, matching them, where possible, to the first language list on the board.

Now learners listen again for the words that are actually said. One learner comes up to the board and ticks the words mentioned. Another has the task of adding any other familiar phrases or cognates that they recognise. The teacher may also stop the tape at certain moment and ask learners to predict what comes next.

Using Common Sense The next step is "Listen again and guess". Having identified some of the key familiar words, learners are asked to use their common sense to guess the meaning of the less familiar ones. The teacher may stop the tape at appropriate moments. It may be worth first giving some examples: In advertisement of job vacancies. What is likely to be offered in the advertisement? This stage may enable pupils to see how much can be guest from the context and grammatical clues.

Saying over and The next steps are based on identifying and solving remaining problems. Learners may raise their hand

*over/writing
down sounds* when they come to something they do not understand. The teacher plays the section again; learners have one minute to say the sounds over to themselves and/or try to write them down. The relationship between the spoken and the written form may be relatively straightforward. Learners may need some practice before the strategy instruction commences in associating particular writing forms in their sounds.

*Using clues
from
grammatical
endings and
word order* Spot the difference! Before the strategy instruction commences, the teacher may first want to practice paying particular attention to hearing slight differences in sounds. The teacher can refer back to it, when he or she says the sections that are still not understood and writes them on the board. Depending on the level of the class and the importance of the particular grammatical feature for comprehension, it may be appropriate to alert students to clues from word order, tense, etc.

Review Finally, learners are given the transcript and asked if they can work out the meaning of anything else they have not understood. They could be asked which strategies they could have used to help them earlier, so that they become more aware of their own individual patterns of strategy use.

3 ***General
Practice*** Although the steps in modeling process may have to be repeated a number of times with different recordings, as soon as possible, learners need to work in a small group rather than as a whole class. This

allows them to control which section of the tape to play again, to pool ideas for familiar language and to use the strategies for themselves.

- 4 ***Action
Planning*** It suggests the need to create more opportunities where learners can select from a range of listening materials on their basis of interest (advertisement, radio news, announcement, etc). In that case, they would need support in identifying the most appropriate strategies for the particular genre choosen.
- 5 ***Focused
practice and
fading out the
reminders*** The checklist or directed worksheets are withdrawn and pupils are simply reminded to use the strategies for subsequent listening tasks.
- 6 ***Evaluating
strategy
acquisition
and
recommencing
the cycle*** At some points, the teacher will wish to ascertain whether the strategies have been internalised so that a new action plan can be drawn up. The initial goal for a low-attaining learner to get the gist of the recording may shift to focusing on a more detailed understanding by saying the words over and over and trying to write them down. As previously noted for strategies instruction in reading strategies, the teacher may also want to draw learners' attention to the relationship between the type of listening task set and the most useful strategies to achieve a succesful outcome, and subsquently may wish to provide practice in matching tasks to strategies.

Stage 2:

Cycle of Strategy Instruction: Memorization

No.	Stages in Cycle	Activities
1	<i>Awareness Rising</i>	Learners are presented with the familiar homework task of learning a certain number of items of vocabulary. The next lesson, the teacher brainstorms with the learners how they went about their homework and collects their ideas on the board in the form of a checklist. The checklist may be added to after the “Modelling” stage.
2	<i>Modelling</i>	The teacher models some of strategies, learners others. In this case, the teacher can use “photographic memory” and “Mind Maps”
3	<i>General Practice</i>	Initially, learners may need allocated classroom time to become familiar with the strategies. Space can be created during lessons for learners to try out different strategies, to evaluate them in terms of preference, and to give reasons for their preferences. For example, the class has to learn a further group of items but this time they work in groups. Each group is assigned a particular strategy. The groups then compare their experiences. Or the task can be completed in pairs, but each learner has to try out the other’s preferred memorisation strategies and comment on them. In subsequent learning-homework tasks, learners are reminded to tick off the strategies they tried on their checklist to ensure that they are still practising them.

- 4 ***Action Planning*** In devising their action plan, learners may need some help in identifying which strategies are most appropriate to their goals. Not all of them will be aware that while writing the words down may improve their spelling, it will do little to enhance their pronunciation or to help them recall the meaning. Making explicit the links between strategies and their associated skills may promote their understanding of the learning process.
- 5 ***Focused practice and fading out the reminders*** Opportunities for further practice of memorisation strategies can be readily integrated into the lesson, offering simple ways of providing differentiation. Even though some of the class may not have completed a speaking task or a written worksheet, those who have can move on to identifying the words they found hardest to remember and using the strategies on their action plan to learn them. Finally, pupils are simply reminded to use the strategies they have selected to learn any new words.
- 6 ***Evaluating strategy acquisition and recommencing the cycle*** It is for the teacher to decide at what point to ascertain whether the strategies have been internalised so that a new action plan can be drawn up. A low attaining learner, for example, may have initially aimed simply at remembering the meaning of the words, subsequent goals may focus on spelling and pronunciation.

C. Short Monologues

In the process of teaching and learning listening comprehension in senior high school level, the students should master various kinds of learning materials. One of them is short monologue because as Ur said that related to the objective of listening comprehension in the classroom is that the students should learn to function successfully in real life listening situation²⁶. By giving students' real life situations in learning listening, they will be easy to understand and apply it in their real life. It will also be useful for students in giving meaning to the explanation of audio when they are listening the learning materials. In the context of listening comprehension, short monologue is a short speech by one person to describe a certain topic to the public which covers oral narrative, short announcement, oral procedure text, describing, radio news, and a certain advertisement of social life²⁷. Therefore, in this research, the researcher limited the short monologues into some kinds as the following explanation:

a. Short Announcement

Announcement is a public and typically formal statement about a fact, occurrence, or intention. In other words, announcement is an activity that commonly occurs at the public services, such as: in the airport, railway station, in the class, or in a bus station. Getting the information from the spokesmen can be the students' main activity in this category of listening short monologue.

²⁶ Penny Ur. *A Course in Language Teaching*, (Cambridge University Press, USA), 2005, P. 105

²⁷*Ibid*

b. Oral Narrative

Literally, narrating can be defined as telling a story. In this listening activity, the speaker tells about a story about the speaker himself. The story can be his experience in past activity or his planning for the next activity, story of film or television show. The question for this section can be the facts that the listeners listens from the story.

c. Oral Descripton

Describing is an activity of giving an account in words of (someone or something), including all the relevant characteristics, qualities, or events. Commonly, the activity is the speaker tells about one thing which can be an animal, a product, or others. In this listening activity, the listener should catch specific features as information of the thing that speaker describes in detail.

d. Oral Short Procedure

Procedure is a fixed, step-by-step sequence of [activities](#) or [course of action](#) (with [definite](#) start and end [points](#)) that must be followed in the same [order](#) to correctly perform a [task](#). This kind of activity is very interesting where the speaker explains how to make or to do something based on a series of steps. In listening activities, the kind of this monologue offers the listener to remind the structure of the procedures, they are: the title, the materials, and steps. The information in this listening section exist in those parts. That's why the students should listen carefully about the details in each steps.

e. *News in Radio*

Radio news is a new piece of information about a significant and recent event that affects the listeners and is of interest to them. This can be done through radio and the objective is again to extract information. If the students want to listen to the radio news will listen equally attentively to the whole information, while for those who just want to listen to a particular topic they will just skip the rest. For the students who want to get information in this listening activity, they can select the information based on the purposes.

f. *Certain Advertisement in Social Life*

Advertisement can be a form of written language, but in this research the advertisement is in form of oral one. The advertisement is a series of oral information that has the goals to give information, encourage, or persuade the public in order to use the product, giving job vacancy, encourage someone to involve in a certain activity, and many more. Advertisement is one of main object in listening because listeners can find it in many occasions such as on TV, radio, and public places.

D. Related Previous Studies

There have been many researchers who conducted the research related to listening comprehension and teaching strategies. One of them is Joanna Ludziejawska (2015) who conducted their research entitled *Developing The Use of Memory Strategies and Their Influence on Improving Listening Comprehension*

in EFL Students. This research explained that the research was conducted in a language school in Wroclaw and it lasted for three months. All the participants were students of the same proficiency level in English. They were in two different classes and were taught by the same teacher from the same course book. The total number of participants included in the experiment was twenty-one and they were divided into two groups. The experiment group consisted of ten students, and the control group consisted of eleven learners. In experimental group received instruction in memory strategies, whereas the control group did not. The students introduced and exposed to memory strategies training performed better at the end of the language training session. There is a correlation between the number of strategies used in the learning process and increase in listening comprehension. The Memorization Strategy implied better performance and affected language acquisition in a positive way²⁸.

Another researcher is Wen-Chin Chen, Min-Chuan Yang, and Kuan-Ming Lin (2016) who conducted their research entitled *A Study of Applying Memorization Method to Enhance Primary School Students' English Oral Ability*. In the research they explain that the participants of this study consisted of 45 sixth graders from two classes in Tu-Chen Elementary school. Class A, known as the experimental group in this study, contained 22 students and was given the

²⁸ Joanna Ludziejawska. *Developing The Use of Memory Strategies and Their Influence on Improving Listening Comprehension in EFL Students*, No.3296, 2015, P. 185.

experimental instructions, while Class B, the control group, involved 23 students and was given traditional instructions. Both taught by the researcher, they had three English classes per week and each class lasted for 40 minutes. The research also showed that the students not only improved their abilities of listening, speaking and reading, but increased their knowledge of vocabulary and sentence structures. It is crucial that language instructors help students build a correct and positive attitude toward memorization, guide them to memorize any given materials with full understanding, and make the whole process more interesting and inspiring. Then, text memorization is not just about memorizing the materials given to learners. It is of great importance that learners need to fully understand the content first and then output the sentences learned in the content naturally after memorizing them. To achieve that goal, asking English questions in a content-based order is essential. It not only helps learners get familiar with the content and quickly memorize it but also equips them with the ability to find the correct answers to the questions and orally output them.²⁹.

This research has similarity and differences with those research above. The similarity of both research above focused on English learner and in using Memorization Strategy. However, there are some differences: *the first* Joanna Ludziejawska (2015) and Wen-Chin Chen, Min-Chuan Yang, and Kuan-Ming Lin

²⁹ Wen-Chin Chen, Min-Chuan Yang, and Kuan-Ming Lin. A Study of Applying Memorization Method to Enhance Primary School Students' English Oral Ability, Vol. 4, No. 11, November 2016, P. 630.

(2016). Joanna used Memory Strategies and Their Influence on Improving Listening Comprehension in EFL Students, although Wen-Chin Chen, Min-Chuan Yang, and Kuan-Ming Lin used Memorization Method to Enhance Primary School Students' English Oral Ability. The second, research above apply different research method. Joanna Ludziejawska used qualitative experiment method and Wen-Chin Chen, Min-Chuan Yang, and Kuan-Ming Lin applied used experiment method. On the other hand, this research will be apply Classroom Action Research (CAR) method. Last but not least, different population and sample will cause differences in the result of the research.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied Classroom Action Research (CAR) method. CAR is chosen as research method aim to give more advantages for both teacher and students. It improved students' ability and teacher's teaching professionalism. CAR is a systematic process of solving educational problems and making improvement³⁰. It means that CAR is a method that focuses on a process of solving educational problem and made improvement of the problem. The researcher gave the actions for students in order to gave improvement. In this research, the researcher would improved students' listening comprehension by gave them action in form of *Memorization Strategy*.

