

ENHANCING STUDENTS' LISTENING SKILL  
THROUGH THE USE OF TEXT-TO-SPEECH SOFTWARE  
AT THE SEVENTH GRADE OF 13 JUNIOR HIGH SCHOOL TANGERANG

THESIS

Submitted to Fulfill Requirement for Fulfillment of  
Master of Education

By

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2018

## ABSTRAK

Subari, Enhancing Students' Listening Skill through the Use of TTS Software at the Seventh Grade of 13 Junior High School Tangerang. Tesis. Program Studi Pendidikan Bahasa Inggris, Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA. Agustus 2018.

Tesis ini dalam bentuk sebuah Penelitian Tindakan Kelas yang dilaksanakan untuk meningkatkan keterampilan mendengar siswa melalui penggunaan TTS software yang dipergunakan sebagai media belajar alternatif untuk membuat pengajaran lebih menarik dan menyenangkan.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan TTS software dapat meningkatkan keterampilan mendengar siswa atau tidak dan untuk memeriksa respon siswa terhadap penggunaan TTS software dalam pengajaran.

Metode yang dipergunakan dalam penelitian ini adalah sebuah Penelitian Tindakan Kelas. Data kuantitatif berasal dari pra siklus, post test 1, dan post test 2. Sementara itu, data kualitatif berasal dari observasi dan kuosioner yang dilakukan oleh peneliti dan kolaboratornya selama pengajaran.

Kelompok sasaran adalah siswa kelas 7 di SMP Negeri 13 Tangerang yang terdiri dari 20 siswa laki-laki dan 16 siswa perempuan. Penelitian ini dilaksanakan dalam dua siklus. Pada siklus pertama penelitian membahas deskriptif teks yang berkaitan dengan tempat, orang, hewan atau benda and membahas keterampilan mendengar untuk mencari gagasan utama dan informasi rinci. Pada siklus pertama, kegiatan pembelajaran didasarkan pada pendekatan saintifik: mengamati, bertanya, mengumpulkan informasi, menalar, dan mengomunikasikan. Kerja sama, pengajuan pertanyaan, dan praktek diterapkan dalam pengajaran untuk memajukan kegiatan pembelajaran di ruang kelas. Siklus kedua dilaksanakan berdasarkan pada kegiatan refleksi pada siklus pertama.

Kegiatan pembelajaran diperbaiki seperti pemberian lebih banyak contoh-contoh sederhana menemukan gagasan utama dan informasi rinci dari teks deskriptif yang berkaitan dengan tempat, orang, hewan atau benda. Di samping itu, pada siklus kedua, tempat duduk siswa disusun ulang, teks listening dibuat ulang dengan kualitas yang lebih baik, kata-kata yang tidak biasa ditemukan siswa, terutama kata-kata yang berasal bahasa Indonesia, diucapkan ulang dan strategi motivasi (penghargaan dan pujian) digunakan untuk menciptakan suasana yang baik dan untuk memajukan penggunaan Bahasa Inggris dalam pengajaran. Penemuan dari penelitian ini adalah rata-rata nilai pada pra siklus, post test 1, dan post test 2 meningkat secara signifikan, yaitu 61.94 pada pra siklus, 66.69 pada post test 1, dan 74.72 pada post test 2. Respon siswa pada penggunaan TTS software sebagian besar positif, terutama pada kreatifitas, kepercayaan, dan kemandirian belajar siswa

Implikasi dari penelitian ini adalah guru-guru didorong untuk mengembangkan keterampilan mereka dalam menggunakan teknologi baru pembelajaran, seperti menghadiri pelatihan pendidikan, berpartisipasi pada seminar-seminar yang berkaitan dengan penggunaan media pembelajaran sehingga guru-guru dapat menggunakan bermacam-macam media pengajaran dan pembelajaran di ruang kelas. Sementara itu, pemerintah yang bertindak sebagai pengambil keputusan dalam sistem pendidikan, diharapkan untuk dapat menyediakan fasilitas-fasilitas pendukung seperti komputer, peralatan audio, dan tersedianya koneksi internet.

## ABSTRACT

Subari, Enhancing Students' Listening Skill through the Use of TTS Software at the Seventh Grade of 13 Junior High School Tangerang. Thesis. Master of English Education, Post Graduate School University of Muhammadiyah Prof. DR. HAMKA. August 2018.

This thesis is a classroom action research which was conducted to enhance the students' listening skill through the use of TTS software which was used as an alternative learning media to make the instruction more interesting and enjoyable.

