

**THE EFFECT OF APPLYING DISCOVERY LEARNING METHOD
ON STUDENTS' ACHIEVEMENT IN
LISTENING BY USING QUIPPER**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

by

ULFA HANI
NPM. 1302050022



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMAMDIYAH SUMATERA UTARA
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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 27 Oktober 2017, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Ulfa Hani
NPM : 1302050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Discovery Learning Method on Students' Achievement in Listening by Using Quipper

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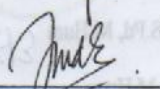
Sekretaris


Dr. Efrianto Nasution, S.Pd, M.Pd.


Dra. Hj. Svamsuurnita, M.Pd

ANGGOTA PENGUJI:

1. Fatimah Sari Siregar, S.Pd, M.Hum
2. Pirman Ginting, S.Pd, M.Hum
3. Imelda Darmayanti Manurung, SS, M.Hum

 1. _____
 2. _____
 3. _____



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Ulfa Hani
N.P.M : 1302050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Discovery Learning Method on Students' Achievement in Listening by Using Quipper
sudah layak disidangkan.

Medan, 4 Oktober 2017

Disetujui oleh:

Pembimbing

(Imelda Darmayanti Manurung, SS, M.Hum)

Diketahui oleh:

Dekan

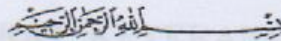
Dr. Elfiyanto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Ulfa Hani
N.P.M : 1302050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Discovery Learning Method on Students' Achievement in Listening by Using Quipper

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Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Ed, M.Hum)

Dosen Pembimbing

(Imelda Darmayanti Manurung, SS, M.Hum)



SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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 N.P.M : 1302050022
 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : The Effect of Applying Discovery Learning Method on Students' Achievement in Listening by Using Quipper

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Ulfa Hani

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Ulfa Hani, 1302050022. “The Effect of Applying Discovery Learning Method on Students’ Achievement in Listening by Using Quipper”. Skripsi : English Education Program of Faculty of Teacher’s Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2017.

This study deals with the effects of applying discovery learning method in improving The Students’ achievement in listening. The objectives of the research was to investigate the significant effect of applying discovery learning method. This research was an experimental research and used descriptive quantitative method. This research was conducted in SMK Harapan Mekar Medan, eleventh Grade during 2016-2017 academics years. The population was 70 students and the sample was 70 students. Total sampling technique was applied to taken the sample. XI-AP 1 was chosen by applying Discovery learning by using quipper and class XI AP 2 by using conventional method. The instrument in collecting data was Oral Test. In collecting the data, pre-test and post-test were applied for both, experimental and control group. The students have been given the test which consist one question. Every answer test was scored based on the component to evaluate the listening ability. The finding shows that the students who were taught by using discovery learning method get better scores than those who taught by using conventional method. From this research, it was found that applying discovery learning can bring some positive effect on the students’ achievement in listening, which was proven from the result of analysis calculation of t- test, in which t-observed was higher than t table, $10,9 > 2,00$. It means that H_a was accepted and H_o is rejected. The effect of Applying Discovery Learning by using Quipper to Improve The Students’ Achievement in Listening Ability was 98,01 % and 1,99 % was influenced by others factors.

Keywords : Discovery Learning, Listening, Quipper

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Ulfa Hani
NPM. 1302050022

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CHAPTER I

INTRODUCTION

A. The Background of Study

Listening is one of the language in the world that has important role for communication. Listening as one of the four language skill is oral and receptive skill. This is very a essential in communication because we can not catch someone's idea that is transmitted to us if we have a good listening ability. Brown (2001:247) mention that importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. Listening is important because we can learn new information through listening especially listening report text.

Students need to use english to study their subjects. Based on Curriculum in the school in the classroom. The students are expected to understand definitions of concepts, specific information about a concept, detailed reasoning, main and subordinate ideas and summaries. All the classroom activities require not only concentration and interest, but also the ability to process information spontaneously and respond appropriately. To develop effective learning skills, students need to improve their listening skills, as most of the interaction in the classroom is in the spoken form. For examples of a few activities that teacher can use in the class to develop the students' listening comprehension skills. It can concluded that students must mastering listening ability.

Considering the importance of listening in daily communication, it could be assumed that listening might be taught to students. Teaching listening was considered by many language teachers as a challenging task due to the fact that learners believed that it was a difficult skill to develop during the process of learning any foreign language. It was caused by many factors such as stress, pronunciation and the culture component made the language more complex at the moment of understanding it. In line with this condition, during PPL in SMK SWASTA HARAPAN MEKAR, the researcher found that the students lack of listening comprehension. They had less vocabulary, it made the students got difficulties to get information in comprehend the speaker. The second, the listening report text itself was seldom taught to them, it meant that they were seldom even never listened to a native speaker or record. So, when they listened to native speaker and video recording, they got confused and always said that speaker spoke too quickly and they did not understand. This condition made students become less interested in listening class. When, the students were less interested, it would make their listening ability is being low. Therefore, the students should work hard to improve their listening ability. The third, the teacher seldom used media in delivering the material. Eventhough, in practice listening to spoken language they have to used media such as Radio, TV and Video. The fourth, the teacher always used conventional method in teaching without using other method so that the students bored. Besides that, teacher seldom taught listening was caused by facility in the school. Many school had not language laboratory.

In teaching listening, there are many methods that can be used. One of them is discovery learning. Wilcox (in Hosnan, 2014: 281) states that in discovery learning, students are encouraged to learn mostly through active involvement themselves with the concepts and principles and teachers encourage students to have the experience and experiment which allowed them to find principles for themselves. The student works with the material discovered to form his or her own perspective relating to the material. Balim (2009) carried out investigation about the effect of Discovery Learning on Students' Success and Inquiry Learning Skills. He investigated fifty seven graders (30 boys and 27 girls) participated in the study from a public elementary school with a middle class economic profile in Izmir, the third largest city in Turkey. Twenty eight of the students were in the experimental and 29 of them were in the control group. That was a quasi-experimental research design with a pre-test and post-test design. The result of the study shows that there is a significant difference in favor of the experimental group over the control group regarding the average academic achievement, scores of retention of learning, and perception of inquiry learning skills scores, both cognitive and affective level. The conclusions of the study showed that there is a significant difference in favor of the experimental group over the control group in terms of academic achievement scores, perception of inquiry learning scores, and retention of learning scores in both cognitive and affective levels. Thus, it can be stated that the experimental group students, who scored high in the post-achievement test, have high perception of inquiry learning skills scores. Using the discovery learning method, which is one of the various teaching methods in which

the students are active and are guided by the teacher, is considered to increase students' success and inquiry learning skills more than the traditional teaching methods.

In listening, teacher can use media as teaching learning process such as quipper. Quipper founded in december 2010 in London by Masayuki Watanabe. Quipper is an online learning platform that engages students in learning and supports teachers in manage class. Teacher can give exercise and create exercise in this media such as video recording. Utilizing quipper's online platform, quipper unites and empowers teachers and students online to increase knowledge and improve results. With the use of technology, Quipper reduces teachers' workload by making assignment management easier.

Based on the explanation above, the researcher is interested doing a research with the tittle **“The effect of Applying Discovery Learning Method on Students' Achievement in Listening by Using Quipper “.**

B. The Identification of the Problem

The identification of the study were identified as follows :

1. The students had less vocabulary.
2. The students' ability in listening is low.
3. Teacher seldom use media in delivering material.
4. The teacher always use conventional method in teaching so that the students bored.
5. Teacher seldom use school facility in teaching learning process such as language laboratory.

C. The Scope and Limitation

The scope of this research was listening. (Rost : 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation), constructing and representing meaning (constructive orientation), negotiating meaning with the speaker and responding (collaborative orientation), and creating meaning through involvement, imagination and empathy (transformative orientation). The limitation was by applying discovery learning method by using quipper on the students' achievement in listening especially report text.

D. The Formulation of the Problem

The formulation of the problem: in this research is :

“Is there any significant effect of applying discovery learning method on students' achievement in listening by using quipper ?”.

E. The Objective of the Study

The objective of the study is :

“To investigate the effect of applying discovery learning method on students' achievement in listening by using quipper.

F. The Significances of the Study

The finding of this research are expected to be useful and relevant to :

1. Theoretically

The study will be useful and give an interesting way in teaching listening comprehension in applying the discovery learning method by using Quipper as media.

2. Practically

- a. For the teacher who teaches English especially listening. This research can become a reference to teach listening material so that the teacher can prepare suitable methods and media for learning so that the students become interested in teaching listening and they would get a better result in their teaching listening.
- b. For the students by reading this research can add their knowledge to improve their listening skill. So, it will be easy for them to get information from oral text.
- c. For the reader by reading this research can add their knowledge and can apply this knowledge in their own use only.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The basic concept of this study should be made clear from the start. A research might be based on existing theories of certain science. In the case, the theoretical framework was aimed at giving clear concept of the application of the study. The study was planning to investigate the effect of applying discovery learning method on students' achievement in listening by using quipper in conducting research. It was important to elaborate. Theories dealing with this studying order to avoid misunderstanding between the writer and reader. There were many points would be discussed in this chapter as follows :

1. Definition of Listening

Listening skill is actively to identify and understand what others are saying. According Lindsay and Knight (2006:45), we listen to a wide variety of things, for example; what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping); a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class. It can be concluded that listening is very important for our communication, when we can not

listen well, of course we will not receive the information given by speaker, it will also cause some misunderstanding.

