

IMPROVING LISTENING SKILLS BY USING FOLKLORE THROUGH AUDIO MEDIA AT THE EIGHT GRADE OF MTS MESRA PEMATANGSIANTAR

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ABSTRACT

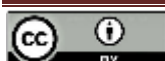
This research aims to find out the effect of using folklore through audio media improve students' listening skills at the eighth grade of MTs Mesra Pematangsiantar. This research used a quantitative approach with a true experimental method design. The population of this research was eighth grade students consisting of 307 from 10 classes, and the sample consists of class VIII-I and class VIII-II, which were selected using a lottery through simple random sampling technique. The data collection technique was pre-test and post-test. The data were analyzed using SPSS version 27.0. The result of the hypothesis testing of post-test control class and post-test experimental class shows that that $t_{count} = 3,231 > t_{table} = 1,695$. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that the using folklore through audio media can improve students' listening skills was significant. This can happen because the researcher provided a lesson that involves the use of audio media featuring the folktale 'Batu Gantung', accompanied by pre-listening activities. These activities included introducing the story, explaining difficult words, posing prediction questions, and guiding students to focus on story elements while listening. After listening, students completed a worksheet, participated in small group discussions, and wrote a summary of the story in their own words. This treatment encouraged active student engagement in understanding the story content, which positively impacted their listening skills.

Keywords: Listening, Folklore, Audio Media

INTRODUCTION

The Background of Research

English, as a global language, has become a mandatory subject in Indonesia's educational system. There are 4 skills that must be understood, namely listening, speaking, reading, and writing. Among the four language skills, listening is considered foundational. According to Field (2008), one major barrier to students' listening development is the limited use of authentic auditory materials, as instruction tends to rely heavily on written texts. Listening is a fundamental skill in language learning, especially in English as a foreign language. However, many students face challenges in developing listening skills due to monotonous teaching methods and limited exposure to authentic listening materials, which are often restricted to written texts. To address this issue, a more engaging and contextual approach is needed. One promising method is the use of folklore delivered through audio media. Folklore not only conveys cultural and moral values but also stimulates imagination and enhances students' listening abilities. Audio media such as story recordings offer students



flexible opportunities to practice listening and experience language more naturally through intonation, word stress, and emotional expression—features that are often absent in written texts.

The researcher selected to investigate this topic because it is relevant to students' needs in improving listening skills, which is one of the four basic skills in learning English. The use of folklore as learning material not only enriches students' cultural understanding but also fosters a desire to learn through a contextual approach. The audio media used can create a more natural and immersive listening experience, resembling real communication situations. However, this research faces several challenges, such as low student concentration while listening without visual aid, differences in language proficiency levels, limited audio equipment in the classroom, the selection of appropriate folk tales for students' ages, and a lack of motivation to learn. Given the KKM (Minimum Mastery Criteria) of 75, it became essential to explore alternative teaching strategies. Therefore, engaging delivery strategies and the selection of appropriate materials are key to the success of this research.

The Problem of Research

Related to the background above, the researcher formulates a research question as: “Does the used of Folklore Through Audio Media Improve Students’ Listening Skills at The Eight Grade of MTs Mesra Pematangsiantar?”

The Objective of Research

The objective of the study is to find out the effect of Using Folklore Through Audio Media Improve Students’ Listening Skills at The Eight Grade of MTs Mesra Pematangsiantar.

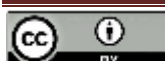
I. THE REVIEW OF LITERATURE

The definition of Listening

According to Tyagi (2013) listening skill is among the skills that constitute the basic of information exchange in daily life. Listening in general can be interpreted as the process of receiving, processing and understanding information received through hearing. The listening process begins with sound waves received by the ear and transmitted to the brain to be processed and understood. However, effective listening involves more than just physical perception, it includes deep understanding, full attention and proper interpretation of the message conveyed.

The definition of Folklore

Folklore is a story that contains traditions and customs that are passed down from generation to generation in a society in a culture either orally in writing or as a reminder. Meanwhile, Dundes (1965) offers a comprehensive definition of folklore as the study of the traditional beliefs, customs and stories of a group of people. This educational function is especially important in oral cultures where storytelling serves as a primary means of transmitting knowledge across generations.



The definition of Audio Media

According to Machin (2007) defines audio media as a form of communication that operates through sound, encompassing both spoken language and music. He emphasizes that audio media have the unique ability to evoke emotions and create a sense of presence that visual media may not achieve. This emotional resonance makes audio an important tool in storytelling and information dissemination.

II. THE METHOD OF RESEARCH

The Research Design

The design of this research is quantitative research that focuses on the improving listening skills by using folklore through audio media. This study employed a quantitative approach using a true experimental design, specifically the Pre-test and Post-test Control Group Design. Students were divided into two groups: an experimental group that received treatment using audio media, and a control group that followed conventional instruction.

