

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**Ringkasan Pengembangan Pendidikan Karakter Peserta Didik
melalui Sekolah Konservasi**

Raft : The Way in Improving the Quality of Students Writing Products

Think Talk Write Implementation in Writing Personal Experience

Enhancing Listening Ability Through TPT by Using Adobe Audition 1.5

**Teaching Writing Of Descriptive Essay Using Think, Talk, Write
(TTW)**

**The Correlation of Vocabulary Mastery and Writing Ability
Toward the Students' English Achievement**

Cohesive Devices in English Lecturers and Teachers' Concluding Texts

**The Effectiveness of Directed Reading Thinking Activity Method with
Picture Media in Teaching Reading for English Department Students**

**Pembelajaran Berbasis Proyek Portofolio bagi Mahasiswa dalam
Memahami Materi Karakteristik Peserta Didik**

**Upaya Meningkatkan Motivasi Berwirausaha melalui Pembelajaran
Kewirausahaan Metode Investigasi Kelompok pada Mahasiswa
Prodi Pendidikan Bahasa Inggris STKIP PGRI Blitar**

**Pola Pembelajaran dan Pemberdayaan Masyarakat pada
Produksi Kerajinan Batok Kelapa**

Pola Pembelajaran dan Pemasaran Produk Bengkel Pandai Besi

**The Effectiveness of Graphic Organizers in the Teaching of
Narrative Text for Junior High School Students**

**Analisis Model Catwoe dalam Mengembangkan Nilai-nilai Karakter
Mahasiswa melalui Pendidikan Agama pada Mahasiswa**

**Eksperimentasi Pembelajaran Matematika Berbasis Teknologi
dengan Pendekatan Investigasi dan Konvensional pada Pokok
Bahasan Turunan ditinjau dari Aktivitas Siswa di dalam
Pondok Pesantren**

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
terbit pertama kali April 1999

Ketua Penyunting
Kadeni

Wakil Ketua Penyunting
Saiful Rifa'i

Penyunting Pelaksana
R. Hendro Prasetyanto
Udin Erawanto
Riki Suliana
Ekbal Santoso

Penyunting Ahli
Miranu Triantoro
Masruri
Karyati
Nurhadi

Pelaksana Tata Usaha
Yunus
Nandir
Sunardi

Alamat Penerbit/ Redaksi : STKIP PGRI Blitar, Jl. Kalimantan No. 111 Blitar, Telp. (0342) 801493.
Langganan 2 nomor setahun Rp. 50.000,00 ditambah ongkos kirim Rp. 5.000,00.
Uang langganan dapat dikirim dengan wesel ke alamat Tata Usaha.

CAKRAWALA PENDIDIKAN diterbitkan oleh Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Blitar. **Ketua :** Dra. Hj. Karyati, M.Si, **Pembantu Ketua :** M. Khafid Irsyadi, ST, M.Pd

Penyunting menerima sumbangan tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang-dalam jurnal ini. Naskah yang masuk ditelaah oleh Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Penyunting melakukan penyuntingan atau perubahan pada tulisan yang dimuat tanpa mengubah maksud isinya.

CAKRAWALA PENDIDIKAN

Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Volume 18, Nomor 1, April 2016