In addition, Classroom Action Research (CAR) is different from other research methods; it is a rather simple set of ideas and techniques that can introduce the power of systematic reflection of the practice³¹. It means that CAR focuses on the reflection of action as the focus of improvement. After did actions in the classroom, the researcher should describe the reflection in order to identify the students' weakness and strength. In other word, the teacher could focus along

³⁰ Daniel R Tomal, *Action Research for Educators*, (The Scarecrow Press, Inc, Oxford), 2003.

³¹ Frances Rust and Christopher Clerk, *How to Do Action Research in Your Classroom*, (Teachers Network Leadership Institute, USA), 2012, P. 3.

teaching in the next meeting for the students' problems in the previous meeting in order to be easy in made improvement.

From the definition above, it can be concluded that CAR is a research method that focuses on a process of solving educational problem and made improvement. It also focuses on the power of systematic reflection of the practice to reach improvement of a certain problem in education. In this research, the researcher applied CAR as the method of the research to improve students' listening comprehension of short monologue at the eleventh grade students of SMAN 01 Ulu Musi in academic year 2018/2019. In made improvement, the researcher apply *Memorization Strategy* to taught students listening comprehension of short monologues in the classroom.

B. Research Setting

This research were conducted at the Eleventh grade students' of SMAN 1 Ulu Musi, in academic year 2018/2019. The eleventh grade students consisted of five classes, they can be seen in the following table:

Table 1:
The Eleventh Grade Students of SMAN 1 Ulu Musi

No.	Classroom	Number of the Students
1	XI MIA 1	31 Students
2	XI MIA 2	29 Students
3	XI IIS 1	29 Students
4	XI IIS 2	29 Students
5	XI IIS 3	24 Students

In this research, the researcher took XI MIA 2 class as the subject of the research. There were 29 students as respondents. This class was appropriated as the subject of the research because the teacher said that the students had problems in English class, especially in listening comprehension. Then, the students' characteristics were heterogeneous in this classroom.

C. Research Instrument

The instrument of this research was listening comprehension test, observation, interview, and documentation. The explanation is as follow:

1. Listening Comprehension Test

The main instrument of this research was listening comprehension test. The items were in form of multiple choices. There were 40 items which were taken from students' and teacher's textbook entitled "*Tops Siap UN Bahasa Inggris SMA*" which was written by Grace and Sudarwati (2014) published by Erlangga, Jakarta. This book was used because it consisted of listening comprehension. The items were discussed with the collaborator about its level and appropriateness for the respondents. The selective items became the research instruments (See Appendix 4).

2. Observation

This research used *structural observation* where the researcher has planned a mechanism of the research in form of *observation sheet*. The researcher has designed list of activities and students' behavior as the focus of

observation. By doing observation, the researcher can observe all activities and behavior in the classroom during the implementation of cycles (action). By doing observation, the researcher obtained the data about the suitability between the implementation of action with teaching planning that has been designed before as well as describe the data of the students' responses in doing the implementation.

3. Interview

Interview was useful for the researcher for got the data by made dialogue with teacher and students as source of information or data. Interview was used to describe students' basic condition and problem, their learning habit, and the students' responses in implementing *Memorization Strategy* in the classroom during the research.

In this research, the researcher used *structural interview* where the researcher has made some list of questions that related to the students' condition and difficulties in the classroom during the research to dig needed information or data of the research. The researcher tried to made the interviewees as comfortable as possible during the interview even they felt like not having interview. This condition could made the interviewed answered the questions honestly.

The interview was used to collect the data in preliminary research to found the actual problem of the research at school and to known about the

information about respondents by interviewed both the teacher and the students. Then the researcher also interviewed the students during the implementation of action in order to know about their problems' in listening comprehension.

4. Documentation

Documentation is necessary process to prove the authenticity of the data obtained in a research. In this research, the researcher collected all documents to showed that the research data is authentic. It could be done by filing photographs during the research, especially students and teacher interaction in the classroom, teaching design (lesson plans), students' observation sheet, and students' worksheets or the students' exercise.

D. Data Collecting Technique

In the process of collecting the data, the researcher asked the students to conduct pre-assessment test and test for every cycle.

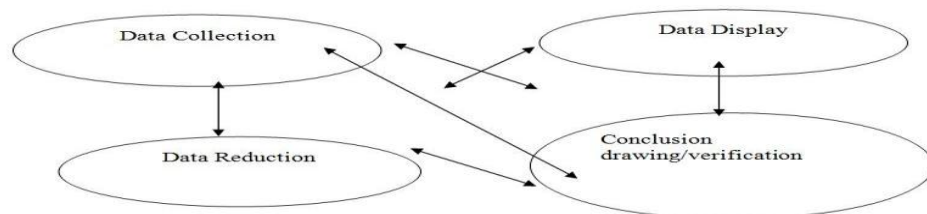
1. In pre-assessment test, the researcher gave *listening comprehension test* to students to measure their ability in understanding listening comprehension . It was used as students' basic data of their real listening comprehension skill.
2. Then, the researcher gave action to treat the students by using *Memorization Strategy*. During this action, the researcher used *observation* and *interview* to know about students' progress and the teaching strategy effect to their learning process in the classroom. It also used as an instrument to measure teacher's appropriateness of using Memorization strategy in the classroom.

3. At the end of every cycle was conducted a test. The test used *listening comprehension test*. The data could describe students' progress. When the students' score of cycle test has reached the target, the cycle would be stopped. The test of last cycle would show the students' improvement of their ability.
4. During the action, the researcher did *documentation* by taking some photographs to describe classroom activities in order to prove the concrete data.

E. Data Analysis

The researcher used interactive model of data analysis proposed by Miles and Huberman (1994) that can be illustrated as the following figure³²:

Components of Data Analysis: Interactive Model Miles and Huberman



The figure above can be explained as the following detail:

1. *Data reduction*: Data reduction occurs continually throughout the analysis. It happens through editing, segmenting and summarizing the data, finding themes, clusters, and patterns, conceptualizing and explaining.
2. *Data Display*: In this research, the way of displaying data through – graphs, charts, and diagrams in order to make the data clearer.

³² Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook Third Edition*, (USA, Sage Publishing), 1994, P. 174.

3. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. Then, possible conclusion can be noted and need to verify.
4. The result of the students' listening comprehension test of short monologue was scored based on percentage formulation below³³:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: The Students' Listening Comprehension Score

F: Total Correct Answer of the Students

N: Total Number of the items

1. The result of this research was interpreted by using table of score interval based on scoring standard at SMAN 1 Ulu Musi³⁴:

Table 2: The Students' Score Category

³³ Rosma Hartini Sam's. *Metode Penelitian Tindakan Kelas: Teknik Bermain Konstruktif untuk Peningkatan Hasil Belajar Matematika*. (Yogyakarta, Teras), 2010, P. 94..

³⁴ SMAN 1 Ulu Musi. *Scoring Standar of SMAN 1 Ulu Musi*. South Sumatera, SMAN 1 Ulu Musi, 2018. P. 14

Score Interval	Category
80 – 100	Excellent
70 - 79	Good
60 - 69	Moderate
50 - 59	Poor
< 50	Very Poor

2. The researcher analyzed the data by doing reflection in every cycle. Reflection and interview was conducted with collaborator as the main data to determine the next action for the following cycle.
3. To investigate the improvement made by the students, the researcher reduced the students' average score in last cycle with pre-assessment test.
4. The researcher wrote a complete report of the research.

F. Research Procedures

In conducting a research, it is important to make systematic procedure. In this research, the procedure was started from pre-assessment test and some cycles to treat students in order to solve their problems and made significant improvement. CAR consists of planning, implication of action, observation, and reflection. For clearer image, see the following figure³⁵:

³⁵ Walton Hall and Milton Keynes. *Action Research: A Guide for Associate Lecturer*. (USA: COBE – Connecting Learning, Development and Work), 2005, P. 8.

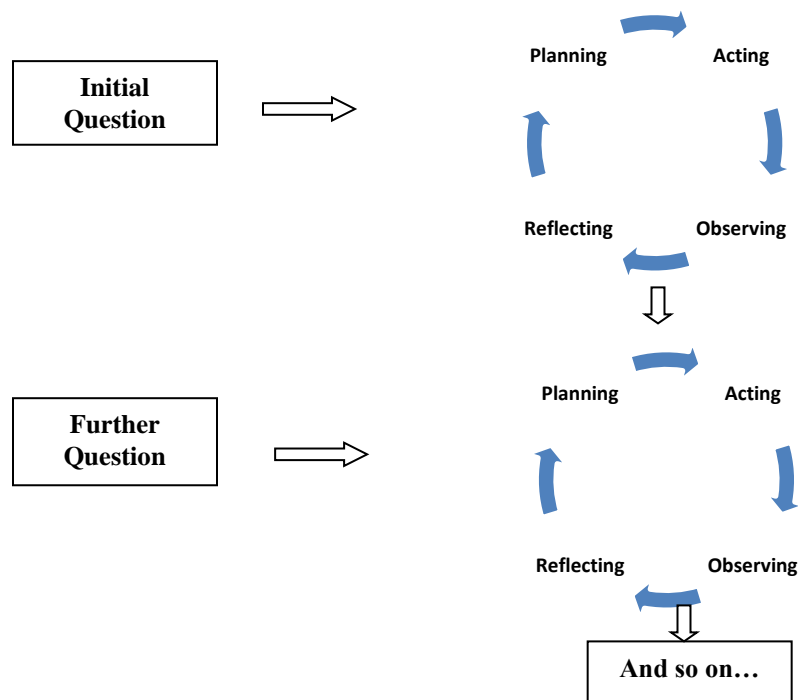


Figure 2: An Ideal Action Research Cycle

The Figure 1 above can be explained as the following detail description:

1. Pre-Assessment Test

In pre-assessment test, the researcher give a test to the students in form of listening comprehension test by using research instrument which has been prepared by the researcher. The score was as basic score of students' ability in listening comprehension before they got some cycles of actions from the researcher by using *Memorization Strategy*.