The Location of Research

The location of this research was carried out at MTs Mesra Pematangsiantar which is located on Sipirok Street No.7, Timbang Galung, Siantar Barat District, Pematang Siantar City, North Sumatra 21116.

The Data and Source of Data in Research

Data

The data for this research were student scores obtained through assessments, specifically the pre-test and post-test for eight-grade students at MTs Mesra Pematangsiantar.

Source data

The source is the research from which the research data was gathered. So, the source data is the eight-grade students of MTs Mesra Pematangsiantar.

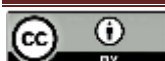
The Technique of Collecting Data

Data was collected through a listening skills test consisting of 25 multiple-choice questions. The tests were administered as a pre-test before treatment and a post-test afterward.

The Technique of Analyzing Data

Technique of analyzing data in this research uses SPSS 26.00. The researcher will show and explain about data frequency, statistical table, test normality, test of homogeneity and test of hypothesis. From the result of the data processing, to prove whether there was any significance different between students' skills on listening or not by using folklore through audio media at the eighth grade in MTs Mesra Pematangsiantar.

In this research, the data collection strategy employed only one experimental class and one control class. As a result, data gathering takes place solely in the Experiment class. Researchers perform study on a class that is considered uniform and statistically homogeneous. The researcher then explain the folklore through audio media to the class and offer materials.



III. ANALYSIS OF DATA

Data Analysis

The result of data analysis above shows the findings of a research conducted to evaluate the effectiveness of the folklore through audio media for improving students' listening skills. There were two discussion in this research, they were experimental and control class. In this research VIII-I become as experimental class. This class consist of 32 students. And VIII-2 become as control class that consist of 32 students. The researcher conducted the analysis test that consist of frequency, statistics, normality, homogeneity, and hypothesis testing.

Based on the hypothesis of post test score in experimental and control class, it was found that $t_{\text{count}} = 3,231 > t_{\text{table}} = 1,695$ in the significant level $\alpha = 0,05$ and degrees of freedom (df) = 31. It means that t_{count} was higher than t_{table} . So the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted which was there are significantly differences on students' listening skills by using folklore through audio media can improve the students' listening skills at MTs Mesra Pematangsiantar.

IV. CONCLUSION AND SUGGESTION

Conclusion

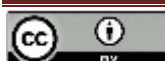
The conclusion based on the analysis show that using folklore through audio media can improve students listening skills for the eight grade students of MTs Mesra Pematangsiantar. And the result of data analysis, research finding and the discussion, the researcher conclude that from pretest score in experimental class got mean 55,25 and 75,38 in the post test. While from pretest in control class got mean 54,00 and 71,38 in the post test. Based on the homogeneity testing of post-test control class and post-test experimental class shows that $F_{\text{count}} = 11,651 > F_{\text{table}} = 4,00$. So that it can be stated that by using folklore through audio media in experimental class is valid homogeneous. Meanwhile based on the hypothesis testing of post-test control class and post test experimental class shows that that $t_{\text{count}} = 3,231 > t_{\text{table}} = 1,695$. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that the using folklore through audio media can improve students' listening skills was significant.

Suggestion

After conducted the research, the researcher had some suggestions for the teacher, the students, the next researcher, the readers and for school:

1. Suggestions for Teachers:

It is recommended to incorporate folklore through audio media into listening instruction. Not only does it improve students' listening skills, but it also increases their cultural awareness and engagement in the learning process. Teachers should carefully select folklore stories that are age-appropriate, linguistically suitable, and culturally relevant to the students. Audio quality should also be considered to ensure clear pronunciation and expressive narration. To maximize the benefit of audio folklore, teachers should complement listening sessions with interactive activities such as retelling, summarizing, and vocabulary exercises. This will reinforce language skills and foster deeper understanding.



2. Suggestions for Students:

It is suggested that they utilize audio media beyond the classroom. Listening to English podcasts, audiobooks, and folklore at home can significantly improve their listening proficiency and expand their exposure to the language.

3. Suggestions for Researchers:

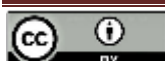
Are encouraged to conduct similar studies with different grade levels, educational settings, or even using other forms of audio storytelling. Comparative studies between audio-only and audiovisual folklore would also be valuable. While the results of this study were positive, it is important to acknowledge that not all students learn in the same way. Teachers should remain attentive to individual learning needs and be flexible in adapting audio media strategies. Lastly, this study serves as a foundation for integrating local culture into modern language instruction. Continued innovation in this area will help students become more competent, culturally aware, and enthusiastic language learners in a globalized world.

4. Suggestions for Readers:

It is hoped that this research can broaden readers' understanding of how using folklore through audio media can support students in learning listening skills. Readers, especially those involved in education, may use the insights from this research as a reference or inspiration for improving teaching methods.

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