Daftar Isi

| | |
|--|-----|
| Ringkasan Pengembangan Pendidikan Karakter Peserta Didik melalui Sekolah Konservasi | 1 |
| <i>M. Syahri</i> | |
| Raft: The Way in Improving the Quality of Students Writing Products | 19 |
| <i>Dessy Ayu Ardini</i> | |
| Think Talk Write Implementation in Writing Personal Experience | 28 |
| <i>Andreas</i> | |
| Enhancing Listening Ability Through TPT by Using Adobe Audition 1.5 | 36 |
| <i>Varia Virdania Virdaus</i> | |
| Teaching Writing Of Descriptive Essay Using Think, Talk, Write (TTW) | 47 |
| <i>Herlina Rahmawati</i> | |
| The Correlation of Vocabulary Mastery and Writing Ability Toward the Students' English Achievement | 54 |
| <i>M. Ali Mulhuda</i> | |
| Cohesive Devices in English Lecturers and Teachers' Concluding Texts | 67 |
| <i>R. Hendro Prasetyanto</i> | |
| The Effectiveness of Directed Reading Thinking Activity Method with Picture Media in Teaching Reading for English Department Students | 73 |
| <i>Feri Huda</i> | |
| Pembelajaran Berbasis Proyek Portofolio bagi Mahasiswa dalam Memahami Materi Karakteristik Peserta Didik | 85 |
| <i>Suryanti</i> | |
| Upaya Meningkatkan Motivasi Berwirausaha melalui Pembelajaran Kewirausahaan Metode Investigasi Kelompok pada Mahasiswa Prodi Pendidikan Bahasa Inggris STKIP PGRI Blitar | 94 |
| <i>Ekbal Santoso</i> | |
| Pola Pembelajaran dan Pemberdayaan Masyarakat pada Produksi Kerajinan Batok Kelapa | 107 |
| <i>Muhammad Dadang Nurhuda, Miranu Triantoro</i> | |
| Pola Pembelajaran dan Pemasaran Produk Bengkel Pandai Besi | 117 |
| <i>Wahyudianto, Udin Erawanto</i> | |
| The Effectiveness of Graphic Organizers in the Teaching of Narrative Text for Junior High School Students | 129 |
| <i>Acik Listiawati, Saiful Rifa'i</i> | |
| Analisis Model Catwoe dalam Mengembangkan Nilai-nilai Karakter Mahasiswa melalui Pendidikan Agama pada Mahasiswa | 138 |
| <i>Ridwan</i> | |
| Eksperimentasi Pembelajaran Matematika Berbasis Teknologi dengan Pendekatan Investigasi dan Konvensional pada Pokok Bahasa Turunan ditinjau dari Aktivitas Siswa di dalam Pondok Pesantren | 150 |
| <i>Toipur</i> | |

ENHANCING LISTENING ABILITY THROUGH TPT BY USING ADOBE AUDITION 1.5

Varia Virdania Virdaus
varia.virdania@gmail.com
Universitas Narotama Surabaya

Abstrak : Metode konvensional menciptakan kesalahan dalam menjawab pertanyaan pada matakuliah listening. Untuk menjawab masalah tersebut, peneliti menerapkan TPT dengan media Adobe Audition. Pertanyaan dalam penelitian ini adalah bagaimana adobe audition dapat meningkatkan kemampuan listening mahasiswa. Desain yang digunakan dalam penelitian ini adalah desain PTK (Penelitian Tindakan Kelas) dengan menerapkan 4 langkah ; 1) perencanaan; 2) pelaksanaan pembelajaran; 3) observasi dan 4) refleksi. Hasil penilaiannya adalah: 1) mahasiswa dapat memahami semua materi yang diberikan; 2) aktivitas di kelas menjadi sangat menyenangkan, dan menarik ; 3) kemampuan listening mahasiswa lebih meningkat; 4) mahasiswa semakin tertarik untuk belajar listening dan 5) motivasi belajar siswa lebih meningkat. Sedangkan nilai rata-rata mahasiswa pada siklus ke-2 lebih baik dari pada siklus I yaitu: 55% pada siklus 1 dan 70% pada siklus ke-2.