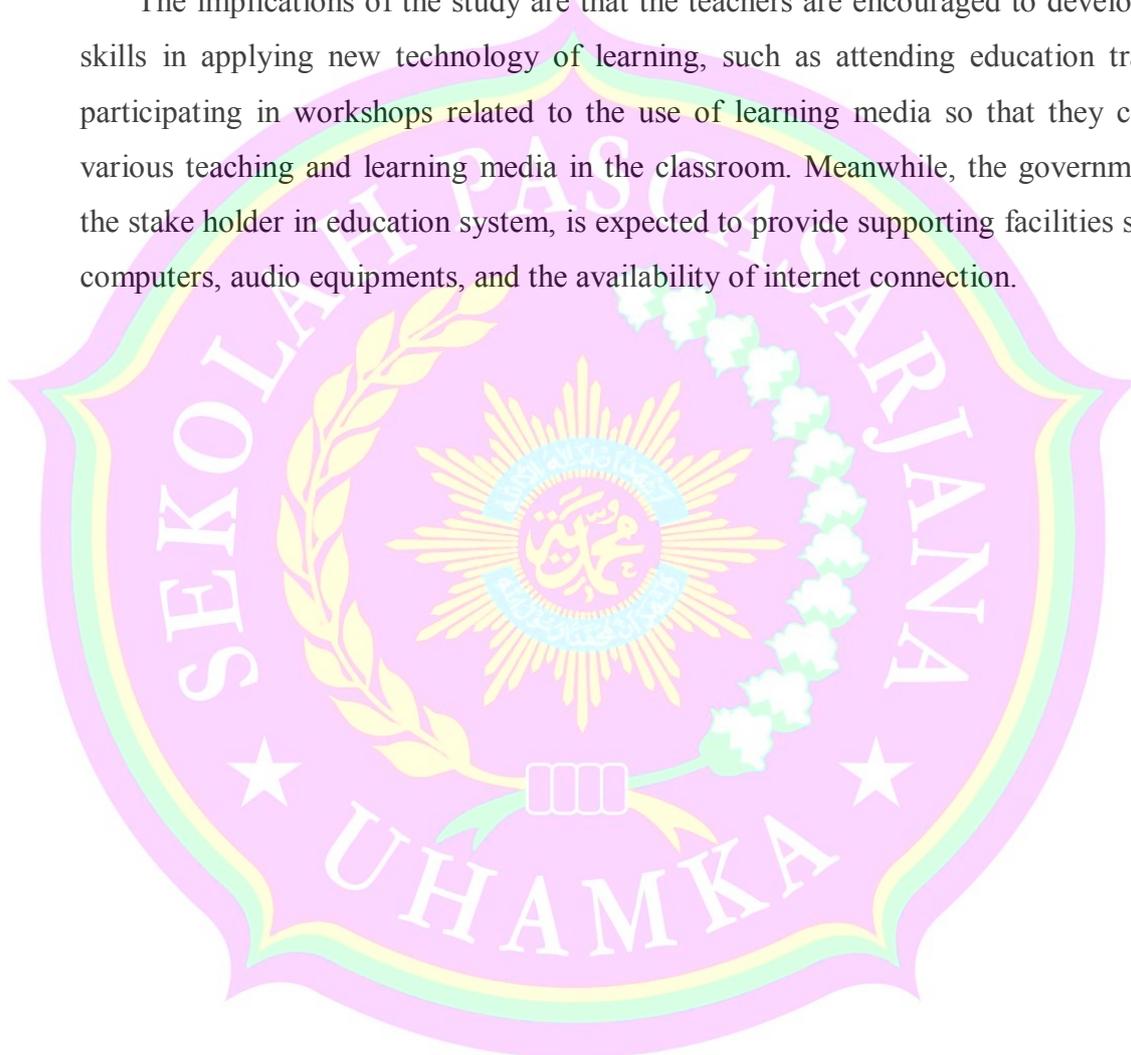
The study aims to find out whether the use of TTS software can enhance the students' listening or not and to examine the students' responses to the use of TTS software in the instruction.

The method used was a classroom action research.. The quantitative data came from pre-cycle test, post test 1, and post test 2. Meanwhile, the qualitative data came from observation and questionnaire which were conducted by the researcher and his collaborator during the instruction.