2. Types of Listening

Andrew Wolvin and Carolyn Coakley (1996) There are 5 types of listening that are used for a variety of speaking purposes and situations. That do not always exist singly. Sometimes one speaking situation may require the listener to use more than one type of listening. They include discriminative, comprehensive, appreciative, empathetic and critical.

- a. Discriminative listening is when the listener distinguishes between the verbal and the nonverbal message. For instance, your friend may tell you that they are feeling good, but the frown on their face and their sluggish posture may tell you otherwise. This type of listening can be used for all types of public speeches.
- b. Comprehensive listening is listening to understand. Many situations can require us to listen for knowledge. For instance, if your boss at work tells you how to complete a specific task you would need to utilize this type of listening if you will be able to understand and complete the task as he instructed. Most of the public speeches will require a listener to utilize this type of listening and it is mostly used when listening to an Informative speech.
- c. Appreciative listening is the process of listening to appreciate what the speaker is talking about. This type is often used when listening to people who we enjoy spending time with. It is also widely used when listening to many forms of entertainment, music, television, stage shows. Thus, listeners will

always use appreciative listening when listening to entertainment speeches. This type is also used when listening to informative speeches and persuasive speeches, especially when the topic is something that the listener is highly interested in.

- d. Empathetic listening is an ability to listen to others and feel for the other person. This requires an ability to feel empathetic for another person's feelings and needs, requiring a sense of compassion. When a loved one tells you their feelings about the death of a family member you will probably be able to listen empathetically. A Eulogy is a perfect example of a Special Occasion speech in which listeners will listen empathetically.
- e. Critical listening is the process of listening to understand in order to make evaluations and judgements about the content of the message. Because this is the most complicated form and requires a high degree of skill to develop, the next section will go into greater detail about Listening Critically.

3. Listening Process

Listening is the most important part of communication, because if we fail to understand the message being expressed to us, we will also fail in providing a substantial and meaningful response. So, listening is important for communication. In listening, there are many processes such as :

1. Receiving

This is the first and most basic stage of the listening process: the act of actually absorbing the information being expressed to us, whether verbally or non-verbally. Not all communication is done through speech, and not all listening is

done with ears. No matter how you're communicating with another person, the key at this stage is to pay attention. Focus all of your energy on them, by following these three simple tips:

- **Avoid distractions.** This is obvious. Don't have our cellphone out, or the television on. Don't try to divide our attention between the speaker and something else. We might think we're good at multi-tasking, and perhaps we are, but demonstrating a commitment to the act of listening will make us a more respected person among our peers.
- **Don't interrupt the speaker.** we might want to make an assumption about what the speaker is saying, or what they're about to say – don't. It's rude, and we may find our assumption was wrong, which is beneficial to no one. We can, however, practice nonverbal feedback cue, such as nodding, to demonstrate your attention.
- **Don't rehearse your response.** Not *yet*. At this stage, our job is only to listen. If you start to plan a speech while the other person is speaking, We're going to miss certain points and not be able to respond to their larger message when it's our turn to talk.

2. Understanding

This is the point in the listening process where we're able to plan our response. Understanding takes place after we've received the information from the speaker, and begin to process its meaning. We can do this by asking questions, or rephrasing parts of the speaker's message. This allows us to demonstrate our

active engagement with their words, and help us better understand their key points.

3. Remembering

What good would it do in a conversation if we forgot everything the speaker had just said? This stage of the listening process might seem very similar to the first two, but it goes beyond merely absorbing and processing information. Remembering is about retaining that information, and the most effective way to do so in an important conversation is to move the key elements of a message from our short-term memory, and into our long-term memory.

There are numerous methods for doing this:

- **Identify the fundamental points.** By converting a collection of small details into a central theme, you're able to create something potentially complicated into an easy-to-grasp general concept. The details will remain in your short-term memory, but isolating the main ideas will help you understand them better, and remember them longer.
- **Make the message familiar.** Relate that main idea to something you already know. This should be easy to do – there aren't many new ideas out there, and chances are the discussion you're having will trigger old memories and past experiences. Use those to help you retain incoming information.

4. Evaluating

It's at this stage where we can begin to prepare for our response, but remember: we're still a listener, not a speaker. After the message has been

absorbed, processed, and remembered, you can begin to sort the information into pieces.

- What is fact, and what is opinion?
- Was the speaker demonstrating any particular prejudice with their message?
- What portions of the message, if any, were exaggerated?
- What parts of their message were interpreted, and which parts were unbiased?
- What was the speaker's intent with their message?

After interpreting the speaker's message, through a combination of understanding, retention, and evaluation, we're ready to form a response.

5. Responding

If we've completed the receiving, understanding, remembering, and evaluating portions of the listening process, responding should be easier than ever. We'll be prepared to address the speaker's most important points, with an awareness of the circumstances and context surrounding their words. It's important to understand the transition between listening and speaking though, and be aware of the ways responding is still a part of the active listening process.

- **Don't complete the speaker's sentences.** This is a presumptuous and rude way to segue into our own response. It impedes on the receiving process, and will make the original speaker want to listen to us less.
- **Address the speaker's points.** It will make it easier for the speaker to transition into a listener when they know exactly what part of their message you're addressing.

4. Criteria of Good Listening Materials

Listening is an important material in English because we must be able to know what people are saying to us. To be able to master listening we must really understand the words we hear. Hearing is not the same as listening. Hearing implies just perceiving the sounds while listening means, listening with understanding whatever you are listening. Both the body as well as mind is involved in listening process. Listening is an active process while hearing is a passive activity. Hearing is an effortless activity while listening is an act requiring conscious efforts, concentration and interest. Learning listening materials are a key component of a language program. Whether teachers use textbooks or not, institutions are usually provided with materials as a basis for learners and language practices in the classroom. For less experienced teachers, learning materials can be an exercise, as they provide ideas on how to plan and teach well. Criteria the materials : (1) Printed materials, such as books, notebooks, worksheets, or reading books. (2) Non-printed materials, such as cassettes or audio materials, video, or computer-based materials. (3) Mixed materials between print and non-print, such as materials accessible to the internet. In addition, materials that are not designed for learning, such as magazines, newspapers, and TV.

5. Description of Discovery Learning

Budiningsih, (2005:43) explained discovery learning is defined also as a way of learning to understand the concept, meaning, and relationships, through an intuitive process to finally come to a conclusion. Discovery Learning can be

called as an active learning, the strategy for active learning has a purpose to make independent and creative growing in studying, so that students can make innovations. Learning aim is hope to make students enable to understand a concept through their discovery by doing experiment. For this, it only can be achieved by using strategy in grouping to make a report as well as communication.

According to Matson (2006), inquiry and discovery based science teaching is the process of inquiring the nature and structure of the universe. Inquiry and discovery based learning requires students to take examples from daily life, to propose hypotheses, test them like scientists, and meanwhile, to gain advanced level cognitive skills (Matthews, 2002). Discovery learning is a method that encourages students to arrive at a conclusion based upon their own activities and observations. Discovery Learning is a method of inquiry-based instruction and is considered a constructivist based approach to education. In Discovery Learning, teacher should must give a change to students to be a problem solver, mathematician, and historian. Lesson material is not given in the beginning of teaching learning, but students should must do some activities collect information, comparing, category, analyzing, integrating, reorganizing material as well as making conclusions.

Hosnan (2014: 287-288) suggests some advantages of the discovery learning model as follows :

- a. Helps students to improve and improve skills and cognitive processes.

- b. The knowledge gained through this model is very personal and powerful because it strengthens understanding, memory, and transfer.
- c. Can improve students' ability to solve problems.
- d. Helps students strengthen their self-concept, as it gains trust works with others.
- e. Encourage student activity engagement.
- f. Encourage students to think intuition and formulate their own hypotheses.
- g. Train students self-learning.
- h. Students are active in teaching and learning activities, because they think and using the ability to find the end result.

Kurniasih & Sani (2014: 66-67) also put forward some advantages of the discovery learning model, which is as follows.

- a. Gives pleasure to students, because the growth of taste investigate and succeed.
- b. Students will understand basic concepts and ideas better.
- c. Encourage students to think and work on their own initiative.
- d. Students learn by utilizing different types of learning resources.

The benefits and shortage of discovery learning according to Marzano (1992).

- a. Students can participate actively in teaching learning .
- b. Developing and planting inquiry in the students.
- c. Supporting students' problem solving ability.

- d. Giving interaction field in each-students and studentsteacher, so that students can use language well .
- e. The material which is learnt can achieve the high level students' ability. It is also more unforgettable because the students are involved directly in the discovery process.
- f. Students learn how to learn.
- g. Learning appreciate themselves.
- h. Motivating themselves and it is easier to transfer.
- i. Knowledge will be permanent and remember able.
- j. The result of discovery learning has more transfer effect than other result.
- k. Developing students' intellectual activity and students' ability to think free.
- l. Training students' cognitive to discover and solve the problem without people's helping.

The shortage of discovery learning

- 1) Teacher feel fail to detect a problem and there is misunderstand between teacher and students.
- 2) Wasting the time.
- 3) Consuming teacher's work.
- 4) It is not all students who be able to discover.