2. Actions

Actions were set of process of giving some treatments to the students in order to solve their problems and making some improvement in their listening

comprehension skills. Based on figure 1, the steps can be developed as the following procedures:

Cycle 1

a. Planning

Planning is an initial step for the researcher. It is concerned with a good collaboration between researcher and collaborator. The activities should the researcher do in the planning are: (1) *identifying the issue to be changed*. The researcher should have a good discussion with the teacher about the students' condition by showing the students document especially their English study mark, and discussion with the students about their usual habit of learning activities; (2) *informing*: the researcher should inform the lesson plan to collaborator in order to assess for its reliable; (3) *organizing*: the researcher should organize some kinds of activities which are regarded very important for research development.

b. Implementing of action 1

The researcher implements the strategy to solve the students' problem and made improvement for them. In this research the researcher uses (1) *creating mental linkage* – where the students background knowlege can be activated in this stage. In this part, the teacher can encourage students to be more active in the classroom, especially giving their active participation during the lesson; (2) *applying images and sounds* – the students will be helpful with this kind of stage where the teacher will show the image of the

story in a certain part. This part can make students pay serious attention to the real image that they see as teaching media. It also helps them to activate their background knowledge; (3) *reviewing* – the teacher review the material several times and play the audio twice. This stage will activate the students' spirit in doing listening activities; and (4) *employing action* – the teacher will show some actions or the students show the action for clearer activities. This part can be an enjoyable section in the classroom because the students combine his psicomotor in learning listening.

c. *Observation*

The researcher will be helped by a collaborator as observer in this research. The researcher should do some activities in this step: (1) *analyzing*: analyzing the evidence and collating the findings; (2) *reporting*: discussing the findings with co-researchers and or colleagues for the interpretation, and then write the report; (3) *sharing*: sharing the findings with the collaborator, peers or supervisors.

d. *Reflection*

Some activities that the researcher should did were: (1) *evaluating*: evaluating the first cycle of the process. The researcher evaluates the action that has been gave to the students, included evaluation about quality, quantity, and time from each action. In this process, the researcher did discussion with the collaborator about what the researcher has to did as an improvement in the next cycle based on the result and experience in the

cycle one in order to give significant progress in the process of teaching and learning during the action; (2) *implementing*: implementing the findings or new strategy; (3) *revisiting*: revisiting the process.

The researcher of the observation were analyzed to remember what have happened and recorded. Meanwhile, the researcher evaluates the teaching learning process during the implementation tests. From this, self-reflection can be done and from the test the students' improvement can be known.

Cycle 2

Cycle two was conducted as better as the cycle one, and it was done based on the result of cycle one.

Next Cycles

Next cycles was conducted as better as the cycle 2, and they were done based on the result of previous cycles.

G. Indicator of Success

Indicators of the Success in this research are based on English Passing Grade of SMAN 1 Ulu Musi (KKM) of follows³⁶ :

1. Quantitatively, the indicator of the students' success is when 75% students have high percentage in listening comprehension measurement level.

³⁶ SMAN 1 Ulu Musi. *KKM of English* SMAN 1 Ulu Musi. South Sumatra, SMAN 1 Ulu Musi. 2018.

2. Qualitatively, the indicator of the students' success is when 75% of the students participate actively in teaching and learning process by using *Memorization Strategy*.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

After completing collecting the data and doing data analysis, it is time for the researcher to describe the result of the research. For clearer description, the result of this research can be described in detail as the following explanation:

1. The Description of Pre-Assessment Condition in the Classroom

a. Description of Teaching Listening Comprehension of Short Monologue before the Students Getting Actions

The researcher started collecting the data by did the second preliminary observation where the researcher re-checks the condition of teaching and learning English, especially listening comprehension at the eleventh grade students of SMAN 1 Ulu Musi Academic Year 2018/2019. The result of the obsevation described the process of teaching and learning English in this classroom. In this pre-cycle activity, there were some problems found, especially in pre-activity: the teacher did not apperception in starting his lesson. The teacher did not motivate her students to understand new materials and encourage them to be more active, creative, and effective during the English lesson.

Then, in main teaching activities, the teacher activities were explaining the topic of the lesson, ask some question to the students, and asked students

to did exercise provided in their textbook. During the lesson, the teacher did not used teaching media or teaching tools to support the teaching activities in the classroom. As the result, the students were less active because they only paid attention to the teacher and took note or summary materials from the whiteboard. In other words, teaching and learning process was teacher center learning where the teacher dominated the learning process in the classroom. After explained the materials, the teacher offered the students to ask questions. However, there was no student wanted to ask questions. Then, the teacher asked the students to take notes of the materials in the white board. The next activities were doing excercise in tehir texbook. The teacher did not guide them during they did the exercise. Most of them cheated their friends. At the last, they collected their books on the teacher's desk after they finished answering whole exercise in their textbook.

In closing activity, the teacher made a conclusion about the material and asked the students to learn it again at home. In short, the teaching and learning process of listening comprehension was still conventional and teacher center. The process of teaching and learning was meaningless and did not give significant contribution for the students' progress in learning English, especially in listening comprehension.

b. Description of Learning Listening Comprehension of Short Monologue before Giving Actions at the Eleventh Grade Students of SMAN 1 Ulu Musi in Academic Year 2018/ 2019

Based on the description about learning listening comprehension of short monologue above, it is clear that the teaching and learning process in this class was generally still conventional and teacher center. The teaching planning prepared by the teacher focused on discussion one English textbook. During the lesson the teacher's main activities were: explanation, writing on the whiteboard, asking students to answer question, and doing exercise. There was no control during the exercise section in order that the teacher re-checked the students' confusion in the teaching materials.

The students' motivation in learning English seemed to be low. It can be seen from their participation and interaction in the classroom. There were no students actively response the teacher's questions during the lesson. They looked bored, confused, and did not understand the materials. In other words, the monotonous situation in the classroom made the students low spirit in learning, lack of learning motivation, less interaction and participation during the lesson.

The teaching and learning process above showed that the teacher looked so antusias in explaining the lesson in front of the classroom. It can be seen from the teacher's performance in explaining the lesson. The teacher used very good intonation, volume, and clarity that the students could hear

the teacher well. However, there were some weakness in the teaching process, namely: teacher center learning, lack of learning motivation, interaction, participation, and boring activities.

c. The Result of Pre-Assessment Test

Pre-Assesment test is the first stage in Classroom Action Research. In this first stage, the researcher measured the students' basic skill before they got actions. In this research, it was conducted on October 15, 2018. The stududents' score calculation for pre-assessment test was explained in appendix 32. The description can be illustrated as the following chart:

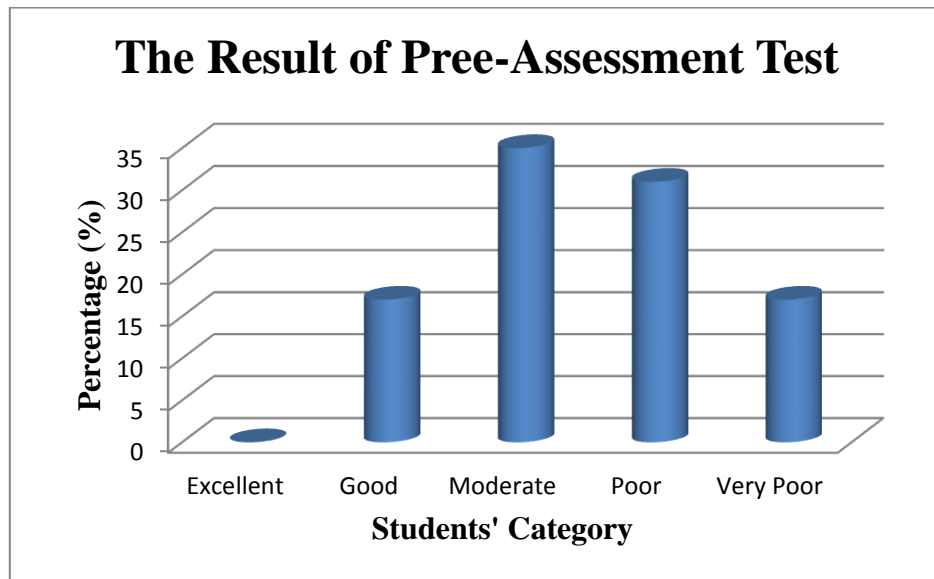


Chart 4.1

Chart 4.1 above shows that the students got different category of scores in pre-assessment test. The range of category was from “Very Poor”

to “Good” category. There was no students who got “Excellent” category. However, in average, they were included into “Moderate” category with average score (58.45). The student got (45) for the lowest score and (75) for the highest score. To see the percentage and students’ category in pre-assessment test, the following table illustrates in detail:

**Table 4. 1:
The Percentage and Students’ Category In Pre-Assessment Test**

No.	Score Interval	Category	Frequency (29 Students)	Percentage (%)
1	80 – 100	Excellent	0	0
2	70 – 79	Good	5	17
3	60 – 69	Moderate	10	35
4	50 – 59	Poor	9	31
5	< 50	Very Poor	5	17

The table 4.1 above described that there were 5 students (17%) included into “Good” category; 10 students (35%) were included “Moderate” category; 9 students (31%) were included into “Poor” category; 5 students (17%) were included into “Very Poor” category. In this stage, there was no students included into “Excellent” category. Based on the data in appendix 32, there were 24 students who got score under 70 in pre-assessment test. It means that the students’ ability in listening comprehension of short monologue was low. It is important to continue the

research by giving actions to the students in form of cycle I, II, and III for improvement in listening comprehension of short monologue.

2. The Description of Cycle I

In this research, cycle I was conducted into four meetings. Three meetings were for teaching students by using *Memorization Strategy*; and one meeting was for cycle I test. The cycle I was conducted as the following schedule: Cycle I meeting 1 was on October 17, 2018; Cycle I meeting 2 was on October 22, 2018; Cycle I meeting 3 was on October 24, 2018; Cycle I meeting 4 was on October 29, 2018. After doing planning, action and observing, the researcher and collaborator did reflection towards action of Cycle I. The detail process of conducting cycle I, see the following stages:

1. Planning Stage

Before did action, the researcher made design of teaching listening comprehension of short monologue and discussed it with collaborator. The lesson plan was designed based on some data sources, namely: observation of students' learning process and the result of interview with English teacher in the class. In this planning stage, the action was designed of four meetings with different materials. The main materials were about short monologue. For clearer design of teaching, it can be seen on lesson plan for cycle I in appendix 5, 6, and 7.

The detail activities in cycle I, the researcher made a schedule that must be conducted by the researcher in order to reach the objectives. The

following table is the schedule of action in cycle I that was consisted of four meetings:

**Table 4. 2:
Learning Schedule of Cycle I**

Date	Theme	Focus Materials	Data
October 17, 2018	Short Monologue (Announcement)	- Definition of short monologue (Announcement) - Main idea of the text - Detail information of text	Appendix 5, 14, and 23.
October 22, 2018	Short Monologue (Narrating)	- Definition of short monologue (Narrating) - Purpose of the text - Implicit idea of the text	Appendix 6, 15, and 24.
October 24, 2018	Short Monologue (Describing)	- Definition of short monologue (Describing) - Main idea of the text - Purpose of the text	Appendix 7, 16, and 25.
October 29, 2018	Cycle I Evaluation	- Review Materials of meeting 1 to 3 - Cycle I Test	Appendix 4, 5, 6, 7.