The target group was the seventh-grade students at 13 Juniot High School of Tangerang City, which consisted of 20 girls and 16 boys. The study was conducted in two cycles. The first cycle discussed the descriptive texts, related to place, people, animals, or things, and the listening skills of searching for main idea and detailed information. In the first cycle, the learning activities were based on scientific approach: observing, questioning, collecting information, reasoning, and communicating. Collaborating, questioning, and practicing were applied to promote the active teaching and learning activities in the classroom. The second cycle was conducted based on the reflection of the first cycle. The learning activities were improved such as giving more simple examples of finding general idea and detailed information of descriptive texts related to place, people animals or things. Furthermore, in the second cycle, the students' seats were rearranged, the listening texts were reproduced with better quality, the unfamiliar words, particularly the Indonesian words, were repeated, assignments of changing written texts to voiced text were given and motivation strategies (rewarding and praising) were used to create a good atmosphere and to promote the use of English in the instruction.

The findings of the research were the mean score in the pre-cycle test, post test 1, and post test 2 increased significantly, that is, 61.94 in the pre-cycle test, 66.69 in post test 1, and 74.72 in post test 2. The students' responses to the use of TTS software in the instruction were mostly positive, particularly the students' creativity, confidence, independence of their study.

The implications of the study are that the teachers are encouraged to develop their skills in applying new technology of learning, such as attending education training, participating in workshops related to the use of learning media so that they can use various teaching and learning media in the classroom. Meanwhile, the government, as the stakeholder in education system, is expected to provide supporting facilities such as computers, audio equipments, and the availability of internet connection.



## THESIS COMMITTEE APPROVAL

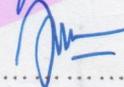
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### THESIS

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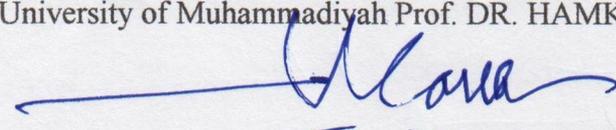
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## CHAPTER 1

### INTRODUCTION

There are six sections presented in this chapter. The first section is background of the research; the second is identification of the problem, and the third is scope of the research. The sections after the scope of the research are research question and objective of the research. This chapter is ended by presenting significance of the research.

#### A. Background of the Study

Language plays a significant role in the development of a nation. It is used by people to communicate among the members of a community. Sirbu (2015, p. 405) says, “Language is essentially a means of communication among the members of a society. In the expression of culture, language is a fundamental aspect. It is the tool that conveys traditions and values related to group identity”. Thus, a language is a very important tool for a society to exist and to develop since it is used to preserve tradition and values related to group identity. A nation will grow stronger if it has a national language which is used to unite its people and to develop its culture.

As one of the languages in the world, English is very important to study. It is widely used by many people around the world. In Indonesia, English is a foreign language. It is learnt by Indonesian students as a compulsory subject, starting from Elementary School until university. It is usually spoken or learned formally only at schools. In daily practice, Indonesian students usually communicate each other by using

local language or Bahasa Indonesia. Therefore, the use of English in Indonesia is limited (Djonhar, 2012, p. 41).

There are four skills of English that must be acquired by a student, i.e. listening, speaking, reading and writing. Of the four skills of English, listening skill is said to be the basis of other language skills, particularly speaking skill. It plays a significant role in developing other language skills of a student (Nunan, cited in Richards & Renandya, 2003, p. 239). This means that if a student has a problem in developing his listening skill, then he will also have a problem in developing his speaking skill. Therefore, listening skill should be developed and mastered by a student before he acquires his speaking skill.

As stated in Curriculum of 2013, there are some listening skills that have to be acquired by a seventh grade student in the first semester in order to go up to the next grade. One of the skills is that a student has to be able to respond the intended meaning in a transactional and interpersonal conversation which uses various simple spoken languages accurately and fluently to interact with the nearest environment involving the acts of greeting, introduction, commands and prohibition. This means that a student has to show his ability in giving responses related to the expressions, for instance, of commands and prohibition. In a transactional conversation a student has to respond to the expressions of commands and prohibition uttered by his teacher or his friends correctly and fluently. Furthermore, a student has to be able to give correct responses to the expressions of greeting and introduction accurately and quickly. In an interpersonal conversation a student has to interact with other people, for example, with his friends or teachers, using the expressions of greeting and introduction.

The listening skill above is one of the skills that has to be mastered by a seventh grade student in the first semester. A student has to show his ability in giving correct responses to the expected skills. Unfortunately, the result of English instruction, particularly listening skill, is not satisfying. Most of the students are not yet able to respond the acts of greeting, introduction, commands and prohibition correctly and fluently. They still seem to be hesitant and confused with the spoken expressions of greeting, introduction, commands and prohibition which are uttered by other people although the materials are already taught and practised in the instruction. Furthermore, students' confidence in responding to the acts of greeting, thanking, introduction, and apology is still low. As a result, communication in English between one student and another, and one student and other people, cannot run well, even often fails.