6. Quipper

Quipper is an online learning platform that engages students in learning and supports teachers in manage class. Herry Mulyono (2016) says Using Quipper as an online platform for teacher and learning english as a foreign language. Quipper devided two kinds, they are quipper school and quipper video. In quipper school, teacher and students will be connecting in teaching learning process, teacher can monitoring student progres in learning. As teachers, at any public or private school, in any part of the world, are working hard every day to deliver the best education to students. More than 20% of their working time is said to be spent on creating, distributing, and grading assignments. With the use of technology, Quipper School reduces teachers' workload by making assignment management easier. It enables teachers to give out and analyse homework efficiently, and to give more attention to individual students. Quipper School empowers teachers to focus on providing quality education to our future generations. For students, they can study anywhere, anytime, over and over again. Besides that, they can analyze their own weaknesses and strengths.

In Quipper Video, it provides online tutorial videos to students who are eager to enhance their knowledge, learn beyond, and prepare for school entrance examinations. Students can download their material, watcing unlimited video and taking the quiz for their exercise. The advantages and disaventages of Quipper.

6.1 The advantages of Quipper

Excess some of adventages or usefulness media Quipper learning in teaching, they are :

- a. Students can work on using mobile phones or smartphones, laptops or Pc modem, surf in computer labor.
- b. Teacher can analyse weaknesses and strengths of each individual student.
- c. Teacher easy for use to creating content such as video, picture, multiple choice, essay, etc.
- d. Teacher save time to distributing, collecting and grading assignments.
- e. Quipper school is free for teachers and students, and Quipper video is affordable for students.
- f. Learning have fun anywhere and anytime.

6.2 The Disadvantages of Quipper

Teaching and learning by using Quipper also has same weaknesses, they are:

- a. Not all students are familiar with information technology so need to be guided by constantly.
- b. Many students have not the HP support (android, iOS, WindowsPhone).
- c. Students do not have a laptop or PC.

6.3 Procedure of Applying Quipper in Teaching Listening

In Quipper teacher and students will be connecting in teaching learning process, teacher can monitoring student progres in learning. Teacher can applying Quipper as the media when teaching learning process as follows :

1. In pre-activity, Teacher greets the students using english in order to create english environment teachers and students pray together .
2. Teacher checks students attendance.

3. Students receive information competence, material, purpose, benefits, and lessons that will be implemented.
4. In observing, students listen the video about report text of animals with teacher guidance.
5. Students discuss with her friends about kinds of the video and identify the spesific information and purpose of the video.
6. Teacher gives question to students about report text in listening by using Quipper. Before it student must join the teacher class with class code in Quipper. After that, students will do the task from the teacher class. The task is listening report text of animals.
7. After the task finished, teacher will check mark of the student. The task will be check in microsoft excel form automatically.
8. And then, Teacher and students discuss the correct answers.
9. Students with teacher conclude the learning.
10. Students reflect on the activities that have been carried out.
11. Students answer the questions given by the teacher.

7. Describtion of Conventional Method

Ujang Sukandi (2003), it defines that conventional approach is characterized by teachers teaching more about non-competence concepts, the goal is that students know something is not capable of doing something, and when the learning process the students listen more. The conventional approach is a process of learning that dominated more teachers as "transfer of knowledge, while students are more passive as" recipient "of science. Conventional methods are

commonly used methods of teachers in general or often called traditional methods. There are many types of conventional teaching methods, including: discussion method, lecture method, answer-question method, etc.

Conventional learning is a teacher-centered learning method in which almost all learning activities are controlled by the teacher. So the teacher plays a major role in determining the content and learning process included in assessing student progress (Oemar hamalik, 1991). Meanwhile, according to Nurhadi (2002) the conventional method is seen individually, the reward for good behavior is praise or the value of the numbers / report cards only, the learning does not pay attention to the student experience, and the learning outcome is measured only by the test. In the process of passive recipient of student information, students learn.

7.1 Advantage and Disadvantage of Conventional Method

The advantages and disadvantages of conventional method (Purwoto,2003: 67) as follows.

a. Advantages of Conventional Learning Model

- 1) Can accommodate a large class, each learner gets a chance the same to listen.
- 2) Teaching materials or information can be given more in order.
- 3) Teachers can put pressure on things that are important, so time and energy can be used as well as possible.
- 4) The contents of the syllabus can be solved more easily, because the teacher does not must adapt to learners' learning speed.

5) Lack of books and teaching aids, not hampering the implementation of teaching with this model.

b. Disadvantages of Conventional Learning Model

- 1) The learning process runs boring and learners become passive, because they do not have the opportunity to find their own concepts taught.
- 2) The density of the concepts given can result in the learner not being able to master the material taught.
- 3) Knowledge gained through this model is more quickly forgotten.
- 4) Lectures lead learners to learn to memorize ones does not result in any understanding.

7.2 Procedure Applying Conventional Method in Teaching Learning

Conventional methods are commonly used methods of teachers in general or often called traditional methods. There are many types of conventional teaching methods such as: discussion and lecture method. In teaching learning process many teacher still applying this method. The process of applying the method as follows :

1. Teacher greets the students using english in order to create english environment teachers and students pray together.
2. Teacher checks students attendance.
3. Students receive information competence, material, purpose, benefits, and lessons that will be implemented.
4. Teacher delivers the materials about narative text, explain the definition of narative text and give example of text monologue “Cinderella”.

5. Students listen the story of text monologue “Cinderella”.
6. Teacher and students identify the overview of the oral text of the Cinderella story.
7. Teacher give question about the story and divide students in 5 groups.
8. The students discussion of the story in their group.
9. After discussion finish, each groups recounted the story.
10. And then, teacher and students discuss the correct answers.
11. Students with teacher conclude the learning.

B. Previously Relevance Study

The previously relevance study as follows;

1. Hanafi Hanafi. 2015. The effect of discovery learning method application on increasing students’ listening outcome and social attitude.

This study is experimental study with one group pretest-posttest design. Its purpose is to know whether or not discovery learning model implementation could increase students’ listening score and social attitude in accordance with curriculum implementation. The subjects of this study are 37 students of class X IPA 5 Public High School 2 Jember in their 2nd semester of 2015/2016 academic year. The method used to collect data in the study is test. The research design is one group pretest-posttest design where there is only one group receiving the treatment which result is assessed by pre-test and post-test. The finding shows that there are improvement of both students’ listening and attitude scores. Based on data analysis it is concluded that the implementation of discovery learning

model could increase students' listening score and social attitude, with significance value of 0,005 ($z = -2,823$, $p < 0,001$), with medium effect size for listening score and significance value of 0,000 ($-4,875$, $p < 0,001$), with large effect size for social attitude.

2. Amir Marzban. 2012. Discovery Listening and Explicit Strategy-Based-Instruction Models' Effect on the Iranian Intermediate EFL Listening Comprehension.

The study aims to compare the effect of Discovery Listening (DisL) with explicit Strategy-Based Instruction (SBI) on the Iranian EFL listening comprehension (LC). The participants were 79 students at a university in northern Iran. The main instruments included LC Strategy Table, the related lesson plans, listening Strategy Checklist for SBI and task paper for DisL Group. Results show that there is no significant difference between SBI and DisL methods.

3. Balim, A., G. (2009). The Effects of Discovery Learning on Students' Success and Inquiry Learning Skills. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 35, 1-20.

In this study, the unit "If It Weren't for The Pressure?" in the Science and Technology course at the Elementary 7th grade was tackled in two different ways. The first way is the discovery learning method along with the daily plans and activities. The second is the traditional teaching method. This study particularly aims at answering the question: "How does teaching science through the discovery learning approach affect

students' academic achievement, perception of inquiry learning skills, and retention of knowledge?" Purpose of Study: This study aims at identifying the effects of the discovery learning method upon the students' perceptions of inquiry learning skills, academic achievements, and retention of knowledge. This research also investigates whether there is a significant difference between the experimental and control groups in learning the subjects of the unit "If It Weren't for The Pressure?" from the point of cognitive and affective learning levels. Findings and Results: A quasi-experimental research design with a pre-test and post-test control group was used in this study. Fifty-seven seventh graders participated in this study during the spring term of the 2006-2007 academic year. The result of the study shows that there is a significant difference in favour of the experimental group over the control group regarding the average of academic achievement, scores of retention of learning, and perception of inquiry learning skills scores, both on cognitive and affective levels. Conclusions and Recommendations: The conclusions of the study showed that there is a significant difference in favor of the experimental group over the control group in terms of academic achievement scores, perception of inquiry learning scores, and retention of learning scores in both cognitive and affective levels. Thus, it can be stated that the experimental group students, who scored high in the post-achievement test, have high perception of inquiry learning skills scores. Using the discovery learning method, which is one of the various teaching methods

in which the students are active and are guided by the teacher, is considered to increase students' success and inquiry learning skills more than the traditional teaching methods.

4. Euphony F. Y. 2010. The Effectiveness of Inductive Discovery Learning in 1: 1 Mathematics Classroom

This study proposes inductive discovery learning supported with computers to facilitate mathematics learning in Taiwan's elementary education. It is hypothesized that students can learn mathematics concepts better when they are engaged in the induction process, including observing some instances of a concept, searching and testing the pattern behind those instances, and generalizing their findings with proper written words. With supports of the one-to-one technology, students can devote their thinking efforts in such an individual learning task and discover on their own. To investigate the effectiveness of inductive discovery learning, three third-grade classes were involved in the experiment. The result suggests that students have better concept retention, especially for the high and medium performance students through the learning material of inductive discovery.