Kata Kunci : pengajaran listening, TPT, adobe audition 1.5

Abstract : The conventional method applied in the teaching listening created mistakes for the students to answer the listening questions. To overcome the problem the researcher applied TPT with Adobe Audition as a teaching media. The research questions was how could adobe audition 1.5 be able to improve the student's listening ability? The research design used was Classroom Action Research (CAR), applying the spiral model with 4 steps: First step was planning, second step was acting, third step was observing, and fourth step was reflecting. The research result were: 1) the students could understand the English material easily and clearly, 2) the activities in class became joyful, happy and more interesting, 3) the students' listening skill and their achievement in English materials became more improved, 4) the students became more interested in learning listening comprehension and 5) the students learning motivation became more increased. Meanwhile, the mean of the students' scores of cycle 2 was better than cycle I, those were 55% in cycle 1 and 70% in cycle 2.

Key Words : teaching listening, TPT, adobe audition 1.5

INTRODUCTION

Listening is a receptive skill that support speaking (and also writing in some cases) as a productive skill determines the success of effective communication. So that, listening is given at the first place in learning English. Nevertheless, listening as one of language skills which is not easy to do, especially for young listener including

Junior High School student.

Hammer (2007) states that young children in the ages of nine or ten have several characteristics which are different from adults in learning a language. It means that in teaching junior high school students, teacher needs to be creative in correlating the main topic to the real situation. On the other hand, most of the lecturers in Indonesia

apply conventional techniques in teaching and learning. It might cause the difficulty to the students to understand the lessons, including listening.

Ideally, the purpose of teaching listening for the first semester students of STIE Perbanas Surabaya is that after the process of teaching and learning, the students are hoped to be able to comprehend, to answer and to retell of the story or the dialogues they have just listened. However, they failed to gain the mastery learning of the listening comprehension the lecture has decided - the individual minimum scores should be 75 and the number of those who get the score ≥ 75 should be 85% classically - and the fact that the students who got the scores ≥ 75 were only 7 students out of 29 students. It means that only 24.14% of the whole class passed and 75.86% failed to gain the individual minimum scores.

The problem of the teaching learning English especially in listening class for the first semester students of STIE Perbanas Surabaya were the listening strategies, the lecturer applied conventional methods, the students were asked to listen to the text, to answer some comprehension questions. they were never trained to listen word by word, phrase by phrase, they were never trained to write what they have listened, they were never trained to comprehend paragraph by paragraph and this created mistakes for the students to answer the listening questions. Based on the explanation above, the

researcher carried on classroom action research entitled, Enhancing Listening Ability through TPT by Using Adobe Audition 1.5. By using this media, it was hoped that the student's listening ability would be much improved than before.

Concerning the background above, the researcher formulates the research problems as follows: 1) How is the process of the implementation of adobe audition in teaching listening? 2) How can adobe audition 1.5 be able to improve the student's listening ability? According to the statement of the problem, the researcher is aimed to find out: 1) Describing the process of the implementation of adobe audition in teaching listening. 2) Describing How adobe audition 1.5 can be able to improve the student's listening ability. This research is focused on classroom action research to enhance students' listening skill for the first semester students of STIE Perbanas Surabaya numbering 29 in academic year 2015-2016, by applying Adobe Audition teaching media.

METHOD

The research design used was Classroom Action Research (CAR) because action research is identifying and posing problems, as well as addressing issues and concerns related to the problem (Gebhardt, 1999), in addition, action research is about working toward understanding and possibly resolving the problems by setting goals and

creating and initiating a plan of action as well as reflecting on the degree to which the plan works. Another reason why this design was used because action research provides a way of looking that helps teachers to reflect on their teaching and a way to gain awareness of the teaching through exploration. During the implementation or during the process of teaching and learning held by the researcher, the collaborator did observation of the action. The research subjects were the English lecturer, collaborator and 29 students of the first semester students of STIE Perbanas Surabaya. The classroom action research was done in STIE Perbanas Surabaya and the subject were the students of the first semester numbering 29 students and the classroom action research was done on 10th October until 5th December 2015. The cycle of classroom research action consisted of four steps. First step was planning, second step was acting, third step was observing, and fourth step was reflecting. In this research, the researcher used two cycles.