2. Implementing of Cycle II Stage

The researcher and collaborator did action by using *Memorization Strategy* in teaching and learning listening comprehension of short monologue during the implementation of cycle I. The detail activities in each meeting can be seen as the following description:

Cycle I Meeting 1

The researcher focused the lesson cycle I in meeting 1 on *Short monologue*. In this meeting, the researcher gave reinforcement for definition, main idea, and detail information of short monologue (Announcement).

Pre-Learning Activities

In pre-learning activities, the teacher did the following steps:

- 1) The teacher said Salam and greeting in English.
- 2) Checked the students' present by asked their name of attendance list.
- 3) The teacher asked the students to prepared their stationery and textbooks.
- 4) Before explained the material the teacher gave the motivation and brainstorm to the students' to learn really.

While-Learning Activities

The teaching procedures in this activities were:

- 1) Teacher explained the definition of listening short monologue, it's kinds, and this meeting the students' only focus on short monologue (Announcement) and used the text entitled "*Classroom Announcement*".
- 2) Before heard the audio, the teacher divided the students' to small group that included 4 students' in one group and asked one student to be a coordinator of group.
- 3) The teacher played the audio and asked the students' to heard the audio.
 - a) *awareness raising*: The teacher asked the students' to heard the number of vocabulary from the audio.

- b) *Modeling*: The teacher model some of strategies, learners others. In this case, the teacher can use “photographic memory” or “mind maps”.
- c) *General Practice*: The teacher give opportunities and time to the students’ to become familiar with the strategy.
- d) *Action Planning*: The teacher give opportunities to the students’ to ask about the strategy.
- e) *Evaluating Strategy acquisition and recommending the cycle*: The teacher evaluated of used the strategy of student’.
- f) The teacher played the audio, so the students’ familiar with the strategy that have learned.

Closing Activities

In closing activities, the students’ did the following activities:

- 1) The teacher explained again about material and asked the students’ to made conclusion about material in the lesson.
- 2) The teacher asked the students’ to learn again about material that it has been learnt.
- 3) The teacher provided information to the students’ about what the material to the next meeting.
- 4) The teacher closing the lesson and gave regards farewell to the students’.

Cycle I Meeting 2

In cycle I meeting 2, the researcher focused on the lesson about *Short monologue (Narrating)*. The teaching procedures were same as the cycle I meeting 1. The different only on the materials and the students' stressing based on their problems in cycle I meeting 1. However, in this meeting the students' still made indiscipline activities during the lesson. In this meeting, the researcher gave reinforcement for definition, purpose of the text, and implicit idea of the audio. This meeting, the researcher used the text entitled "*Going Camping*".

Cycle I Meeting 3

In cycle I meeting 3, the researcher focused on the lesson about *Short monologue (Describing)*. The teaching procedures were same as the cycle I meeting 1 and cycle I meeting 2. The different only on the materials and the students' stressing based on their problems in cycle I meeting 2. However, in this meeting the students' still made indiscipline activities during the lesson. In this meeting, the researcher gave reinforcement for definition, main idea and purpose of the audio. This meeting, the researcher used the text entitled "*Dolphins*".

Cycle I Meeting 4

In this cycle, the researcher did not add teaching materials. Indeed, the researcher reviewed all materials from cycle I meeting 1 until meeting 3.

After the students got more familiar with the materials, the researcher distributed questions (research instrument) to test the students'. The researcher asked the students to did Cycle I test by answering all questions in the research instrument in order to known about their progress after got the action for one cycle.

3. *The Observing Cycle I*

After implementing *Memorization Strategy* to teach students' listening comprehension of short monologue, researcher, and collaborator did observation for whole process. In this stage, the researcher had some important things to improved the students. They were related to students' activeness in the classroom, students' attitude during the lesson, and the students' result in cycle I test.

1) The preparation of cycle I

In terms of preparation aspects, the problems were still dominated by the students' indiscipline, for example. Cycle 1 meeting 1, there were 20 (69%) students who came late to the classroom; there were 23 (79%) students who did not bring dictionary when they were studying; there were 29 (100%) students who Students stationaries (Pen and Book). Cycle 1 meeting 2, there were 18 (62%) students who came late to the classroom; there were 17 (59%) students who did not bring dictionary when they were studying there were 29 (100%) students who Students stationaries (Pen and Book). Cycle 1 meeting 3, there were 15 (52%)

students who came late to the classroom; and there were 13 (45%) students who did not bring dictionary when they were studying, and there were 29 (100%) students who Students stationaries (Pen and Book)..

2) *The implementation of Memorization Strategy of cycle I*

In terms of implementation of *Memorization Strategy* aspects, the problems were still dominated by the students' unfamiliar of strategy, for example. *Cycle I meeting 1*, in make the group all the students did it quickly, there were 29 (100%) students who were sitting in the group, there were 8 (28%) students who followed the procedures actively, there were 9 (31%) students that actively involved in individual and in the group activities, there were 6 (21%) students who did discussion in the group.

Cycle I meeting 2, there were 29 (100%) students were sitting in the group, there were 12 (41%) who could followed *Memorization Strategy* the procedure actively, there were 13 (45%) students who actively involved in individual and in the group, there were 11 (38%) who did discussion in the group.

Cycle I meeting 3; there were 29 (100%) students who were sitting in the group, there were 14 (48%) students who followed the *Memorization Strategy* procedures actively, there were 16 (55%) students actively involved in individual and in the group activities, there were 14 (48%) students who did discussion in the group.

3) *The attitude during the lesson of cycle I*

In terms of attitude aspects, the problem were still dominated by the students' attitude, for example. *Cycle I meeting 1*, there were 9 (31%) students who paid attention to the teachers explanation, there were 7 (24%) students who did not made noisy and chatting with friends during the lesson, there were 9 (31%) students who actively responded to the classroom activities.

Cycle I Meeting 2, there were 13 (50%) students who paid attention to the teachers explanation, there were 11 (38%) students who did not make noisy and chatting with friends during the lesson, there were 11 (38%) students who actively responded to the classroom activities.

Cycle I Meeting 3, there were 16 (55%) students who paid attention to the teachers explanation, there were 14 (48%) students who did not made noisy and chatting with friends during the lesson, there were 14 (48%) students who actively responded to the classroom activities.

4) *Closing Activities in Cycle I*

Cycle I meeting 1, in closing activities there were 21 (72%) students who did not made conclusion after getting the lesson and there were 22 (76%) students who did not exercise accurately. In cycle I meeting2, inclosing activities, there were 17 (59%) students who did not made conclusion after getting the lesson and there were 18 (62%) students who did not exercise accurately. In cycle I meeting 3, there were 15 (52%)

students who did not made conclusion after getting the lesson and there were 14 (48%) students who did not exercise accurately

Based on the detail explanation above, it was clear that the problems happened because the students still did indiscipline activities in the classroom. The indiscipline activities did by the students could be concluded as the following information:

- Many students' came late to the classroom. They have many reason, like their home far from the school and they spent their time playing with friends outside in the class.
- Many student's did not bring dictionary when they were studying.
- Many students' did not listen the teacher's explanation seriously.
- Many students' did not follow the lesson very well.
- Many students' made noisy and chated with their friends.
- Many students' did not actively responded to the classroom activities.
- Many students' did not made conclusion and did not exercise accurately

From the explanation above, it can be concluded that the students' attitude and skill were needed to improved in order that they could follow the lesson well and improved their skill. The detail data for this information can be saw at appendix 14, appendix 15, and appendix 16 about the students' activities in the classroom.

During the process in the actions, the researcher also got some notes from the collaborator. The collaborator said that the researcher should improved them for better performance in the next cycles. The notes were:

- The teacher needed to actively responded to students' problem during the lesson. It aimed to solve the students' problems as soon as possible in order that other students did not the same problems.
- The teacher should be explained the material with clearly voice in the lesson.
- The teacher should defined unfamiliar terms, concepts, and principles during the lesson to avoid miscommunication. Most of the students' had not been familiar with English terms. This activity can help students to improved their knowledge and vocabularies.
- The teacher should be gave time to the students to took notes and read the notes.
- The teacher in the last meeting should be discussed with students' assignment for better understanding.

The detail data for this information can be saw at appendix 22, appendix 23, and appendix 24 about the students' activities in the classroom.

4. Reflection of Cycle I Action

Reflection was an evaluation conducted by the researcher and collaborator, especially students' progress during the lesson. After

instrument test did in cycle I test toward teaching process and the implementation of *Memorization Strategy*, there were some matters happened to the students that can be identified by the researcher.

After conducting the implementation of cycle I, collecting the data, observing the teaching and learning atmosphere, and analyzing data, the researcher found that almost all of the students basically did not very good at listening comprehension, especially short monologue. However, the students looked very interested in doing *Memorization Strategy*, and they were good learning motivation in learning English in this stage.

After conducted cycle I test, it showed that there was a significant improvement of students' ability in understanding listening comprehension of short monologue in cycle I test. The progress was not only quantitatively (the students' learning score) but also qualitatively (the students' attitude, discipline, motivation, interest, and interaction). Quantitatively, all aspects tested in this stage was created better score. There have been 8 students got "Good" category and 2 student got "Excellent" category. The result of cycle I test was still under the target of the research because there were 19 students got under 70 in this cycle. It means that the reasearcher should work harder to teach the students by using *Memorization Strategy* to reach the research target. The result of the cycle I score calculation can be seen in appendix 33. Then, the following chart described the students' score in this cycle:

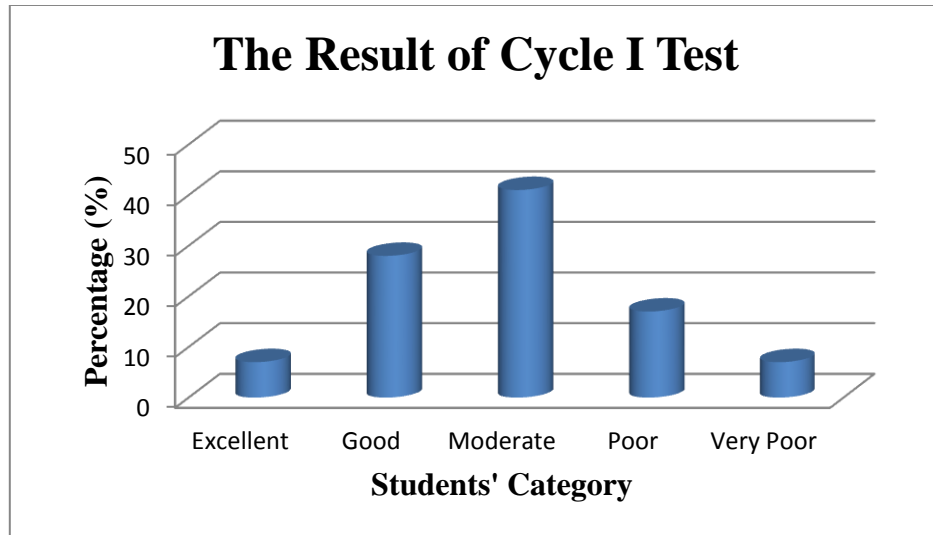


Chart 4.2

Chart 4.2 above described about the students' progress during cycle I. It shows that the students got improvement in their categories and average score in cycle I test. They were included into "Moderate" category with average score (66.29). The students got (47.5) for the lowest score and (82.5) for the highest score in this cycle. To describe the percentage description and students' category in detail, see the following category and percentage table:

Table 4. 3:
The Result of Cycle I Test

No.	Score Interval	Category	Frequency (Students)	Percentage (%)
1	80 – 100	Excellent	2	7
2	70 – 79	Good	8	28
3	60 – 69	Moderate	12	41
4	50 – 59	Poor	5	17
5	< 50	Very Poor	2	7

Based on table 4.3 above, there were just 2 (7%) students included “Excellent” category 8 students (28%) included “Good” category; 12 students (41%) included “Moderate” category; 5 students (17%) included “Poor” category and there were 2 (7%) students got “very good” category. It indicates that the students’ ability in mastering listening comprehension of short monologue was “Moderate” category with average score (66.29). It means that there has been a significant improvement of students in mastering listening comprehension of short monologue in this cycle.