5. Anyafulude Joy (Ph.D). 2014. Impact of Discovery-Based Learning Method on Senior Secondary School Physics

The purpose of the study is to ascertain the impact of discovery-based learning method on teaching and learning of physics in secondary schools in Awgu Education Zone. Two research questions and two hypotheses were posed to guide the study. The study adopted a

descriptive survey design. A sample size of 490 respondents made up of 291 male and 199 female teachers were drawn using stratified random sampling techniques from four senior secondary schools in Awgu Education Zone. The instrument used for data collection was a 10 - item questionnaire. The instrument had face validity and reliability co-efficient of .77 obtained using Cronbach Alpha formular. Mean statistic was used to answer the research questions while the hypotheses were tested at .05 level of significance using t-test statistic. The result of data analysis show that; discovery-based learning method has helped to a great extent in effective teaching and learning of Physics. Also, discoverybased learning method has promoted research in Physics. The respondents classified by gender did not differ on the extent to which discovery-based learning method helped in effective teaching and learning, improved students' knowledge and promoted research in Physics. Conclusion and recommendations were equally highlighted.

C. Conceptual Framework

Listening is one of skill in language learning. In listening we need comprehension to interpret the message of spoken language. The listener decides to hear something because have special purpose that is to get a piece of information. To understanding a foreign language, the teacher as a guider in the class should prepare media to make students more interest in teaching listening. The media which the teacher do to motivate the students to interest in teaching listening.

This research was conducted to determine whether the application of quipper as media in teaching is influenced by media that used in teaching process. It can improve students' achievement in listening skill because the media helps students to explore their idea, and the students can learn and have fun at the same time.

D. Hypothesis

Based on the problems of the study, the hypothesis is formulated as the following:

Ha : “There is a significant effect of applying Discovery Learning method on students' achievement in listening by using Quipper”.

Ho : “There is no significant effect of applying Discovery Learning method on students' achievement in listening by using Quipper”.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research will be conducted at SMK Swasta Harapan Mekar, Jalan Marelan Raya Pasar IV Kelurahan Rengas Pulau Kecamatan Medan Marelan. It will be focused on the tenth grade students of SMK Swasta Harapan Mekar start from August until Oktober 2017, Semester 1. This school was chosen because when during PPL in SMK Swasta Harapan Mekar, There are many problems in learning of the students, especially in Listening capability. Students didn't interested in listening. So that, The students ability in listening is low.

B. Population and Sample

The population of the research is the tenth grade students of SMK Swasta Harapan Mekar, which consists of 70 students, distribute into two classes XI-A and XI-B. By using total sampling technique, all classes will be chosen as the sample. It can be seen the following table:

Table 3.1
Population of Research

No.	Class	Population	Sample	Group
1	XI-A	35	35	Experiment
2	XI-B	35	35	Control
	Total	70	70	

C. Research Design

This study is experimental research which apply quantitative design. This study has two variables : dependent and independent variables. The dependent

variable is discovery learning method and the independent variable is the students' achievement. In this research, experimental group will be taught by using discovery learning method, and the control group will be taught by conventional teaching.

Table 3.2
Research Design

Group	Pre-Test	Treatment	Post-Test
Experiment	√	Discovery Learning Method	√
Control	√	-	√

The procedures to gain the data are: pre-test, treatment (teaching presentation) and post-test. In pre-test, The experimental group will be given pre-test before the treatment. The function of the pre-test to know the mean score of experimental group. When treatment It will to find out the effect of teaching listening by applying discovery learning method, a treatment was conducted to the experimental group. At last in post-test, The post-test given to experimental group after treatment. It is to find out the differences of mean score.

D. The Instrument of the Research

The instrument of this research will be multiple choice test and the total of the questions are 30 questions. The test is about listening animals story. The students will given a topic listening with taken from (Buku Paket Bahasa Inggris kelas XI. Yudistira). There is : Report text about animals.

The test will be scoring by using this formula :

$$S = \frac{R}{N} \times 100\%$$

E. Technique of Analyzing the Data

The data would be calculated by using t-test. The following procedure was implemented to analyze the data :

1. Scoring the students' answer for the correct answer was analyzed by using experimental technique. The steps are follows :

$$S = \frac{R}{N} \times 100\%$$

Note :

S = the score

R = the number of correct answer

N = the number of test items

2. Listening their score in two tables, first for the experimental group scores and second for the control group scores.
3. Calculating the mean scores of the experimental group.
4. Providing the hypothesis of the research :
 - a. Finding the correlation of product moment.
 - b. Determining T-test.
 - c. Testing Linear regression.
 - d. Finding the significant effect.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data of this study were obtained from the test scores. This research took place at SMKS Harapan Mekar Medan. The samples were conducted in two classes, they are experimental class and control group, The experimental class was given treatment by using Discovery Learning method, while the control group was using Conventional Teaching method. The frequency of the students score in pre- test and post-test in Table 4.1 dan Table 4.2 below :

Table 4.1
The Frequency Of The Students Score In Pre- Test

No	Students score	Frequency	
		Control	Experimental
1	90-100	-	-
2	80-89	5	8
3	70-79	15	17
4	60-69	11	9
5	50-59	4	1

In table 4.1 it seems in the control group students get low score in pre-test because in control group students was not get explanation about report text and in the control group, the teacher was taught in conventional teaching.

Table 4.2
The Frequency Of The Students Score In Post- Test

No	Students score	Frequency	
		Control	Experimental
1	90-100	-	9
2	80-89	12	23
3	70-79	16	3
4	60-69	5	-
5	50-59	2	-

Completing test was given to the students to obtain the data. The data was collected by giving the students a test, consisting of 30 multiple choice test items. The data showed that in the experimental group, the total score of pre-test was 2534 and post-test was 2974. The mean score of pre-test was 72,4 and the post-test was 85. The result of pre-test showed that the highest score was 96 and the lowest score was 86. In the control group, the data showed that the total score of pre-test 2400 and post-test was 2570. The mean score of pre-test was 68,5 and the post-test was 73,4. Based on the data above, it proves that there are different score between pre-test and post-test.

Table 4.3
The students' Achievement Score of Pre Test and Post Test

NO	Categories	Pre- Test		Post- Test	
		Control	Experimental	Control	Experimental
1	Lowest score	50	53	56	73
2	Highest score	83	86	86	96
3	Mean score	68,5	72,4	73,4	85
4	Sum	2400	2534	2570	2974
5	N	35	35	35	35

The improvement of the students' achievement can be shown clearly in the diagram below. Each Diagram shown the differences of the students' score before and after giving the treatment in each group.

Figure 4.1.a
The Students' Score of Pre Test and Post Test of Experimental Group

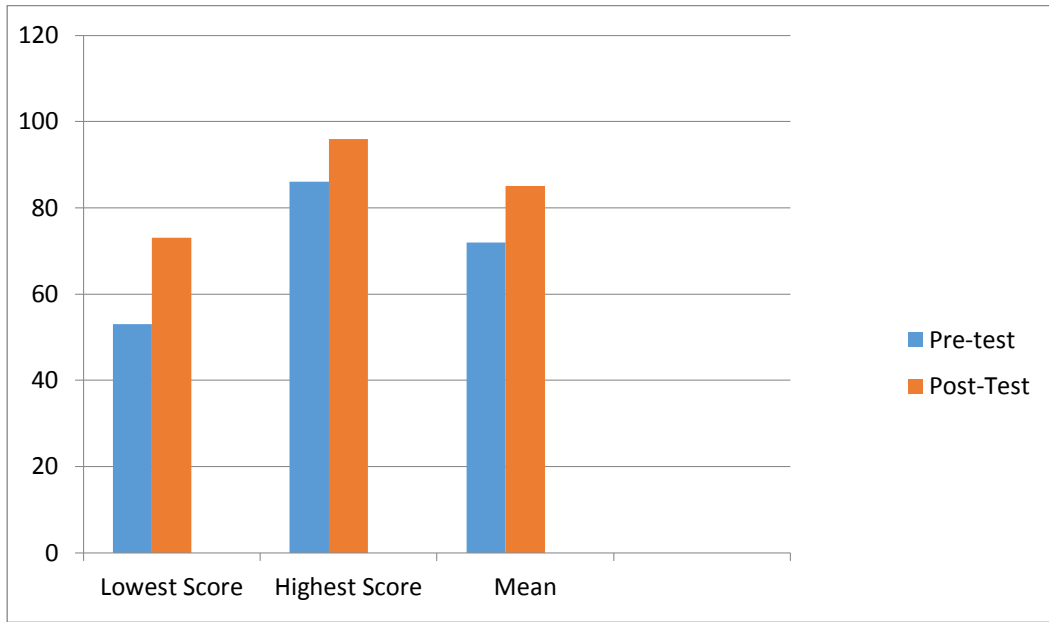
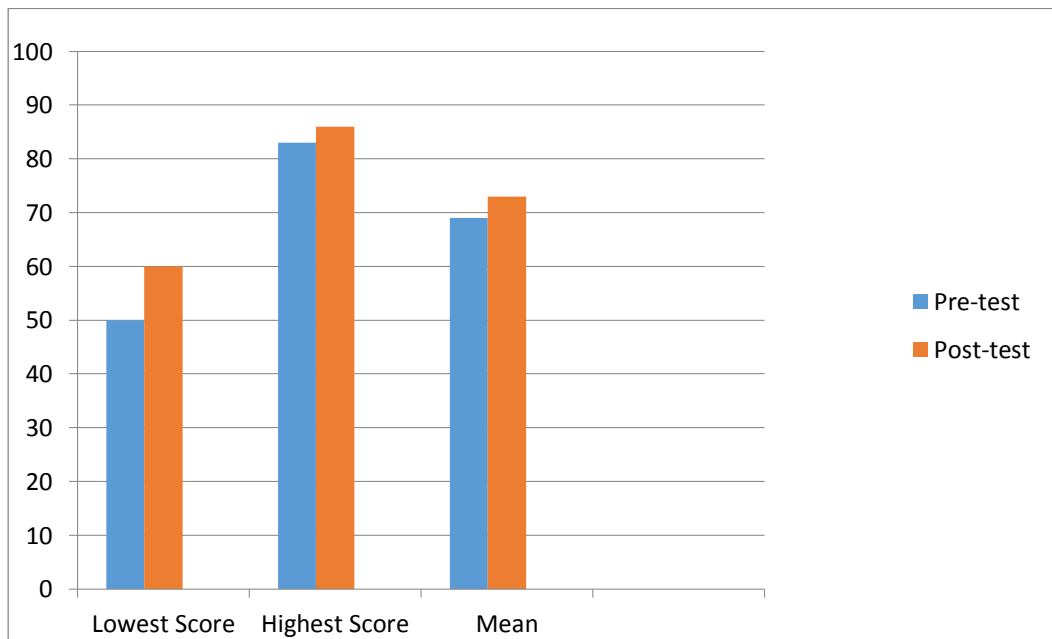