The researcher used the spiral model as suggested by Kemmis and Taggart (1998) with spiral step as follows: 1) preparing the steps that would be done in the learning of listening through Song using Adobe, preparing the learning instrument, such as: lesson plan, syllabus, teaching Aids-laptop, LCD projector, active speakers - and teaching media - the

software of Adobe Audition 1.5, and the material of listening taken from selected songs and preparing the criteria of success for the process included the classroom atmosphere, reflected by the students' attitude, active response and participation in the teaching and learning process in the classroom. It was to identify whether they had motivation during the implementation of teaching and learning. The indicators whether the process was successful, it was shown by the data gained from the field notes and questionnaire; 2) applying Adobe Audition 1.5 with songs as the teaching materials in the process of teaching; 3) doing the observation to identify the success of the implementation of song using Adobe Audition 1.5 in listening class. In this session, the researcher observed the process of the teaching learning process by using observation sheet, recorder tools, camera, and achievement test on listening; 4) doing the reflection to know what had been done in the previous teaching. In this reflection, the researcher analyzed the findings which were obtained from the result of the observation and students' listening achievement, whether they met the criteria success. The result of the reflection in this cycle provided data for further revision and plan for the next meeting.

RESEARCH FINDINGS

Cycle I

Meeting 1

The implementation of meeting in I in cycle I was done on November, Tuesday 3rd 2015. The object of the research was the first semester students of STIE Perbanas Surabaya. With time allotment of learning process 2x50 minutes. In this research, the researcher was the lecturer of this class.

First of all, the researcher got into the class and gave greeting to the students by saying: "Good morning, class, and how are you today?". Students answered, "Good morning Miss. We are very well thank you", and You? The researcher replied: "I am very well thanks". Then, it was continued by praying together and checking the attendance list. There was one student absent at the first meeting.

Before continuing the lesson, the researcher gave some question to the students, such as:

Researcher : Have you ever listened the English songs before?

Students : Yes, but seldom miss

Researcher : Are you interested in listening English songs?

Students : Yes, We are

Before entering into the main lesson, the researcher explained the purpose of listening skill to the students which is in accordance with the syllabus. Trough listening English song using Adobe Audition 1.5, the students can :

1. Fill the blank space on lyric of the song easily.
2. Identify the meaning of the song.
3. Increase their vocabulary.

Before playing the English song, the researcher asked the students to sit on their sit and give the text to the students. Then the researcher explained the steps of listening song using Adobe Audition 1.5.

First, lecturer gave the students listening text and asked the students to write down their name on the paper. Then lecturer guided the students to read the text at a glance.

Second, lecturer asked the students to keep silent and focus on the listening text. Lecturer asked the students to listen carefully while filling the blank spaces. Next, she started to play an English song from laptop or notebook. After playing the song the lecturer checked the students' answer. The researcher gave the students time to prepare the next session and asked them to pay attention more for the next session. Then she played the song again.

In the following activities, the researcher continued the lesson by writing down the right answer on the blackboard and corrected with the students.

The researcher gave the students post-test after the treatment. It was expected that the students could increase their ability in listening and master in vocabularies. Then she closed the meeting because time was over, she asked the students to study at home.

Meeting 2

The second meeting was conducted on November, Tuesday 10th 2015 at the first semester students of STIE Perbanas Surabaya. Time allocation was 2x50 minutes. Like the first meeting the learning process was carried out by the researcher. And the material for listening was English song plied using Adobe Audition.

Like the previous meeting, the researcher got into the class. Then the researcher gave greeting to the students. In this meeting they seemed to be more enthusiastic, because they gave good responses to what the researcher explained. Then it was continued by praying together and checking the attendance list. There was no student absent in the second meeting.

In this meeting the researcher gave individual score (Post Test I). Every student sat down in their seats and did the test individually. The researcher gave 50 minutes for them to do the test. After they had finished doing the test, the researcher asked the students to change their answer paper with their friends near by. She wrote the answer on the blackboard. Then, she let the discussion and checked the result of individual test. Then the researcher with class concluded the answer. The researcher played the song again, in order to make students relaxed to listen English songs. Time was up, so she closed the meeting.