The most important thing in this process is learning atmosphere in the classroom during the action showed students’ fun and high anthusias. The students did not dare to offer themselves to share about information they got during the lesson. They wanted to stand up cheerfully to explain what they know in front of the classroom. When the teacher asked the students to gave applause for their friends, the classroom became cheerfully. The result of

interview with the students in cycle I, it indicated that they liked *Memorization Strategy*. They wanted to keep studying English with this strategy.

Based on the explanation above, it is important to do action in cycle II in order to improve students' listening comprehension of short monologue and reach the target score of this research. The use of *Memorization Strategy* with different emphasis from cycle I and more interesting activities and different topics are hoped to improve students' listening comprehension of short monologue.

Based on the result of the cycle I, it is important to do cycle II for improvement. The researcher would give stressing for all problems that students faced in the first cycle in order they have better understand for this teaching strategy both the theory and application in a real life activities.

3. The Description of Cycle II

Cycle II was conducted to follow up and respond to the students' problems and obstacles found in cycle I. In this stage, the researcher re-designed the teaching planning. In this research, cycle I was conducted into four meetings. Three meetings were for teaching students' by used *Memorization Strategy*; and one meeting was for cycle II test. The cycle II was conducted as the following schedule: Cycle II meeting 1 was on October 31, 2018; Cycle II meeting 2 was on November 05, 2018; Cycle II meeting 3 was

on November 07, 2018; Cycle II meeting 4 was on November 12, 2018. After did planning, action, and observing, the researcher and collaborator did reflection towards action of Cycle II. The detail process of conducting cycle II was as following:

a. Planning Stage

Before did action in the classroom, the researcher redesign teaching listening comprehension of short monologue and discussed it with collaborator to get appropriate level of action. The lesson plan was designed based on the students' problems and weaknes during the lesson in cycle I. In this planning stage, the action was designed of three meetings with different materials. The main materials were about short monologue. For clearer design of temaching, it can be seen on appendix 8, appendix 9, and appendix 10. The following table is the schedule of action Cycle II that consisted of four meetings:

Table 4.4:
Learning Schedule of Cycle II

Date	Theme	Focus Materials	Data
October 31, 2018	Short Monologue (Procedure)	- Definition of short monologue (Procedure) - Main idea of the text - Implicit idea	Appendix 8, 17, and 26
November 5, 2018	Short Monologue (Radio News)	- Definition of short monologue (Radio News) - Detail information of the text - Implicit idea of the text	Appendix 9, 18, and 27.
November 7, 2018	Short Monologue (Advertisement)	- Definition of short monologue (Advertisement) - Main idea of the text - Detail information of the text	Appendix 10, 19, and 28.
November 12, 2018	Cycle II Evaluation	- Review Materials of meeting 1 to 3 - Cycle II Test	Appendix 4, 8, 9, and 10,

b. Implementing of Cycle II Stage

At the second stage of action, the researcher and collaborator did action by implementing *Memorization Strategy* in teaching and learning

listening comprehension of short monologue because it became the focus of this cycle.

Cycle II Meeting 1

The researcher focused the lesson cycle II in meeting 1 on *Short monologue*. In this meeting, the researcher gave reinforcement for definition, main idea, and implicit idea of short monologue (Procedure).

Pre-Learning Activities

In pre-learning activities, the teacher did the following steps:

- 1) The teacher said Salam and greeting in English.
- 2) Checked the students' present by asked their name of attendance list.
- 3) The teacher asked the students to prepared their stationery and textbooks.
- 4) Before explained the material the teacher gave the motivation and brainstorm to the students' to learn really.

While-Learning Activities

The teaching procedures in activities were:

- 1) Teacher explained the definition of listening short monologue, it's kinds, and this meeting the students' only focus on short monologue (Procedure) and used the text entitled "*Hot to make Jelly*".
- 2) Before heard the audio, the teacher divided the students' to small group that included 4 students' in one group and asked one student to be a coordinator of group.
- 3) The teacher played the audio and asked the students' to heard the audio.

- a) *Awareness raising*: The teacher asked the students' to heard the number of vocabulary from the audio.
- b) *Modeling*: The teacher model some of strategies, learners others. In this case, the teacher can use “photographic memory” or “mind maps”.
- c) *General Practice*: The teacher give opportunities and time to the students' to become familiar with the strategy.
- d) *Action Planning*: The teacher give opportunities to the students' to ask about the strategy.
- e) *Evaluating Strategy acquisition and recommending the cycle*: The teacher evaluated of used the strategy of student'.
- f) The teacher played the audio, so the students' familiar with the strategy that have learned.

Closing Activities

In closing activities, the students' did the following activities:

- 1) The teacher explained again about material and asked the students' to made conclusion about material in the lesson.
- 2) The teacher asked the students' to learn again about material that it has been learnt.
- 3) The teacher provided information to the students' about what the material to the next meeting.
- 4) The teacher closing the lesson and gave regards farewell to the students'.

Cycle II Meeting 2

In cycle II meeting 2, the researcher focused on the lesson about *Short monologue (Radio News)*. The teaching procedures were same as the cycle II meeting 1. The different only on the materials and the students' stressing based on their problems in cycle II meeting 2. However, in this meeting the students' still made indiscipline activities during the lesson. In this meeting, the researcher gave reinforcement for definition, detail information, and purpose idea of the text. This meeting, the researcher used the topic entitled "*Earthquake*".

Cycle II Meeting 3

In cycle II meeting 3, the researcher focused on the lesson about *Short monologue (Advertisement)*. The teaching procedures were same as the cycle II meeting 1 and cycle II meeting 2. The different only on the materials and the students' stressing based on their problems in cycle II meeting 1 and cycle II meeting 2. However, in this meeting the students' still made indiscipline activities during the lesson. In this meeting, the researcher gave reinforcement for definition, main idea, and detail information of the audio. This meeting, the researcher used the text entitled "*Job Vacancy*".

Cycle II Meeting 4

In this cycle, the researcher did not gave more teaching materials. Indeed, the researcher reviewed all materials from cycle II meeting 1 until meeting 3 to remind the students' memory about short monologue as well as

the implementation of *Memorization Strategy*. After the students' remembered about the materials and strategy, the researcher did conducted Cycle II test by asked the students to answer all questions in the research instrument in order to know about their progress after getting action for two cycles.

c. *The Observing of Cycle II*

After implementing *Memorization Strategy* to teach the students listening comprehension of short monologue, researcher and collaborator did observation for whole process. In this stage, the researcher had some important things to improve by the students. They were related to students' activeness in the classroom, students' attitude during the lesson, and the students' result in cycle II test.

1) The preparation of cycle II

In terms of preparation aspects, the problems were still dominated by the students' indiscipline, for example. Cycle II meeting 1, there were 12 (41%) students who came late to the classroom; there were 11 (38%) students who did not bring dictionary when they were studying; there were 29 (100%) students who Students stationaries (Pen and Book). Cycle II meeting 2, there were 9 (31%) students who came late to the classroom; there were 8 (28%) students who did not bring dictionary when they were studying, there were 29 (100%) students who Students stationaries (Pen and Book). Cycle II meeting 3, there were 7 (24%)

students who came late to the classroom; and there were 6 (21%) students who did not bring dictionary when they were studying, and were 29 (100%) students who Students stationaries (Pen and Book).

2) The implementation of Memorization Strategy of cycle II

In terms of implementation of *Memorization Strategy* aspects, the problems were still dominated by the students' unfamiliar of strategy, for example. *Cycle II meeting 1*, in made the group all the students did it quickly, there were 29 (100%) students who were sitting in the group, there were 18 (62%) students who followed the procedures actively, there were 17 (59%) students that actively involved in individual and in the group activities, there were 19 (66%) students who did discussion in the group.

Cycle II meeting 2, there were 29 (100%) students were sitting in the group, there were 20 (69%) who could followed Memorization Strategy the procedure actively, there were 21 (72%) students who actively involved in individual and in the group, there were 21 (72%) who did discussion in the group.

Cycle II meeting 3; there were 29 (100%) students who were sitting in the group, there were 22 (76%) students who followed the Memorization Strategy procedures actively, there were 23 (79%) students actively involved in individual and in the group activities, there were 23 (79%) students who did discussion in the group.

3) The attitude during the lesson of cycle II

In terms of attitude aspects, the problem were still dominated by the students' attitude, for example. *Cycle II meeting 1*, there were 19 (66%) students who paid attention to the teachers explanation, there were 18 (62%) students who did not make noisy and chatting with friends during the lesson, there were 17 (59%) students who actively responded to the classroom activities.

Cycle II Meeting 2, there were 20 (69%) students who paid attention to the teachers explanation, there were 20 (69%) students who did not make noisy and chatting with friends during the lesson, there were 21 (72%) students who actively responded to the classroom activities.

Cycle II Meeting 3, there were 22 (76%) students who paid attention to the teachers explanation, there were 22 (76%) students who did not make noisy and chatting with friends during the lesson, there were 23 (79%) students who actively responded to the classroom activities.

4) Closing Activities in Cycle II

Cycle II meeting 1 in closing activities there were 10 (34%) students who did not made conclusion after getting the lesson and there were 11 (38%) students who did the exercise accurately. Cycle II meeting 2 in closing activities there were 8 (28%) students; who did not made conclusion after getting the lesson and there were 9 (31%) students who did the exercise accurately. The last in Cycle II meeting 3 in closing activities there were

6 (21%) students who did made conclusion after getting the lesson and there were 7 (24%) students who did the exercise accurately.