Figure 4.1.b
The Students' Score of Pre Test and Post Test of Control Group



B. Data Analysis

The analysis of data were conducted to providing the hypothesis of the research. Each of these is presented as follows :

Table 4.4
Providing the Hypothesis

Category	Experimental (x)	Group (y)
N	35	35
$\Sigma x, \Sigma y$	446	170
M_x, M_y	12,7	4,8
$\Sigma x^2, \Sigma y^2$	576,75	40,71
SD _x , SD _y	4,05	1,07

Based on the data above, the calculation of final score in experimental was 446 and in control group was 170. Meanwhile, mean score in experimental was 12,7 and in the control class was 4,8. After calculating the mean score, the standard deviation in the experimental class was 4,05 and in the control class 1,07.

Table 4.5
Providing the Hypothesis

Correlation Product Moment	T-test	Linear Regression	Significant Effect
$r_{xy} = 0,99$	$t = 10,9$	$Y' = 0,168 + 0,89 X$	D = 98,01%

Based on the data, the correlation of product moment showed that $r_{xy} = 0,99$. Based on the calculating of t-observed, it was found that t-observed was 10,9 . Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 68 at the level of significane 5% was at 2,00, while the critical value ($t_{observe}$) was 10,9. The result of computing indicate that the $t_{observe}$ was higher than t_{table}

($t_{\text{observe}} > t_{\text{table}} : 10,9 > 2,00$). It mean that the effect of applying Discovery Learning Method on students' achivement in listening by using quipper 98,01 % was hypothesis was accepted.

C. Teasting Hypothesis

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. (H_a) is accepted if the $t_{\text{observe}} > t_{\text{table}}$. In this research, the calculation of the scores by using t-test showed the degree of freedom (df) 68 at the level of significane 5% was at 2,00. Based on the calculating of t-observed,it was found that t-observed was 10,9. Based on this, it is conducted that alternative of hypothesis (H_a) is accepted.It means that there is significant effect of applying discovery learning method on students' achievement in listening by using quipper

D. Finding

When discovery learning method by using quipper was used in the expermental group, most of students' feel fun,enjoyable and enthusiasm in learning. Based on the researc, there was improvement on students' achievement in listening by using discovery learning method. it was found that the application of discovery learning method by using quipper give a significant effect on the students' achievement in listening, which was shown from the students total scores improvement from pre-test to post-test, 2534 and 2974 respectively. This also prove by the result of calculation of t- test, in which t-observed was higher than t table, $10,9 > 2,00$ with the persentage effect was 98,01% and $df = 68$ ($35 +$

35 – 2). It means most of students responded well the lesson by applying discovery learning method.

E. Discussion.

There were the difference between pre-test and post-test score on the students' achievement to improve listening ability through discovery learning by using quipper as the media. Discovery Learning can be called as an active learning, the strategy for active learning has a purpose to make independent and creative growing in studying, so that students can make innovations. Learning aim is hope to make students enable to understand a concept through their discovery by doing experiment. According to Matson (2006), inquiry and discovery based science teaching is the process of inquiring the nature and structure of the universe.

Based on the explanation above, it is supported by result of some researches who applying discovery learning to teach listening for the eleventh grade of SMKS HARAPAN MEKAR, show that the effect of applying discovery learning by using quipper gives more effectiveness to use in teaching and learning process to increase students' achievement to improve listening. In this research was shown that the students score in post-test is higher than pre-test. It was proved that there are significant effect was 98,01% and 1,99 from the other factors.

Furthermore, in this research, the researcher found that applying discovery learning method by using quipper could help students to more active and fun in teaching learning process in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, it was found that the application of discovery learning method by using quipper give a significant effect on the students' achievement in listening, which was shown from the students total scores improvement from pre-test to post-test, 2534 and 2974 respectively. This also prove by the result of calculation of t- test, in which t-observed was higher than t table, $10,9 > 2,00$ with the persentage effect was 98,01% and $df = 68 (35 + 35 - 2)$. It means most of students responded well the lesson by applying discovery learning method. It was characterized by the increasing of students' learning outcomes students' activity in learning. So, discovery learning method was concluded to be effective in teaching listening.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The english teachers are suggested to use Discovery Learning Method in teaching listening by using quipper. By which the teacher may easily listening intrestingly because it can be an alternative method to motivate the students in listening. Besides that, it can be contribution for english techer to improve their listening methods.

2. The student are expected to use Discovery Learning Method by themselves to encourage that confidence in order to improve their acheivement in listening.
3. It is suggested to the other researcchers to use this finding as source of the reseach.

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APPENDIX A

LESSON PLAN

(EXPERIMENTAL GROUP)

Name of School : SMKS HARAPAN MEKAR
Subject : English
Class/Semester : XI AP 1/1
Skill : Listening
Allocation of Time : 2 x 40 minutes
Material : Report text of animals

1. Competence Standard

To understand meaning in short functional text and monologue in from of report text in daily life context.

2. Basic Competence

To understand to meaning in short functional text formally and informally, acurately, fluently, and acceptably in daily.

3. Indicators

1. Identifying the short functional text of a report text.
2. Identifying the spesific information of the text.
3. Identifying the purpose of the text.

4. Intstructional Objective

Students are able to :

1. Mention the meaning of report text.
2. Identify the short functional text of a report text.

3. Identify the specific information of the text.

4. Identify the purpose of the text.

5. Materials

Video of report text of animal from andra fakhrian : Comodo



6 . Learning Method

Using Discovery Learning.

7. Media and Source of Material

Media : Laptop, Speaker, Proyektor

Source of Material : <https://www.youtube.com/watch?v=vz5obq0f3KU>.

8. Learning Activity

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	1. In pre-activity, Teacher greets the students using english in order to create english environment teachers and students pray together . 2. Teacher checks students attendance.	5 minutes
Main Activity	Observing	

appear that a huge blow up. A completely developed octopus can be as huge as 8,5 meters from the tip of one arms to the tip of another. It can weigh as much as 45 kilograms. Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes them against its adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. It escapes its enemis by doing this.

1. What is the type of the text ?
 - a) Recount
 - b) Report
 - c) Spoof
 - d) Procedure
2. After you listen, what is the best tittle of the story ?
 - a) Octopus
 - b) Crocodile
 - c) Tentacles
 - d) Squid
3. Which group of sea creatures belongs to the same family with Octopus?
 - a) Turtle and crab
 - b) Shrimp and crab
 - c) Crab and cuttlefish
 - d) Cuttlefish and squid
4. How much a fully-grown Octopus can weigh?
 - a) 25 kilograms
 - b) 35 kilograms

- c) 45 kilograms
 - d) 55 kilograms
5. How does the Octopus look for food?
- a) It uses magic colors
 - b) It uses its teeth
 - c) It uses its hand
 - d) It uses its tentacles
6. Before the Octopus eats its victim, the Octopus.
- a) Changes the color of its body
 - b) Releases a thick dark fluid
 - c) Bites it
 - d) Crushes it
7. How large a fully-grown Octopus can be from the tip of one tentacle to the tip of another?
- a) 6,5 metres
 - b) 7,5 metres
 - c) 8,5 metres
 - d) 9,5 metres
8. What does the word "Octopus" mean in Greek?
- a) Eight feet
 - b) Fish.
 - c) Dark fish.
 - d) Ghost Sea

9. The word *them* in paragraph of the listening refers to the Octopus's.
- a) Teeth
 - b) Enemies
 - c) Tentacles
 - d) Utilizes
10. What does the Octopus do to run away or escape from its enemy?
- a) It stings the enemies
 - b) It gives out a thick dark fluid to darken the water
 - c) It swims
 - d) It runs

Listening II

Answer the question 11- 16

Platypus

Platypus is a mammal animal, although it has some different characteristic with other mammal. It gives births with laying her eggs, but it still has a pair of milk gland. Although possessing mammary glands, the platypus lacks teats. Instead, milk is released through pores in the skin. Platypus has a flat tail and webbed feet. Its weight varies considerably from 0.7 to 2.4 kg, with males being larger than females. Males average 50 cm in total length, while females average 43 cm. Its body covered with a thick, and woolly layer of fur. The platypus has an average body temperature of about 32°C (90°F) rather than the 37°C (99°F). Its bill is detecting prey and stirring up mud. Usually it ate crustaceans. Platypus' eyes and head are small. Its eyes contains double cones, which most mammals do not have. It has no ears but has ability to sense sound and lights. Platypus lives in

streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

11. After you listen, What is the picture of the story ?





d.