Result of Observation of the First Cycle

Observation was done while the researcher was doing the action. She was not only as a lecturer but also as an observer.

a. Lecturer's Activities

The researcher used a media and target language to carry on teaching listening mastery. Actually she tried to avoid using Indonesian in order to make the students focused on target language, but the students looked confused and did not understand the lecturer's explanation, that was why the lecturer used fifty percent English and fifty percent Indonesian as instructional languages.

The lecturer explained and demonstrates the material by using Adobe Audition 1.5. She got a little difficulty to handle classroom because it was a medium class, so the class was rather crowded. It consisted of 29 students.

b. Students Activities

When the teaching learning process was being carried out, a few students could not be active. They did not have a enough vocabularies and never listen English song. They also did not understand the material well because it was the first time for them getting listening course using Adobe Audition. They used to get the listening class with conventional method. They looked nervous to answer the lecturer's questions.

c. Data Assessment

1. The data from observation

- a) The students were nervous when the lecturer asked them
- b) It was very difficult for the students to understand if the lecturer used full English. So, she should have used Indonesian and English.
- c) Sometimes the students sat behind and made noise.
- d) Some students gave attention to the lecturer's presentation well. They did what the lecturer said or asked. And some of them only kept silent and still depended on the clever students.

2. Questionnaire

The researcher got the data from questionnaire as being described bellow:

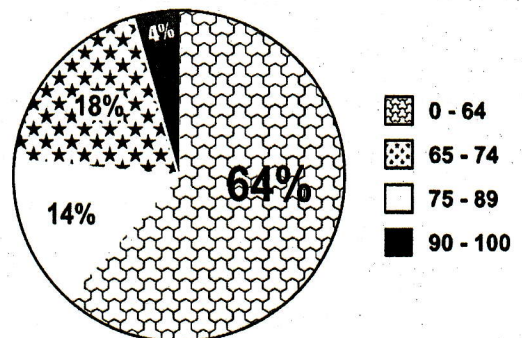
- a) There were 4 students who said that English was easy, 7 students said English was rather difficult and 18 students said it was very difficult.
- b) There were 17 students who said that English very important, 7 students that English was important, 5 student said that English was not quit important.
- c) There were 11 students who said that they speak English, 13 students said that they were afraid to speak English, 5 students said that they were lazy to speak English.
- d) 6 students always bring always bring

dictionary, 17 students never bring the dictionary, and 6 students seldom bring the dictionary.

- e) 17 students get difficulties to understand in listening, 12 students were easy going.
- f) 6 students were happy, 10 students were ashamed, 7 students were afraid, and 6 students were easy going if the lecturer controlled their work.
- g) 6 students were doing the task quickly, 13 students were lazy, 10 students like to cheat.
- h) 7 students were very satisfied, 10 students were enough satisfied, and 12 students were not satisfied yet.
- i) 12 students understand, 8 students were afraid to ask the lecturer, 9 students did not care.
- j) 10 students said that they got much advantage to learn English and 19 students got enough advantages.

3. Post Test Score

The quantitative data is taken from the listening score from post test in cycle 1.



Post test score of cycle 1

Based on the pie graphic above, the students score in cycle 1 was still far from the target wanted. There were 64 % of the students who got 64 and 36% of the students got 65 to 100. It meant that the first cycle failed, because the students score on listening did not meet with the minimum standard with mastery learning which was 65% for individual and 80 % for the class.

Reflection of cycle I

Based on qualitative and quantitative analyzes above the students scores increased a bit, but the researcher did not feel satisfied. The researcher wanted to make all of the students be active when the teaching learning process was being carried out. That was why the teaching should be continued to the second cycle with some improvements on the teaching techniques.