Based on the detail explanation above, it was clear that the problems happened because the students still did indiscipline activities in the classroom. The indiscipline activities did by the students can be concluded as the following information:

- There were some students came late to the classroom. They spent their time playing with friends outside the class.
- There were some students did not bring dictionary when they were studying.
- There were some students who did not listen the teacher's explanation seriously.
- There were some students who did not follow the lesson very well.
- There were some students who made noisy and chated with their friends.
- There were some students who did not actively responded to the classroom activities.

From the explanation above, it can be concluded that the students' attitude and skill were needed to improve in order that they can follow the lesson well and improve their skill. The detail data for this information can be seen at appendix 17, appendix 18, and appendix 19 about the students' activities in the classroom.

During the process of giving actions, the researcher did not get notes from the collaborator. The collaborator said that the researcher was improved from cycle I in the lesson and has already done the learning process well and also hopes to do and defend better performance in the next cycles (See appendices 26, 27, and 28).

In the lesson this cycle the teacher implemented the Memorization Strategy in the lesson systematically, the teacher directly responded to the students' problems during the lesson, the teacher's voice was explained about the lesson was easy to follow by the students, the teacher defined unfamiliar terms in the lesson, the teacher gave concrete examples to support the explanation, the teacher underlined the important information several times, the teacher asked the students direct questions to control the students' progress, the teacher gave time to take notes and read the notes, the teacher prepared appropriate teaching materials and prepared individual exercises for students and on the last meeting the teacher discussed the students' assignment for better understanding, and the teacher also helped the students to make conclusions of the lesson.

d. Reflection of Cycle II Action

After conducting the implementation of cycle II, collecting the data, observing the teaching and learning atmosphere, and analyzing data, the researcher found that most of the students have got better improvement in

listening comprehension skill of short monologue. But some students got problems in understanding and applying the teaching strategy toward short monologue. In this stage, the students' learning motivation was good.

After conducted cycle II test, it showed that there was a significant improvement of students' ability in understanding listening comprehension of short monologue in cycle II test. The progress was not only quantitatively (the students' learning score) but also qualitatively (the students' attitude, discipline, motivation, interest, and interaction). Quantitatively, all aspects tested in this stage was created better score. There have been 11 students got "Good" category and 5 student got "Excellent" category. The result of cycle II test was still under the target of the research because there were 13 students got under 70 in this cycle. It means that the reasearcher should work to teach the students by using *Memorization Strategy* to reach the research target. The result of the cycle II score calculation can be seen in appendix 34. Then, The students' score in this cycle can be described as the following chart:

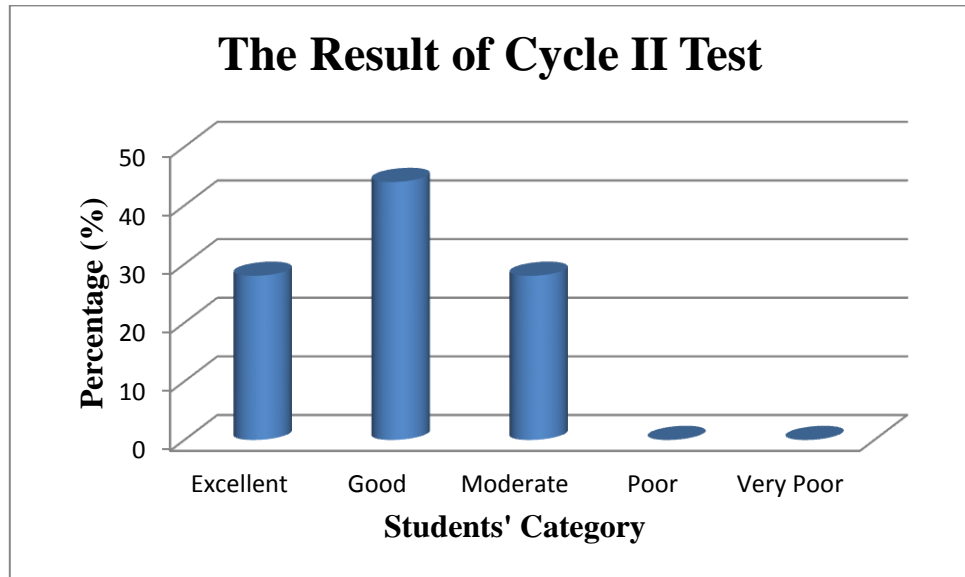


Chart 4.3

Chart 4.3 above shows that the students got better improvement in their categories and average score in this cycle. They were included into “Good” category with average score (71.03). The student got (47.5) for the lowest score and (87.5) for the highest score. It indicates that they made improvement in average score because some students got better in their categories in this cycle test. To describe the percentage and students’ category, the following category and percentage table would describe:

Table 4. 5:
The Result of Cycle II Test

No.	Score Interval	Category	Frequency (29 Students)	Percentage (%)
1	80 – 100	Excellent	5	17
2	70 – 79	Good	11	38
3	60 – 69	Moderate	9	31
4	50 – 59	Poor	4	14
5	< 50	Very Poor	0	0

Based on table 4.5 above, there were 5 students (17%) included “Excellent” category; 11 students (38%) included “Good” category; 9 students (31%) included “Moderate” category; and there were 4 (14%) students included into ”Poor” category and there was no students included “Very Poor” category. In short, the students’ ability in mastering listening comprehension of short monologue was “Good” category with average score (71.03). There had been a significant improvement of students’ ability in mastering listening comprehension of short monologue in this cycle.

In the process of teaching, the students’ learning atmosphere in the classroom got better, especially in behavior, learning motivation, and classroom interaction. During the classroom, most of the students have avoided did indicipline activities like sleeping, chatting with friends, and did other activities. The students looked so curious to learn this new

strategy and paid serious attention to the teacher's explanation. In group activities, the students involved giving their contribution in overcoming problems in their own group. At the last activity, the students did not dare to offer themselves to share about information they got during the lesson. They wanted to stand up cheerfully to explain what they known in front of the classroom. When the teacher asked the students to give applause for their friends, the classroom became cheerfully. The result of interview with the students after the class in each meeting og cycle II, it proved that the students interested and felt happy learning English by using *Memorization Strategy*, and also there was no big problem because the sound of the audio was clearly, so we could got the information. They hoped that they could use other enjoyable strategy for learning English and all lessons at school.

Based on the explanation above, it show that actions in cycle II gave much contribution for the students' improvement in mastering listening comprehension of short monologue. However, the result has not reached the research target. Therefore, it was important to did the actions in cycle III by use *Memorization Strategy*.

4. The Description of Cycle III

The researcher conducted cycle III to response the students' problems and obstacles in cycle II. This cycle was the same as previous ones that consisted of four meetings, three meetings for action and one meeting for evaluation. The

cycle III was conducted as the following schedule: Cycle III meeting 1 was on November 14, 2018; Cycle III meeting 2 was on November 19, 2018; Cycle III meeting 3 was on November 21, 2018; Cycle III meeting 4 was on November 26, 2018. After did planning, action and observing, the researcher and collaborator did reflection towards action of Cycle III. The detail process of conducting cycle I, see the following stage:

a. Planning Stage

The researcher discussed new design of teaching and learning listening comprehension of short monologue with collaborator to reach the research target. The lesson plan was designed based on the students' problems and weaknes during the lesson in cycle III. In this planning stage, the action was designed of four meetings with different teaching materials. The main materials were about short monologue. For detail design of teaching, it can be seen on appendix 11, appendix 12 and appendix 13. The following table is the schedule of action Cycle III that consisted of four meetings:

Table 4. 6:
Learning Schedule of Cycle III

Date	Theme	Focus Materials	Data
November 14, 2018	Announcement and Narrating	All aspects of genre	Appendix 11, 20, and 29
November 19, 2018	Describing and Procedure	All aspects of genre	Appendix 12, 21, and 30
November 21, 2018	Radio News and Advertisement	All aspects of genre	Appendix 13, 22, and 31
November 26, 2018	Cycle III Evaluation	- Review Materials of meeting 1 to 3 - Cycle III Test	Appendix 4, 11, 12, and 13.

b. Implementing of Cycle III Stage

At the third stage of action, the researcher and collaborator did action by implementing *Memorization Strategy* in teaching and learning listening comprehension short monologue because it became the focus in this cycle. The researcher gave reinforcement for the students in order to reach the research target.

Cycle III Meeting 1

The main material of cycle III meeting 1 was *Short Monologue*. At the first step, the researcher reviewed and gave reinforcement for parts of short monologue to remind them about this kind of text that has been explained in cycle I, namely: definition, purpose, main idea of the text, implicit idea,

detail information of the text, and some important focus in mastering short monologue (Announcement and Narrating).

Pre-Learning Activities

In pre-learning activities, the teacher did the following steps:

- 1) The teacher said Salam and greeting in English.
- 2) Checked the students' present by asked their name of attendance list.
- 3) The teacher asked the students to prepared their stationery and textbooks.
- 4) Before explained the material the teacher gave the motivation and brainstorm to the students' to learn really.

While-Learning Activities

The teaching procedures in this activities were:

- 1) Teacher explained the definition of listening short monologue, it's kinds, and this meeting the students' only focus on short monologue (Announcement and Narrating) and used the topic entitled "*Tourism Quartz Dyke and Educational Standard in Indonesia*".
- 2) Before heard the audio, the teacher divided the students' to small group that included 4 students' in one group and asked one student to be a coordinator of group.
- 3) The teacher played the audio and asked the students' to heard the audio.
 - a) *awareness raising*: The teacher asked the students' to heard the number of vocabulary from the audio.

- b) *Modeling*: The teacher model some of strategies, learners others. In this case, the teacher can use “photographic memory” or “mind maps”.
- c) *General Practice*: The teacher give opportunities and time to the students’ to become familiar with the strategy.
- d) *Action Planning*: The teacher give opportunities to the students’ to ask about the strategy.
- e) *Evaluating Strategy acquisition and recommending the cycle*: The teacher evaluated of used the strategy of student’.
- f) The teacher played the audio, so the students’ familiar with the strategy that have learned.

Closing Activities

In closing activities, the students’ did the following activities:

- 1) The teacher explained again about material and asked the students’ to made conclusion about material in the lesson.
- 2) The teacher asked the students’ to learn again about material that it has been learnt.
- 3) The teacher provided information to the students’ about what the material to the next meeting.
- 4) The teacher closing the lesson and gave regards farewell to the students’.

Cycle III Meeting 2

In cycle III meeting 2, the researcher resercher reminded the students about all materials about short monologue (Describing and Procedure). The teaching procedure were same as the cycle III meeting 1. The different only on the materials. In this meeting, the researcher reviewed all materials that have explained in cycle I and cycle II to made the students more familiar with this kinds of text. The researcher reviewed about the definition, purpose, main idea of the text, implicit idea, detail information of the text, and some important focus in mastering short monologue in (Describing and Procedure). In this meeting, the researcher used the text entitled “*Dolphins and How Cooking Rice*” as teaching materials. The researcher told the students to listen the audio.