12. What is Platypus ?

- a) A kind of flower
- b) A mammals animal
- c) An Omnivora animal
- d) A kind of food

13. How much platypus can weigh?

- a) 0,8 – 2,5 kilograms
- b) 0,7 – 3,4 kilograms
- c) 0,7 – 2,4 kilograms
- d) 0,8 – 2,4 kilograms

14. How averange large the platypus male?

- a) 43 cm
- b) 50 cm
- c) 55 cm
- d) 63 cm

15. How averange large the platypus female?

- a) 43 cm
- b) 50 cm
- c) 55 cm
- d) 63 cm

16. Where is platypus lives?

- a) Florest
- b) Land
- c) Sea
- d) Rivers

Listening II

Answer the question 17- 22

Jellyfish

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them. Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat. Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

17. Which one creates Jellyfish's light?

- a. White blood.
- b. Nervous system.
- c. Chemical reaction.
- d. Salt water.

18. Where is jellyfish found ?

- a. Ocean
- b. Rivers
- c. Land
- d. Florest

19 . Based on the recording, we know that....

- a. They belong to invertebrate animals.
- b. They have heads like other animals.
- c. Their brain helps them find the food.
- d. They cannot live in fresh water.

20. What is the recording about?

- a. Jellyfish.
- b. Kinds of all fish.
- c. All invertebrate animals.
- d. Some kinds of sea animals.

21. "Some jellyfish can glow in darkness by making their own light.

The word "glow" in the sentence means....

- a. Move
- b. Produce
- c. Appear
- d. Shine

Listening III

Answer the question 22- 30

An Elephant

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk. The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly. The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

22. What kind of text above?

- a. Report text

- b. Descriptive text
 - c. Narrative text
 - d. Spoof
23. The text tells us about....
- a. The Elephant's peculiar feature
 - b. Useful servant
 - c. Strange looking animal
 - d. An elephant
24. The third paragraph is mainly about the fact that....
- a. Elephants are strong
 - b. Elephants can lift logs
 - c. Elephants are servants
 - d. Elephant are very useful
25. The most distinguishing characteristic of an elephant is....
- a. Its clumsiness
 - b. Its thick legs
 - c. Its large body
 - d. Its long nose
26. Which of the following is NOT part of the elephant described in the first paragraph?
- a. It looks strange
 - b. It is heavy
 - c. It is wild
 - d. It has a trunk
27. The elephant draws up water by its trunk and can squirt it all over its body like shower bath The underlined word refers to....
- a. A shower bath
 - b. Elephant's body
 - c. A shower
 - e. Elephant's trunk

28. It is stated in the text that the elephant uses the trunk to do the following, Except

- a. To eat
- b. To push
- c. To drink
- d. To carry things

29. "The trunk is the elephant's peculiar feature....

The underline word close in meaning to

- a. Large
- b. Strange
- c. Tough
- d. Smooth

30. How does the elephant draw water ?

- a. Use the trunk
- b. Use the ears
- c. Use the foot
- d. Use the legs

10. Assessment

No	Criteria	Score
1	Correct answer	1
2	Wrong answer	0

$$S = \frac{R}{N} \times 100\%$$

In which score :

S = the score

R = the number of correct answer

N = the number of test items.

Key Answer :

- | | | |
|-------|-------|-------|
| 1. B | 11. A | 21. D |
| 2. A | 12. B | 22. A |
| 3. D | 13. B | 23. D |
| 4. C | 14. B | 24. D |
| 5. D | 15. A | 25. D |
| 6. D | 16. D | 26. A |
| 7. C | 17. C | 27. D |
| 8. A | 18. A | 28. B |
| 9. C | 19. A | 29. B |
| 10. A | 20. A | 30. A |

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Medan, 27 September 2017
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APPENDIX B

LESSON PLAN (CONTROL GROUP)

Name of School : SMKS HARAPAN MEKAR
Subject : English
Class/Semester : XI/1
Skill : Listening
Allocation of Time : 2 x 40 minutes
Material : Report text of animals

1. Competence Standard

To understand meaning in short functional text and monologue in from of report text in daily life context.

2. Basic Competence

To understand to meaning in short functional text formally and informally, acurately, fluently, and acceptably in daily.

3. Indicators

1. Identifying the short functional text of a report text.
2. Identifying the spesific information of the text.

3. Intstructional Objective

Students are able to :

1. Mention the meaning of report text.
2. Identify the short functional text of a report text.

3. Identify the specific information of the text.

4. Materials

Video of report text of animal from andra fakhrian : Comodo



6 . Learning Method

Using Conventional Method.

7. Media and Source of Material

Media : Laptop, Speaker, Proyektor

Source of Material : <https://www.youtube.com/watch?v=vz5obq0f3KU>.

8. Learning Activity

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<ol style="list-style-type: none">1. In pre-activity, Teacher greets the students using english in order to create english environment teachers and students pray together .2. Teacher checks students attendance.	5 minutes
Main Activity	<p>Observing</p> <ol style="list-style-type: none">3. Students listen the video about report text of animals with teacher guidance.	5 minutes

	<p>Questioning Teacher gives question to students about report text in listening by teacher read the text.</p> <p>Exploring</p> <p>4. After that, students will do the task from the teacher class. The task is listening report text of animals.</p> <p>5. After the task finished, teacher will check mark of the student.</p> <p>6. And then, Teacher and students discuss the correct answers.</p>	30 minutes
Post Activity	<p>5) Students with teacher conclude the learning.</p> <p>6) Students reflect on the activities that have been carried out.</p> <p>7) Students answer the questions given by the teacher.</p>	5 minute

9. Evaluasi

Choose the correct answer by crossing a, b, c, or d !

Listening 1

Answer the question 1- 10

Octopus

The Octopus is an ocean creature with eight effective feet which it utilizes as hands. These are called tentacles or limbs. "Octopus" originates from two words that have meaning "eight feet". The octopus, the squid and the cuttlefish fit in with the same family that has no outside shells. Their bodies are secured totally with skin. Along these lines the assortment of an octopus is delicate. It would appear that a huge blow up. A completely developed octopus can be as huge as 8,5 meters from the tip of one arms to the tip of another. It can weigh as much as 45 kilograms. Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes them against its

adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it. The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. It escapes its enemies by doing this.

1. What is the type of the text ?
 - e) Recount
 - f) Report
 - g) Spoof
 - h) Procedure
2. After you listen, what is the best title of the story ?
 - e) Octopus
 - f) Crocodile
 - g) Tentacles
 - h) Squid
3. Which group of sea creatures belongs to the same family with Octopus?
 - e) Turtle and crab
 - f) Shrimp and crab
 - g) Crab and cuttlefish
 - h) Cuttlefish and squid
4. How much a fully-grown Octopus can weigh?
 - e) 25 kilograms
 - f) 35 kilograms
 - g) 45 kilograms
 - h) 55 kilograms
5. How does the Octopus look for food?
 - e) It uses magic colors

- f) It uses its teeth
 - g) It uses its hand
 - h) It uses its tentacles
6. Before the Octopus eats its victim, the Octopus.
- e) Changes the color of its body
 - f) Releases a thick dark fluid
 - g) Bites it
 - h) Crushes it
7. How large a fully-grown Octopus can be from the tip of one tentacle to the tip of another?
- e) 6,5 metres
 - f) 7,5 metres
 - g) 8,5 metres
 - h) 9,5 metres
8. What does the word "Octopus" mean in Greek?
- e) Eight feet
 - f) Fish.
 - g) Dark fish.
 - h) Ghost Sea
9. The word *them* in paragraph of the listening refers to the Octopus's.
- e) Teeth
 - f) Enemies
 - g) Tentacles

h) Utilizes

10. What does the Octopus do to run away or escape from its enemy?

e) It stings the enemies

f) It gives out a thick dark fluid to darken the water

g) It swims

h) It runs

Listening II

Answer the question 11- 16

Platypus

Platypus is a mammal animal, although it has some different characteristic with other mammal. It gives births with laying her eggs, but it still has a pair of milk gland. Although possessing mammary glands, the platypus lacks teats. Instead, milk is released through pores in the skin. Platypus has a flat tail and webbed feet. Its weight varies considerably from 0.7 to 2.4 kg, with males being larger than females. Males average 50 cm in total length, while females average 43 cm. Its body covered with a thick, and woolly layer of fur. The platypus has an average body temperature of about 32°C (90°F) rather than the 37°C (99°F). Its bill is detecting prey and stirring up mud. Usually it ate crustaceans. Platypus' eyes and head are small. Its eyes contains double cones, which most mammals do not have. It has no ears but has ability to sense sound and lights. Platypus lives in streams, rivers, and lakes. Female platypus usually dig burrows in the streams or river banks. The burrows are blocked with soil to protect it from intruders and flooding. In the other hand, male platypus does not need any burrow to stay.