Cycle II

Meeting 1

In the cycle the researcher tried to carry out the lesson well. The researcher improved the teaching technique, lesson plan, action scenario and rearranged the sequence of presenting material. She also conducted classroom effectively by explaining the teaching learning objective to the students, so that the students understood what the researcher wanted.

The teaching learning process conducted on November, 17th 2015 at the first semester students of STIE Perbanas Surabaya. Time allocation is 2x50 minutes.

The learning process was still carried on by the researcher. And the material was implementation listening through English song using Adobe Audition media.

It was still the same with previous meeting, the researcher gave greeting to the student and they gave a good response. They had a good communication. Then it was continued by praying together and checking the attendance list.

In this cycle, the researcher stimulates students again how to use of English song using Adobe Audition. The procedures were as follows :

1. First Step

The researcher began to start the material by giving question about the last material. The researcher asked the students to remember what she had explained in the first meeting. The researcher gave the text of English song. In the text there were some blank spaces. The researcher asked the students to pay attention and read the text first. Then the researcher played an English song and asked the students to focus with the lyrics by listening without making any note.

2. Second Step

The researcher replayed the song and asked the students to listening while filling the blank spaces. The researcher suggested the students to so the test by their selves. So, the students had to focus more than before. The students should be able to catch the words. In order, they could fill the blanks.

3. Third Step

It was last step. If there were students did not complete their answer yet, they could finish their test in this session. The researcher replayed the song once more. The students focused in filling the blanks which were not answered yet. After the song ended, the researcher asked the students 'to change their answer with their chair mate. Then the researcher gave the correction by writing the answer in the blackboard. In this meeting, the researcher gave clues in listening. The researcher also makes some questions and asked some students to come forward to answer them.

The steps were done by the researcher in teaching learning process in cycle II. Only a few students did not give attention, but the main point was to make students enjoyable and comfortable in learning process, so they were not be afraid and nervous when the researcher asked them to stand up in front of the class, and they were not also bored with English lesson. The time was over so the researcher closed the meeting and asked the students study at home to prepare on post test II.

Meeting 2

The second teaching learning process was conducted on November, 24th 2015. Like the meeting before, the researcher got into the class. Then the researcher gave greeting to the students. Then it was continued by praying together and checking the attendance list. There was no students

absent at this meeting.

In this meeting the lecturer gave individual quiz scores (Post Test II). Every student sat down in their seat and did the test individually. The researcher gives 60 minutes for them to do the test. After they had finished doing the test, the researcher asked the students to change their answer with their friends nearby. The researcher led the discussion and checked the result of individual test.

Result of Observation

Observation was done while the researcher was doing the action. The researcher was not only as a lecturer but also an observer.

a. Lecturer's Activities

In cycle I, the students failed to achieve the mastery learning, so the researcher continued to cycle II. In this cycle the researcher applied the action sequence technique well and used target language to carry on listening using Adobe Audition. The researcher tried to avoid using Indonesian in order to make the students focus on target language.

The lecturer explained and demonstrated English song by using Adobe Audition, she got a little difficulty to handle classroom because the classroom was so crowded, it was medium class. It consist of 29 students. She sometimes moved backward and forward in order to make the students focus on the lesson.

b. Students Activities

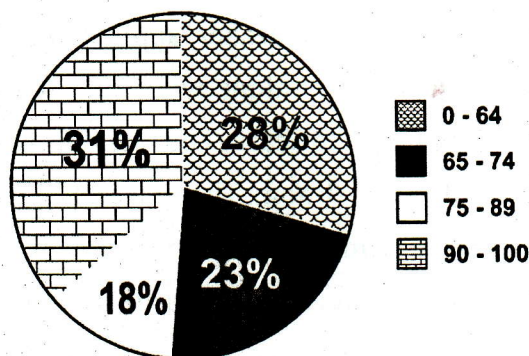
1. The data from observation

The qualitative data are taken from students activities individually. From the data analysis result in teaching learning process, the researcher finds that:

- a) The class was more active than before because they had understood the teaching learning process.
- b) The students were not being afraid and nervous when the researcher asked them. They could answer the question.
- c) Some students still cheated each other but the researcher could control them.