Cycle III Meeting 3

In cycle III meeting 3, the researcher resercher reminded the students about all materials about short monologue (Radio News and Advertisement). The teaching procedure were same as the cycle III meeting 1 and cycle III and meeting 2. The differences only in the materials. In this meeting, the researcher reviewed all materials that have explained in cycle I and cycle II to made the students’ more familiar with this kinds of text. The researcher reviewed about the definition, purpose, main idea of the text, implicit idea, detail information of the text, and some important focus in mastering short

monologue in (Describing and Procedure). In this meeting, the researcher used the text entitled “*Flood in Cold Meaning and Discount on Food and Beverage*” as teaching materials. The researcher told the students to listen the audio.

Cycle III Meeting 4

In this cycle, the researcher did not gave more teaching materials. Indeed, the researcher reviewed all materials from cycle III meeting 1 until meeting 3 to remind the students about short monologue as well as the implementation of *Memorization Strategy*. After the students remembered about the learning materials and strategy, the researcher conducted Cycle III test by asked the students’ to answer all questions in the research instrument in order to known about their progress after got actions for three cycles.

c. The Observing of Cycle III

After implementing *Memorization Strategy* to teach students listening comprehension of short monologue, researcher, and collaborator did observation for whole process. In this stage, the researcher had some important things to improved the students. They were related to students’ activeness in the classroom, students’ attitude during the lesson, and the students’ result in cycle III test.

1) The preparation of cycle III

In terms of preparation aspects, there were few students di indiscipline, for example. Cycle III meeting 1, there were 5 (17%)

students who came late to the classroom; there were 4 (14%) students who did not bring dictionary when they were studying; and there were 29 students (100%) who Students stationaries (Pen and Book). Cycle III meeting 2, there were (7%) students who came late to the classroom; there were 3 students (10%) who did not bring dictionary when they were studying, and there were 29 (100%) students who Students stationaries (Pen and Book). Cycle III meeting 3, there were 1 (3%) students who came late to the classroom; and there were 29 (100%) students who bring dictionary when they were studying, and there were 29 students (100%) who Students stationaries (Pen and Book).

2) The implementation of Memorization Strategy of cycle III

In terms of implementation of *Memorization Strategy* aspects, the problems were just a few students' unfamiliar in understanding and apply strategy, for example, *Cycle III meeting 1*, in make the group all the students did it quickly, there were 29 (100%) students who were sitting in the group, there were 5 (17%) students who followed the procedures actively, there were 4 (14%) students that actively involved in individual and in the group activities, and there were 4 (14%) students who did discussion in the group.

Cycle III meeting 2, there were 29 (100%) students were sitting in the group, there were 2 (7%) who could followed Memorization Strategy

the procedure actively, there were 3 (10%) students who actively involved in individual and in the group, there were 2 (7%) who did discussion in the group.

Cycle III meeting 3; there were 29 (100%) students who were sitting in the group, there were 29 (100%) students who followed the Memorization Strategy procedures actively, there were 27 (90%) students actively involved in individual and in the group activities, there were 29 (100%) students who did discussion in the group.

3) The attitude during the lesson of cycle III

In terms of attitude aspects, the problems were just a few students' who bad attitude. *Cycle III meeting 1*, there were 24 (83%) students who paid attention to the teachers explained, there were 24 (83%) students who did not made noisy and chatted with friends during the lesson, there were 25 (86%) students who actively responded to the classroom activities.

Cycle III Meeting 2, there were 25 (86%) students who paid attention to the teachers explained, there were 27 (93%) students who did not made noisy and chatted with friends during the lesson, and there were 26 (87%) students who actively responded to the classroom activities.

Cycle III Meeting 3, there were 28 (97%) students who paid attention to the teachers explained, there were 28 (97%) students who did

not made noisy and chatting with friends during the lesson, and there were 29 (100%) students who actively responded to the classroom activities.

Based on the detail explanation above, it was clearly that just a few students' still did indiscipline activities in the classroom. The indiscipline activities did the students can be concluded as the following information:

- There was only a few students came late to the classroom. The students reduced their playing time with friends in outside the class.
- There was only a few students did not brought dictionary when they were study.
- There was a few students who did not listen the teacher's explanation seriously.
- There was a few students students did not follow the lesson very well.
- There was a few students make noisy and chated with their friends.
- There was a few students did not actively responded to the classroom activities.

From the explanation above, it can be concluded that the students' attitude and skill was improved in order that they can follow the lesson well and improved their skill in listening comprehension of short monologue. The detail data for this information can be seen at appendix 20, appendix 21 and appendix 22 about the students' activities in the classroom.

During the process of giving actions, the researcher did not get notes from the collaborator. The collaborator said that the researcher was improved from cycle I, cycle II, and cycle III in the lesson and has already done the learning process well (See appendices 29, 30, and 31).

In the lesson this cycle the teacher implemented the *Memorization Strategy* in the lesson systematically, the teacher directly responded to the students' problems during the lesson, the teacher's voice was explained about the lesson was easy to follow by the students, the teacher defined unfamiliar terms in the lesson, the teacher gave concrete examples to support the explanation, the teacher underlined the important information several times, the teacher asked the students direct questions to control the students' progress, the teacher gave time to take notes and read the notes, the teacher prepared appropriate teaching materials and prepared individual exercises for students and on the last meeting the teacher discussed the students' assignment for better understanding, and the teacher also helped the students to make a conclusion of the lesson.

d. Reflection of Cycle III Action

After completing the implementation of cycle III, collecting the data, observing the teaching and learning atmosphere, and analyzing data, the researcher found that most of the students have got the best improvement in

listening comprehension skill of short monologue. In addition, most of them had good understanding in almost all parts of *Memorization Strategy* well as the application of the strategy to the monologue. The students had good learning motivation and better interaction during the process of teaching and learning in the classroom.

At the first meeting of cycle III (cycle III meeting 1), the students looked cheerful following the class. They got better understanding after getting reinforcement about short monologue in this meeting. Therefore, the students' ability got better in this stage. They can understand the procedures of the strategy and applied them in listening comprehension activities, especially listening monologue.

In this stage, most of the students have been familiar with all parts and application of *Memorization Strategy* and the application toward the text. The students had good learning motivation, enjoy the class, and had good interaction in the classroom. However, some students still have problems in made synthesis text information, comparing, and contrasting the information, and made notes.

At the second meeting of this cycle (cycle III meeting 2), the researcher focused on material of short monologue. The researcher gave reinforcement for this material for better understanding. The students had better understanding about short monologue and *Memorization Strategy* as well as the application to the listen the monologue. In this stage, most of the

students got better in identified Main idea, detail information, purpose and implicit idea of the audio. Most of students have been very good in made synthesis of the information. Then, the number of students who had problems in detail idea and implicit idea in the audio in this stage.

At the third meeting of cycle III (cycle II meeting 3), the students have been familiar in short monologue and most parts of *Memorization Strategy* because the researcher gave more focus for those materials in this stage.

Based on the reflection explained qualitatively about cycle III above, it can be concluded that there was a significant improvement of students' ability in understanding listening comprehension of short monologue in cycle III. The result of cycle III showed that there have been 8 students got "Excellent" category, 13 students got "Good" category, and 8 students got "Moderate" category. The result of cycle III test was good, and the students' average score has reached the research target because there were 21 students who got score "Excellent" and "Good" categories. There were only 8 students that had score under 70 or included into under "Moderate" category. The result of cycle III proved that *Memorization Strategy* were effective strategy to improved students' listening comprehension of short monologue. By using these strategy for three cycles, the students could reach the reseach target and got "Good" category in average. The detailed calculation of the result of the cycle III can be seen in appendix 35. Then, the students' score in this cycle can be described as the following chart:

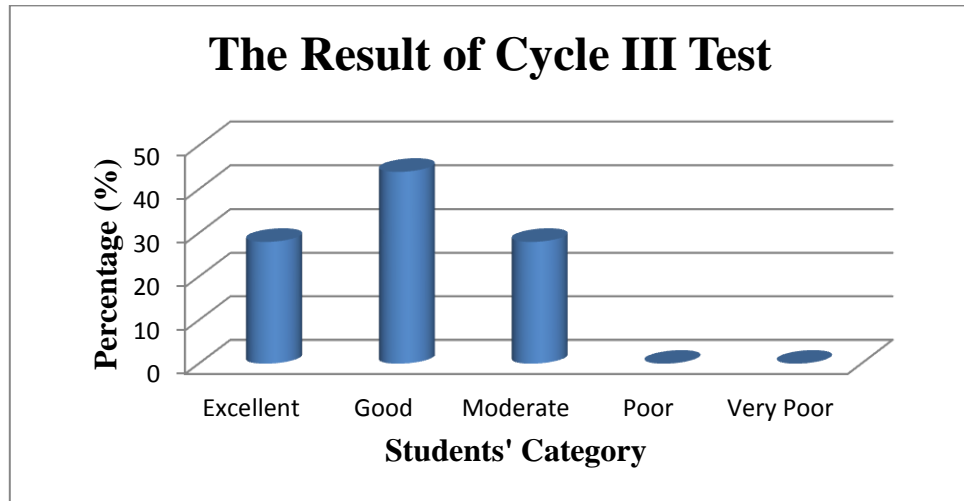


Chart 4.4

Chart 4.4 above shows that the students got great improvement in their categories and average score in this cycle. They were included into “Good” category with average score (75.95). The student got (65) for the lowest score and (92.5) for the highest score. It indicates that they made improvement in average score. To describe the percentage and students’ category, see the following table:

Table 4. 7:
The Result of Cycle III Test

No.	Score Interval	Category	Frequency (Students)	Percentage (%)
1	80 – 100	Excellent	8	28
2	70 – 79	Good	13	44
3	60 – 69	Moderate	8	28
4	50 – 59	Poor	0	0
5	< 50	Very Poor	0	0

Table 4.7 above showed that there were 8 students (28%) included “Excellent” category; 13 students (44%) included “Good” category; 8 students (28%) included “Moderate” category; and there was no students included into “Poor” and “Very Poor” categories in this cycle. In conclusion, the students’ ability in mastering listening comprehension of short monologue was “Good” category with average score (75.95). There has been a significant improvement of students’ ability in mastering listening comprehension of short monologue in this cycle.

In the process of teaching, the students’ learning atmosphere in the classroom got better, especially in behavior, learning motivation, and classroom interaction. During the classroom, most of the students have avoided did indiscipline activities like sleeping, chatting with friends, and did other activities like cycle II. The students looked so curious to learn this new strategy and paid serious attention to the teacher’s explanation. In group activities, the students involved giving their contribution in overcoming problems in their own group. At the last activity, the students did not dare to offer themselves to share about information they got during the lesson. They wanted to stand up cheerfully to explain what they know in front of the classroom. When the teacher asked the students to give applause for their friends, the classroom became cheerfully. The result of interview with the students after the class in each meeting of cycle II, it proved that the students interested and felt happy learning English by using *Memorization Strategy*,

and the students did not have Therefore, the students could reach the research target in this cycle.

