

**ENHANCING LISTENING COMPREHENSION SKILLS THROUGH  
RESEARCH-BASED LEARNING AT THE FIRST-GRADE STUDENTS  
OF SMK PGRI 2 KEDIRI**

**SKRIPSI**

Presented as a Partial Fulfillment of the Requirements to Obtain  
The Sarjana Degree of Education of English Education Faculty of Teacher  
Training and Education University of Nusantara PGRI Kediri



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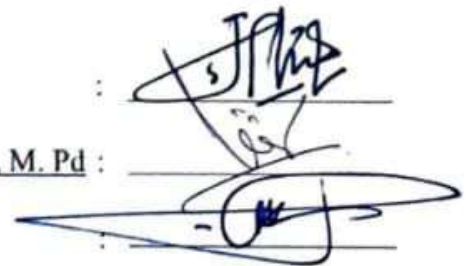
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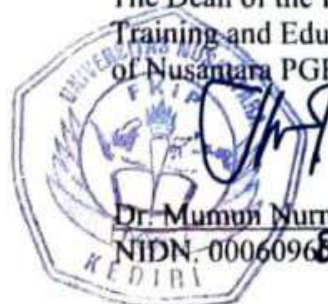
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## **MOTTO AND DEDICATION**

### **MOTTO:**

*“Be strong and courageous! Do not fear or tremble before them, for the Lord your God is the one who is going with you. He will not fail you or abandon you!”*

*-Deuteronomy 31:6*

### **DEDICATION:**

*First dedication is for myself. Thanks to myself who has struggled for 4 years through sadness, happiness, pain, and laziness to finish this study on time and get a better life. And I want to thank my parent Mr. Hudiono Ismarwanto and Mrs. Sunariyati who have become the main and one only investor in my study process.*

## **ABSTRACT**

**Yessy Triasepta Hudiati:** Enhancing Listening Comprehension Skills Through Research-Based Learning at The First-Grade Students of SMK PGRI 2 Kediri, Skripsi, English Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2023.

This study aims to analyze the effect of Research-based Learning on Vocational High School students' listening comprehension. This research is an experimental research that uses a quantitative approach, which is carried out using one group pre-test and post-test design. The research was held in Vocational High School PGRI 2 Kediri. The researcher takes class X Culinary 3 which was participated by 20 students as the sample with purposive reason. After the research was conducted, the following results were found: In the pre-test, students get an average score of 60.30. The average score increases in the post-test result to 70.50. Meanwhile, the result of the hypothesis test using the t-test showed the result of sig (2-tailed)  $0.04 < 0.05$ .

From the result of the data, it can be concluded that Research-Based Learning can be applied in Vocational High schools to improve students listening comprehension, especially in Vocational High School PGRI 2 Kediri.

Keyword: Research-based Learning, Listening Comprehension, Teaching.

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This skripsi entitle “Enhancing Listening Comprehension Skills Through Research-Based Learning at The First-Grade Students of SMK PGRI 2 Kediri”. The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus the researcher needs critic and suggestion better.

Therefore, she would like to express her gratitude to:

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## **CHAPTER 1**

### **INTRODUCTION**

This chapter will discuss a) The background of the study, b) Identification of the problem, c) limitation of the problem, d) Research question, e) Objective of the research, and f) Significance of the research.

#### **A. Background of the Study**

As a teacher who teaches English as a foreign language, it is imperative to teach the English learner about 4 skills of English, such as: Listening, speaking, reading, and writing. These 4 skills can be divided into two parts. The first part is Adaptive skills (Input) includes listening and reading, then the second part is productive skills (Output) include speaking and writing. The 4 skills above are related to each other. A student will be able to write well if they read very well, and a student will be able to speak well if they have good listening skills (Hariyadi et al., 2019:39).

Between these 4 skills, Listening is the foundation skill of learning English. According to Murcia & McIntost (1979:65) listening is basic of learning English because listening gives the English learners information how to use and speak English. Listening is a process of language acquisition; when a learner receives a language input that can be understood, it is certain that they can master the target language well (Putra, 2018).

Listening plays significant role in the acquisition of the English language. The development of listening has stolen the attention of many

English teachers in many countries. Generally, listening is considered as the simplest process of receiving a spoken language and also listening is considered to be the easiest skill to be mastered because it only requires short amount of time rather than the other skills which are speaking, writing and reading. Fahriany (2014) state listening is one of the stimuli which is a sequence of neurological process that began with hearing and receiving to interpreting then understanding the spoken languages and contents occur between communicators during listening process. These processes are referred to sub-skills and cognitive processes of listening.