11. After you listen, What is the picture of the story ?



12. What is Platypus ?

- e) A kind of flower
- f) A mammals animal
- g) An Omnivora animal
- h) A kind of food

13. How much platypus can weigh?

- e) 0,8 – 2,5 kilograms
- f) 0,7 – 3,4 kilograms
- g) 0,7 – 2,4 kilograms
- h) 0,8 – 2,4 kilograms

14. How average large the platypus male?

- e) 43 cm
- f) 50 cm
- g) 55 cm
- h) 63 cm

15. How average large the platypus female?

- e) 43 cm
- f) 50 cm
- g) 55 cm
- h) 63 cm

16. Where is platypus lives?

- e) Florest
- f) Land
- g) Sea
- h) Rivers

Listening II

Answer the question 17- 22

Jellyfish

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them. Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat. Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

17. Which one creates Jellyfish's light?
 - a. White blood.
 - e. Nervous system.
 - f. Chemical reaction.
 - g. Salt water.
18. Where is jellyfish found ?
 - a. Ocean
 - b. Rivers
 - c. Land
 - d. Florest
- 19 . Based on the recording, we know that....
 - a. They belong to invertebrate animals.
 - e. They have heads like other animals.
 - f. Their brain helps them find the food.
 - g. They cannot live in fresh water.
20. What is the recording about?
 - a. Jellyfish.

- e. Kinds of all fish.
- f. All invertebrate animals.
- g. Some kinds of sea animals.

21. "Some jellyfish can glow in darkness by making their own light." The word "glow" in the sentence means....

- e. Move
- f. Produce
- g. Appear
- h. Shine

Listening III
Answer the question 22- 30

An Elephant

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk. The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly. The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

22. What kind of text above?

- a. Report text
- b. Descriptive text
- c. Narrative text
- d. Spoof

23. The text tells us about....

- a. The Elephant's peculiar feature
- e. Useful servant

- f. Strange looking animal
 - g. An elephant
24. The third paragraph is mainly about the fact that....
- a. Elephants are strong
 - b. Elephants can lift logs
 - c. Elephants are servants
 - d. Elephant are very useful
25. The most distinguishing characteristic of an elephant is.....
- a. Its clumsiness
 - f. Its thick legs
 - g. Its large body
 - h. Its long nose
26. Which of the following is NOT part of the elephant described in the first paragraph?
- a. It looks strange
 - b. It is heavy
 - c. It is wild
 - d. It has a trunk
27. The elephant draws up water by its trunk and can squirt it all over its body like shower bath. The underlined word refers to....
- a. A shower bath
 - b. Elephant's body
 - c. A shower
 - i. Elephant's trunk
28. It is stated in the text that the elephant uses the trunk to do the following, Except
- a. To eat
 - b. To push
 - c. To drink
 - d. To carry things
29. "The trunk is the elephant's peculiar feature....(Paragraph2)
The underline word close in meaning to

Key Answer :

- | | | |
|-------|-------|-------|
| 1. B | 11. A | 21. D |
| 2. A | 12. B | 22. A |
| 3. D | 13. B | 23. D |
| 4. C | 14. B | 24. D |
| 5. D | 15. A | 25. D |
| 6. D | 16. D | 26. A |
| 7. C | 17. C | 27. D |
| 8. A | 18. A | 28. B |
| 9. C | 19. A | 29. B |
| 10. A | 20. A | 30. A |

Medan, 29 September 2017

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APPENDIX 3**Table 4.1****The Students's Score Pre test and Post Test of Experimental Group**

No	Student's Initial Names	Pre Test (X1)	Post Test (X2)
1	AM	66	80
2	AN	53	73
3	ASN	80	93
4	AABS	63	86
5	AP	70	86
6	AA	76	86
7	AI	70	83
8	DA	83	96
9	EM	86	96
10	FA	73	83
11	HW	76	86
12	IP	73	83
13	LK	63	76
14	ML	66	80
15	MK	73	86
16	NH	80	90
17	NF	63	76
18	PH	70	80
19	PA	76	86
20	PD	70	90
21	PI	83	90
22	POL	86	93
23	RIS	73	80
24	SY	63	80
25	SF	83	90
26	SK	70	86
27	SA	76	83
28	SM	70	80
29	AD	66	86
30	SB	76	83
31	SSBS	66	80
32	YY	70	86
33	SHL	80	93
34	MD	76	86
35	MRA	66	83
TOTAL		2534	2974
Mean		72,4	85

Based on the data table 4.1 showed that in the experimental group, the highest score in pre-test was 86 and the lowest score was 53. While the highest score in post-test was 96 and the lowest was 73.

Table 4.2

The Students's Score Pre test and Post Test of Control Group

No	Student's Initial Names	Pre Test (Y1)	Post Test (Y2)
1	AA	60	66
2	FA	63	70
3	IL	76	80
4	IC	63	70
5	IR	80	83
6	KPS	76	80
7	KAP	70	76
8	MT	80	83
9	NA	66	70
10	NH	73	76
11	NAD	76	80
12	PDA	70	73
13	PW	63	66
14	RA	66	70
15	RS	73	80
16	RW	83	86
17	RP	63	70
18	RD	70	76
19	RMM	73	76
20	SA	73	80
21	SMG	63	70
22	WS	50	56
23	WD	53	60
24	YA	76	80
25	YL	80	83
26	YAS	56	60
27	YBS	70	76
28	YDA	70	73
29	YMP	50	56
30	YF	60	66
31	ZJ	66	70
32	ZRP	70	76
33	ZA	80	83
34	ZH	66	70

35	ZMK	73	80
TOTAL		2400	2570
Mean		68,5	73,4

Based on the data table 4.2 showed that in the control group the highest score in pre-test was 83 and the lowest score was 50. While the highest score in post-test was 86 and the lowest was 56.

APPENDIX 4

Table 4.3.a
The differences Between Pre test and Post Test of Experimental Group

No	Student's Initial Names	Pre Test (XI)	Post Test (X2)	X (X2-XI)
1	AM	66	80	14
2	AN	53	73	20
3	ASN	80	93	13
4	AABS	63	86	23
5	AP	70	86	16
6	AA	76	86	10
7	AI	70	83	13
8	DA	83	96	13
9	EM	86	96	10
10	FA	73	83	10
11	HW	76	86	10
12	IP	73	83	10
13	LK	63	76	13
14	ML	66	80	14
15	MK	73	86	13
16	NH	80	90	10
17	NF	63	76	13
18	PH	70	80	10
19	PA	76	86	10
20	PD	70	90	20
21	PI	83	90	13
22	POL	86	93	7
23	RIS	73	80	7
24	SY	63	80	17
25	SF	83	90	7
26	SK	70	86	16
27	SA	76	83	7
28	SM	70	80	10
29	AD	66	86	20
30	SB	76	83	7
31	SSBS	66	80	14
32	YY	70	86	16
33	SHL	80	93	13
34	MD	76	86	10
35	MRA	66	83	17
TOTAL		2534	2974	446
Mean		72,4	85	12,7

Based on the Table 4.3 the mean score of experimental group was calculated as

the follows:

$$\begin{aligned} Mx &= \frac{\sum x}{N} \\ &= \frac{446}{35} \\ &= 12,7 \end{aligned}$$

So, the mean score for experimental group was 12,7

Which

Mx : The mean score of experimental group

$\sum x$: The score of X2-X1

N : Sample of experimental group

So, after being calculated and analyzed the data, the final score of mean the experimental group was 446.

Table 4.3. b

**The Differences Between Pre Test and Post Test of the Control
Group**

No	Student's Initial Names	Pre Test (Y1)	Post Test (Y2)	Y(Y2-Y1)
1	AA	60	66	6
2	FA	63	70	7
3	IL	76	80	4
4	IC	63	70	7
5	IR	80	83	3
6	KPS	76	80	4
7	KAP	70	76	6
8	MT	80	83	3
9	NA	66	70	4
10	NH	73	76	3
11	NAD	76	80	4
12	PDA	70	73	3
13	PW	63	66	3

14	RA	66	70	4
15	RS	73	80	7
16	RW	83	86	3
17	RP	63	70	7
18	RD	70	76	6
19	RMM	73	76	3
20	SA	73	80	7
21	SMG	63	70	7
22	WS	50	56	6
23	WD	53	60	7
24	YA	76	80	4
25	YL	80	83	3
26	YAS	56	60	4
27	YBS	70	76	6
28	YDA	70	73	3
29	YMP	50	56	6
30	YF	60	66	6
31	ZJ	66	70	4
32	ZRP	70	76	6
33	ZA	80	83	3
34	ZH	66	70	4
35	ZMK	73	80	7
TOTAL		2400	2570	170
Mean		68,5	73,4	4,8

Based on the Table 4.3. b the mean score of control group was calculated as the follows :

$$\begin{aligned}
 My &= \frac{\sum y}{N} \\
 &= \frac{170}{35} \\
 &= 4,8
 \end{aligned}$$

So, the mean score for control group was 4,8

Which

My : The mean score of control group

$\sum y$: The score of Y2-Y1

N : Sample of control group

So, after being calculated and analyzed the data, the final score of mean the control group was 170.