Based on the explanation above, it shows that actions in cycle III gave much contribution for the students' improvement in mastering listening comprehension of short monologue. In this cycle, the students could reach the research target. Therefore, it was not important to the reseacher to conduct the next cycle. The cycle was stopped until cycle III because the research target has reached.

5. The Students' Improvement in Listening Comprehension of Short Monologue through Memorization Strategy

This part described the students' improvement quantitatively and qualitatively during the actions in cycle I, II, and III till it can be proven that this strategy could improve the eleventh grade students SMAN 1 Ulu Musi academic year 2018/2019 in listening comprehension of short monologue. For clear description of the students' improvement in listening comprehension of short monologue in three cycles, see the following chart:

The Students' Improvement in Listening Comprehension of Short Monologue

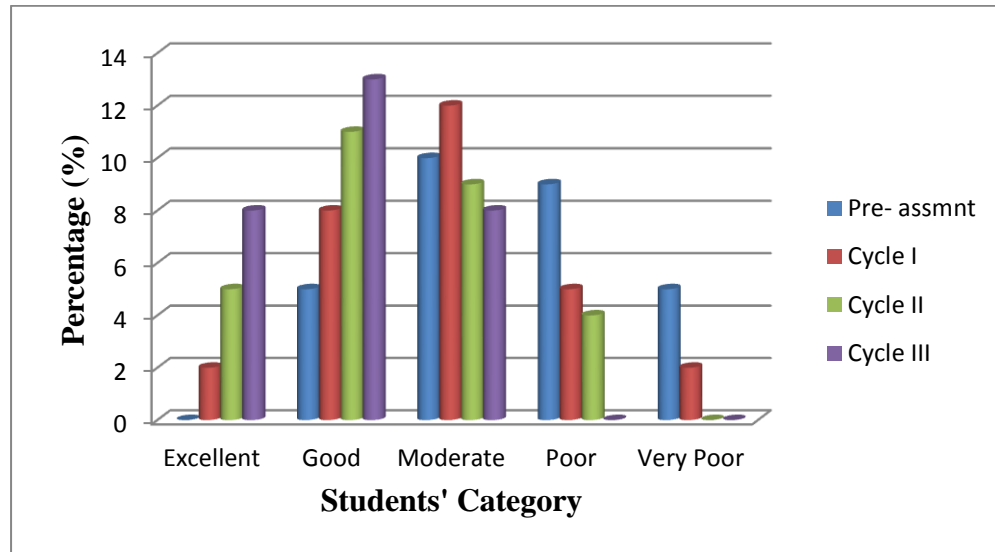


Chart 4. 8:

Chart 4.8 above shows that actions gave to the students from cycle I until cycle III affect the students very much in mastering listening comprehension of short monologue. The cycles contribution made better improvement from one meeting to other meeting, and finally the students could reach the research target in cycle III. In pre-assessment test, there were no students included into “Excellent” category in this research. There were only 5 (17%) students who got into “Good” category. But, after the students got actions in cycle I in three meetings, the condition improved. There was 2 student (7%) got “Excellent” category and there were 8 students (27.5%) of the students got into “Good” category. Although the students have not reached the research target, but they got better score and improvement in behavior in this cycle. The students’ condition became better after getting cycle II test. There were 5 students (17%)

got into “Excellent” category and 11 students (38%) got into “Good” category. The number of “Good” and “Excellent” students increased. After getting actions in cycle III, the students could reach the research target. There were 8 students (28%) got into “Excellent” category and 13 students (45%) got into “Good” category. For clear number of the students based on their category, see the following table:

**Table 4. 8:
The Students’ Improvement
In Listening Comprehension of Short Monologue**

No.	Score Interval	Category	Pre- assmnt	Cycle I	Cycle II	Cycle III
1	80 – 100	Excellent	0	2	5	8
2	70 – 79	Good	5	8	11	13
3	60 – 69	Moderate	10	12	9	8
4	50 – 59	Poor	9	5	4	0
5	< 50	Very Poor	5	2	0	0

Table 4.8 above illustrates in detail about the students’ process of improvement from pre-assessment until cycle III. In pre-assessment stage, there was lack number of the students who got “Excellent” and “Good” categories. Therefore, they needed serious actions for three cycles for improvement. After getting cycles, the number of the students who got “Excellent” and “Good” categories were increased significantly from one cycle to another cycle. Finally, at the cycle III, the students could reach the research target quantitatively and qualitatively. It means that the students have had better understanding of listening

comprehension of short monologue by using *Memorization Strategy*; and they could also improved the students' classroom atmosphere, behavior, interaction, and participation in the classroom. These good conditions really encouraged the students' success in listening materials and learning strategy effectively.

The students improvement could be calculated by reducing students' average score in cycle III (75.95) and the students' average score in pre-assessment test (58.45) it was clear that the students made (17.5) point of improvement after getting actions in three cycles by used *Memorization Strategy*.

In conclusion, chart and table above described very well about the students' process and progress in reaching the research target. It means that *Memorization Strategy* was succeeded tested as one of good strategy to apply by English teachers in teaching listening comprehension of short monologue. After applied *Memorization Strategy* at the eleventh grade students of SMAN 1 Ulu Musi in academic year 2018/2019. The application of these teaching Strategy could improved the students' listening comprehension skill gradually.

B. Discussion

This research was conducted by some backround of problems happened at the eleventh grade students of SMAN 1 Ulu Musi academic year 2018/2019 during learning listening comprehension in the classroom. Based the preliminary observation and inteviwed with students and the English teacher, the main

problems in this research can be identified that teaching listening comprehension skill got just a little portion at the school, but the students still have problem in comprehending short monologue. Most of the problems relate to comprehension problem, definition, main idea, detail information, purpose, and implicit idea of the audio. In this case, the students need innovative teaching and learning strategy to encourage them to develop their English skills, especially listening comprehension of short monologue as current listening materials in eleventh graders .

To overcome this problems, the researcher proposed *Memorization Strategy*. It is an appropriate strategy to overcome the students problems. Memorization was introduced by Huynh (2015). This strategy is effective to overcome the students' problem because of some reasons. *First, Memorization Strategy* consisted of four startegy, namely: *creating mental linkage, applying image and sounds, reviewing well, and employing actions*.

By using classroom action research (CAR), the researcher gave students actions and followed some series of activities and procedures to reach the research target. The activities can be as the following procedures:

The first, the researcher conducted pre-assessment test. The result showed that there was no students included into "Excellent" category. There were 5 students (17%) included into "Good" category; 10 students (35%) were included "Moderate" category; 9 students (31%) were included into "Poor" category; 5 students (17%) were included into "Very Poor" category. In average, they were

included into “Moderate” category with average score (58.45). The student got (45) for the lowest score and (75) for the highest score.

The second, the researcher gave students actions in form of cycle I in four meetings. In cycle I, there were 2 (7%) students were included “Excellent” category, there were 8 students (28%) included into “Good” category; 12 students (41%) were included “Moderate” category; 5 students (17%) were included into “Poor” category; 2 students (7%) were included into “Very Poor” category. In average, they were included into “Moderate” category with average score (66.29). The student got (47.5) for the lowest score and (82.5) for the highest score.

The third, the researcher conducted cycle II for giving students actions. In cycle II, there were 5 students (17%) who included into “Excellent” category; 11 students (38%) included into “Good” category; 9 students (31%) were included “Moderate” category; 4 students (14%) were included into “Poor” category; and there was no students included into “Very Poor” category. They were included into “Good” category with average score (71.03). The student got (47.5) for the lowest score and (85) for the highest score.

The fourth, the researcher conducted cycle III to reach the research target. In cycle III, the students could reach the research target. There were 8 (28%) students who included into “Excellent” category; 13 students (44%) included into “Good” category; 8 students (28%) were included “Moderate” category; and there were no students included into “Poor” and “Very Poor” categories. Based on the data in appendix 35, there were 21 students who got “Good” and “Excellent”

categories or 72%. They were included into “Good” category with average score (75.95). The student got (65) for the lowest score and (92.5) for the highest score.

From the explanation above, the students improvement could be calculated by reducing students’ average score in cycle III and the students’ average score in pre-assessment test. The students made (17.5) point of improvement after getting actions in three cycles by using *Memorization Strategy*.

In conclusion, it is clear that *Memorization Strategy* was a good strategy to applied by English teachers in teaching listening comprehension of short monologues. After applying *Memorization Strategy* at the eleventh grade students of SMAN 1 Ulu Musi in Academic Year2018/2019, it proved that this strategy could improved the students’ problems in listening comprehension of short monologue.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After completing this research, the result shown that Memorization Strategy improved the students' listening comprehension of short monologue, especially at the eleventh grade students of SMAN 1 ULU MUSI in academic year 2018/2019. The most important progress for students was learning atmosphere in the classroom got better, especially in behavior, learning motivation, and classroom interaction. During the classroom, most of the students have avoided did indiscipline activities like sleeping, chatting with friends, and did other activities. The students looked so curious to learn this new strategy and paid serious attention to the teacher's explanation. In group activities, the students involved gave their contribution in overcoming problems in their own group. The improvement was shown by the students' average score in pre-assessment test (58.45) that include into "Poor" category; an average score in cycle III test was (75.95) that included into "Good" category. It means that the students got (17.5) point of improvement after got actions for three cycles.

B. Suggestion

After conducted the research, the research gave the suggestion, especially to students, teacher, school, and the next researchers. The first, the researcher suggest to the students in order to give more attention to English lesson because English is

an international language that used to communicate an international level. In learning English, students should found the best strategy. Memorization Strategy were recommended for students to use improved their listening comprehension skill of short monologue.

The second, the English teachers as the educators should find fun and enjoyable teaching strategy in the classroom. It is time for them to avoid monotonous teaching strategy in the classroom. It affects the students' motivation in learning English. Innovative and active teaching strategy, it is very helpful for students to be comfortable in learning English in the classroom. For English teachers who have the same problems with the eleventh grade students of SMAN 1 ULU MUSI academic year 2018/2019, it is better to apply Memorization Strategy in order to improve their students' listening comprehension skill of short monologue.

The third, for all schools in different levels, especially SMAN 1 ULU MUSI, as the educational institutions should encourage all teachers to develop creative and active learning strategy in their class. The teaching activities not only focus on the students' progress in quantitative aspect, especially the increasing of the students' score in the exam, but the teaching activities should also support the students' improvement in learning atmosphere, students' motivation, behavior, and interaction in the classroom. Good motivation, behavior, and interaction will lead the students into success in all aspects of education.

The fourth, for the next researchers, it is suggested that they should do classroom action research by applying certain teaching technique or strategy to improve students' English skills. This kind of research has many advantages for both teacher and students. In one side, it is a challenge for the teachers to improve their professionalism as educators; on the other side, the students' English skill was improved. This research is analyzed in limited exploration, therefore, for the next researchers, the researcher suggests that they should conduct similar research by exploring different aspects and larger scope of research in order to develop this focus of research.

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