In addition, there will be a process of giving response verbally and nonverbally during the communication process as part of the listening behavioral aspect that generally cannot be avoided. harmony with Wolvin (2010) explanation about the processes of listening that include receiving paying attention, remembering the spoken words as well as understanding their meanings. Giving feedback or responding is the last process in the listening. Feedback is crucial to this communication process because without feedback the whole idea of effective communication will become passive and ineffective communication.

In harmony with the explanation above, it can be concluded that listening is not easy as it seems because it involves not only cognitive processes but also some behavioral and affective. In consequence, it is very important for second language teachers to teach their students from an early age about listening skills by giving students simple listening practice.

Learning English listening comprehension is not easy, English learners are required to be able combine what they hear with other information they already know and interpret the meaning of what they hear by combining it with existing information data in brain. According to Kline (1996) there are 4 stages that students must be master in learning listening skills: receiving, attending, understanding, responding, and remembering. But, in fact, many high school students do not enjoy with listening comprehension subject because they find difficulty in the learning process. According to Utami (2020:94) learning difficulties are a condition experienced by students wherein students are less able to complete the demands that must be done in the learning process.

Difficulties in learning process could be caused by the method used by the teacher. The teachers have lack innovation in classroom learning method. For example, the teacher does not make the students as the center piece in the class but only provides material without involving students in the learning process. Such process causes many high school students got score under the minimum completeness criteria (KKM). Therefore, the teacher should select an ideal learning model. Ideal learning model is fun learning that can make students active in the class and encourage student creativity (Tarigan et al., 2021:2295).

This is the same case as the researcher experienced when teaching English listening in vocational high school, many students do not like English lessons with listening material because they think that English is a

difficult subject and tedious. Based on the fact above, the researcher provides a new innovation, by using the Research-based Learning method in teaching English listening. Research-based learning is a learning method that requires students to carry out research activities in class such as problem analysis, creating a hypothesis, collecting data, and making evaluation activities. Research-Based Learning is a teaching and learning technique that uses research elements in the learning process (Sota & Peltzer, 2017)

Finally, from the explanation above, the researcher tries to conduct research activities to apply a new method in teaching English listening which is using Research Based Learning to improve students listening comprehension with the title “Enhancing Listening Comprehension Skill Through Research-based Learning of Vocational High School Students”

## **B. Identification of the Problem**

Base on the Researcher experience when teaching English in Vocational High School, many students do not master English both material and practically. This is caused by several things such as: (1) English material delivered by the teacher in the class, still use teacher center learning method, which causing the students passive and feel bored. (2) Lack practice in communicating using English by the students. (3) 90% of the students have never been though listening skill before. In fact, as we discussed earlier, listening is the foundation or the key for English learners to master English.



All the problem above has an impact on the students' achievement which are not optimal. And to overcome the problems above, the researcher tries to apply a new method to teach English Listening to students using the Research Based Learning method.

### **C. Limitation of the Problem**

Concerning to the researcher limitation's, the research was held in SMK PGRI 2 Kediri. This research focus in Enhancing Listening Comprehension Skill Through Research-Based Learning of X-grade culinary major students of Vocational High School PGRI 2 Kediri. This method applied in English Lesson using Descriptive text as the material.

### **D. Research Question**

Based on the background of the study and the identification of the study, the research question are formulated as follows:

1. How is students' English Listening Score before using RBL?
2. How is students' English Listening Score after using RBL?
3. Is there any impact of using RBL to the students listening comprehension?

### **E. Objective of the Research**

In line with the statement of formulation problem above, the general objective of the study are:

1. To know students' English Score before using research-based learning.
2. To know students' English listening score after using RBL.

3. Seeing the effect of research-based learning on students' listening comprehension.

## **F. Significance of the Research**

The result of this study is expected to be useful for some people below:

1. For Teacher

This research hopefully can be a valuable source of information to improve the quality teaching and learning process English Listening using Research Based Learning

2. For Students

This research can be the one of reading materials to enhance students references in writing thesis or strengthen their understanding in the learning English Listening.

3. For Researcher

To give support and new motivation for other researcher to do research. Also give positive effect on the quality of the research in enhancing students listening skill through RBL.

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