Based on the mean score of both sample groups, the following tables were the tables for

Calculating scores in both groups.

APPENDIX 5

Table 4.4.a

The Calculation of Standard Deviation of Experimental Group

No	Student's Initial Names	X (X2-XI)	X-Mx	(X-Mx) ²
1	AM	14	1,3	1,69
2	AN	20	7,3	53,29
3	ASN	13	0,3	0,09
4	AABS	23	10,3	106,09
5	AP	16	3,3	10,89
6	AA	10	-2,7	7,29
7	AI	13	0,3	0,09
8	DA	13	0,3	0,09
9	EM	10	-2,7	7,29
10	FA	10	-2,7	7,29
11	HW	10	-2,7	7,29
12	IP	10	-2,7	7,29
13	LK	13	0,3	0,09
14	ML	14	1,3	1,69
15	MK	13	0,3	0,09
16	NH	10	-2,7	7,29
17	NF	13	0,3	0,09
18	PH	10	-2,7	7,29
19	PA	10	-2,7	7,29
20	PD	20	7,3	53,29
21	PI	13	0,3	0,09
22	POL	7	-5,7	32,49
23	RIS	7	-5,7	32,49
24	SY	17	4,3	18,49
25	SF	7	-5,7	32,49
26	SK	16	3,3	10,89
27	SA	7	-5,7	32,49
28	SM	10	-2,7	7,29
29	AD	20	7,3	53,29
30	SB	7	-5,7	32,49
31	SSBS	14	1,3	1,69
32	YY	16	3,3	10,89
33	SHL	13	0,3	0,09
34	MD	10	-2,7	7,29
35	MRA	17	4,3	18,49
TOTAL				576,75

Based on Table 4.4. a above, the standard deviation of experimental group was calculated as the follows :

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum X^2}{N}} \\
 &= \sqrt{\frac{576,75}{35}} \\
 &= \sqrt{16,47} \\
 &= 4,05
 \end{aligned}$$

So, the standard deviation for experimental group was 4,05

Table 4.4. b

Calculation of Standard Deviation of Control Group

No	Student's Initial Names	Y(Y2-Y1)	Y-M _Y	(Y-M _Y) ²
1	AA	6	1,2	1,44
2	FA	7	1,45	2,1025
3	IL	4	0,83	0,68
4	IC	7	1,45	2,1025
5	IR	3	0,625	0,625
6	KPS	4	0,83	0,68
7	KAP	6	1,2	1,44
8	MT	3	0,625	0,625
9	NA	4	0,83	0,68
10	NH	3	0,625	0,625
11	NAD	4	0,83	0,68
12	PDA	3	0,625	0,625
13	PW	3	0,625	0,625
14	RA	4	0,83	0,68
15	RS	7	1,45	2,1025
16	RW	3	0,625	0,625
17	RP	7	1,45	2,1025
18	RD	6	1,2	1,44
19	RMM	3	0,625	0,625
20	SA	7	1,45	2,1025
21	SMG	7	1,45	2,1025
22	WS	6	1,2	1,44
23	WD	7	1,45	2,1025
24	YA	4	0,83	0,68

25	YL	3	0,625	0,625
26	YAS	4	0,83	0,68
27	YBS	6	1,2	1,44
28	YDA	3	0,625	0,625
29	YMP	6	1,2	1,44
30	YF	6	1,2	1,44
31	ZJ	4	0,83	0,68
32	ZRP	6	1,2	1,44
33	ZA	3	0,625	0,625
34	ZH	4	0,83	0,68
35	ZMK	7	1,45	2,1025
TOTAL				40,71

Based on Table 4.4.b above, the standard deviation of control group was calculated as the follows:

$$\begin{aligned}
 SD_Y &= \sqrt{\frac{\sum Y^2}{N}} \\
 &= \sqrt{\frac{40,71}{35}} \\
 &= \sqrt{1,163} \\
 &= 1,07
 \end{aligned}$$

So, the standard deviation for control group was 1,07

Therefore, the following formula were implemented to calculated the both of

Experimental group and control group.

Standard Error of Experimental Group

$$\begin{aligned}
 SE M_1 &= \frac{SD_1}{\sqrt{N_1-1}} \\
 &= \frac{4,13}{\sqrt{35-1}} \\
 &= \underline{4,13}
 \end{aligned}$$

$$5,83$$

$$= 0,70$$

Standard Error of Control Group

$$SE M_2 = \frac{SD_2}{\sqrt{N_2-1}}$$

$$= \frac{1,07}{\sqrt{35-1}}$$

$$= \frac{1,07}{5,83}$$

$$= 0,183$$

Next, the following was implemented to find out the error standard deviation between Mx-My :

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2}$$

$$= \sqrt{(0,70)^2 + 0,183_2}$$

$$= \sqrt{0,49 + 0,0334}$$

$$= \sqrt{0,5234}$$

$$= 0,723$$

The following formula t-test was implating to find out the t-observed value both groups as the basic to test hyphothesis of this research.

A. Testing Hypothesis

The result above, there was applied to test hypothesis by using the formula below :

$$T_0 = \frac{M_1 - M_2}{SEM_1 - M^2}$$

$$= \frac{12,7-4,8}{0,723}$$

$$= \frac{7,9}{0,723}$$

$$= 10,9$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follow :

Ha : the value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} > t_{\text{table}}$).

$$df = N1 + N2 - 2$$

$$= 35 + 35 - 2$$

$$= 68$$

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 68 at the level of significane 5% was at 2,00, while the critical value (t_{observe}) was 10,9. The result of computing indicate that the t_{observe} was higher than t_{table} ($t_{\text{observe}} > t_{\text{table}} : 10,9 > 2,00$). It mean that hypothesis was accepted.

APPENDIX 6

Table 4.5
The Correlation of Product Mement in Experimental Group

No	X	Y	X ²	Y ²	Xy
1	80	66	6400	4356	5280
2	73	70	5329	4900	5110
3	93	80	8649	6400	7440
4	86	70	7396	4900	6020
5	86	83	7396	6889	7138
6	86	80	7396	6400	6880
7	83	76	6889	5776	6308
8	96	83	9216	6889	7968
9	96	70	9216	4900	6720
10	83	76	6889	5776	6308
11	86	80	7396	6400	6880
12	83	73	6889	5329	6059
13	76	66	5776	4356	5016
14	80	70	6400	4900	5600
15	86	80	7396	6400	6880
16	90	86	8100	7396	7740
17	76	70	5776	4900	5320
18	80	76	6400	5776	6080
19	86	76	7396	5776	6536
20	90	80	8100	6400	7200
21	90	70	8100	4900	6300
22	93	56	8649	3136	5208
23	80	60	6400	3600	4800
24	80	80	6400	6400	6400
25	90	83	8100	6889	7470
26	86	60	7396	3600	5160
27	83	76	6889	5776	6308
28	80	73	6400	5329	5840
29	86	56	7396	3136	4816
30	83	66	6889	4356	5478
31	80	70	6400	4900	5600
32	86	76	7396	5776	6536
33	93	83	8649	6889	7719
34	86	70	7396	4900	6020
35	83	80	6889	6400	6640
Total	∑ X = 2974	∑ Y = 2570	∑x² = 253754	∑y² = 190806	∑xy = 218778

Notes :

$$\sum x = 2974$$

$$\sum y = 2570$$

$$\sum x^2 = 253754$$

$$\sum y^2 = 190806$$

$$\sum xy = 218778$$

Based on the table 4.5 previously, the correlation of product moment was calculated as follows :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{218778}{\sqrt{(253754)(190806)}}$$

$$r_{xy} = \frac{218778}{\sqrt{48.417.785.724}}$$

$$r_{xy} = \frac{218778}{220.040,41}$$

$$r_{xy} = 0,99$$

Next, Testing linear regression was calculated as follows :

$Y^1 = a + b X$ where a and b is getting by :

$$\begin{aligned} \alpha &= \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n(\sum x^2) - (\sum x)^2} \\ &= \frac{(2570)(253754) - (2974)(218778)}{70(253754) - (2974)^2} \\ &= \frac{652.147.780 - 650.645.772}{17.762.780 - 8.844.676} \end{aligned}$$

$$= \frac{1,502.008}{8.918.104}$$

$$= 0,168$$

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$= \frac{70(218778) - (2974)(2570)}{70(253754) - (2974)^2}$$

$$= \frac{15314.460 - 7.643.180}{17.762.780 - 8.844.676}$$

$$= \frac{7.671.280}{8.918.104}$$

$$= 0,89$$

So, the linear regression formulated as follows :

$$Y' = 0,168 + 0,89 X$$

Next, to determining the percentage of the effect by using formula below :

$$D = (r_{xy})^2 \times 100\%$$

$$= (0,99)^2 \times 100\%$$

$$= (0,9801) \times 100\%$$

$$= 98,01 \%$$

It means that the Effect of Applying Discovery Learning to Improve The Students' Achivement in Listening Ability was 98,01 % and 1,99 % was influenced by others factors.