This low confidence might be caused by insufficient exposure of spoken English or inadequate practices of listening skill. For most of students, spoken English is felt too fast to follow. They understand only a small number of words in a conversation or in a listening lesson so that they do not catch the ideas delivered in dialogues. Sometimes they are also confused with the words which have two different meanings or sometimes with the dialect and pronunciation of the utterances. This condition might make the students unable to give correct responses when they have dialogues.

In general, listening skill is not always taught in the instruction because of the provided materials, learning media or teacher's preparation. Listening materials are not always available for classroom instruction. Although a textbook is usually accompanied with CD or cassettes, in practice, the listening materials are hard to find. Learning media are not always provided, either. Learning media, such as tape recorder, TV, LCD

projector, computer or laptop will support teachers' and students' success in teaching and learning activity. However, these media are rarely found in the classroom because of limited school budget or inappropriate treatment. Teacher's preparation is required before a teacher teaches his students. An instruction will run well if a teacher prepares everything well. Unorganized-well instruction will cause failure to achieve the goal of instruction. Thus, the learning materials, learning media and teacher's preparation determine the success or failure of an instruction.

The data of listening formative test, which was conducted on September 25, 2016, show that only 40% students who passed the passing grade. This means that the goal of instruction is not achieved. The indicator of the success of an instruction in this school is when students, at least 70 %, pass the passing grades. In this case, the passing grade in the research site is 71. Similarly, the result of listening pre test shows only a slight difference from the result of daily test. Listening, as one of English skills that must be mastered by a student, contributes the worst grades to the result of the tests. Because of these bad results the researcher has to find a solution in improving his instruction.

The skill of a teacher in applying technology of instruction is also low. For example, a teacher is not skillful in operating a computer or in producing his own materials for teaching listening skill. A training or a workshop is rarely conducted to improve teachers' skill in producing listening materials. A training or workshop usually focusses on general teaching techniques. The training of producing audio materials is almost never conducted in the city of Tangerang. Thus, the skill of teachers in utilizing technology of instruction is still low.

The focus of National Examination of Junior High School is only on reading. While writing, speaking and listening are not tested in the exam. This central policy makes a teacher emphasize his instruction on reading only. A teacher and his students are more interested in discussing test items of previous exams in extra lesson or enrichment program. If the scores of National Examination of students are high, the instruction conducted in a school is considered to be successful. Consequently, a teacher often ignores other skills of English, including listening.

A technique that a teacher uses in teaching listening skill is by using learning media. In the present research, the researcher uses text-to-speech software to make the instruction of listening more interesting. The text-to-speech software is installed on computer, laptop or handphone, and it is used to produce voice sound. Then the listening material made by using text-to-speech software is combined with powerpoint or is used separately in the form of audio file. LCD Projector is needed when the listening materials are presented with powerpoint. If not, only speakers and a laptop or a computer are needed.

It is hoped that the use of text-to-speech software in the learning process improves students' listening skill, overcomes the lack of recorded listening materials, gives variety of teaching techniques, and makes the instruction in the classroom more interesting and enjoyable.

## B. Identification of the Problem

As stated above, the English listening skill of students is low. The problems encountered by students when having listening English lesson are:

1. Lack of listening practices;
2. Insufficient exposure to spoken English;
3. Student's low confidence;
4. Lack of recorded materials and learning media;
5. Teacher's preparation and lack of students' interest.

These problems affect and determine the success or failure of an English instruction in the classroom.

#### C. Scope of the Research

The acquisition of students' listening skill depends on various factors, such as listening materials, listening learning media, teacher's skill in utilizing technology and teaching techniques, students' learning styles and classroom environment. Not all of these factors above are discussed or studied. Therefore, the scope of this research is limited to the use of text-to-speech software.

#### D. Statements of the Problems

This research answers the questions:

1. Does the use of text-to-speech software enhance students' listening skill?
2. What do the students respond to the use of text-to-speech software in the instruction?

#### E. Objective of the Research

The objectives of this research are:

1. to find out whether the use of text-to-speech software enhances students' listening skill or not;
2. to examine the the students' responses to the use of text-to-speech software in the instruction.

#### F. Significance of the Study

This research contributes to four important elements. For school, this research adds the existing literature of listening research. For teacher, this research inspires other teachers in the research site or in Tangerang city to apply text-to-speech software as an alternative teaching media which might be used to enhance students' listening skill. For students, this research gives new atmosphere to their learning activity and arouse their interest in learning English. For curriculum, this research enriches and offers new types of learning media used in the instruction.

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