2. Post Test Score

The qualitative data is taken from the record of the post test.



Post test score of cycle II

Based on the pie graph above, the researcher found that the students had enhanced their ability in listening skill. It was only 28% of the students had achieved 64% of the objectives; 23% of the students had achieved 65-74% of the objectives; 18% of the

students had achieved 75-89% of the objectives and 31% of the students had achieved 90-100% of the objectives. It means that teaching learning process especially in listening trough song using Adobe Audition 1.5 in cycle II had succeeded. So it didn't need to do the next cycle.

Reflecting

The teaching and learning process in cycle II seemed that all of the lesson plan could be done well. The implementation of Adobe Audition 1.5 has run successfully. Student could absorb the explanation of the researcher well. Besides, the learning motivation of the students could increase well, and they felt more confidence than before.

The students' learning motivation in cycle II could improve. It could be seen from amount of the students which gave attention to the lecturer explanation. Most of students gave attention of lecturer explanation: there were 22 students from 29 students. It happened because they won't get score < 70. So they tried hard to understand and mastered the material by listening the explanation the researcher well.

In the cycle II, the students had more self confidence than before. They were more active to ask or answer the questions of the lecturer. They were

22 students active. It might happened because the students got lesson using interesting media that was listening song using Adobe Audition 1.5.

All of students could finish the worksheet timely with satisfying score. Most of them worked seriously to get the best score. When they answered the listening test, the researcher walked around to check their answers.

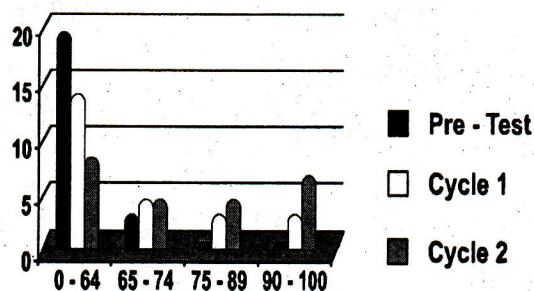
From observation, it was found that most of students were active and could absorb the material well because the lecturer used English at first and native language to make them more clearly. Motivation of students urged them to master the material well. Students felt more self confidence and active than before. They looked enjoy the learning process and interested in learning English. Moreover the students score in cycle II was suitable with criteria which had been determined that minimal score which must be reached by that students was 70 as proof of learning mastery the researcher got the mean score was 70%. She made conclusion that Adobe Audition 1.5 can enhance the students listening ability on English song at the second year students of Junior High School. And the cycle was stopped.

Discussion

After being treated with Adobe Audition 1.5, the students made

progress in their listening learning. They were more active to discuss and present what they had known. They realized that using Adobe Audition 1.5, in listening song could enhance their knowledge and help them to add their vocabularies. The students' enhancement was also shown by the result of the listening test.

It was proved by the increase of the students' mean of listening test. From 55% in students' mean of listening test of cycle I and to 70% in students' mean in cycle II. It meant the criteria of success had been met.



Graphic of students' Percentage Score in Pre Test, Post Test I and Post Test II

From those three diagrams above, the researcher found that she had enhanced the students' English achievement, especially in listening ability trough song using Adobe Audition 1.5 for first semester students of STIE Perbanas Surabaya. From the observation, motivation of the students urged them to master the material well. They looked joyful in listening process and interested in learning English. More over the students in cycle II was

suitable in criteria which had been determined that minimal score which must be reached by that students was 65 as proof of learning mastery. She made conclusion that Adobe Audition 1.5 can enhance the students listening ability.

REFERENCE

- Arikunto, Suharsimi. (2000). *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta.
- Brown, Douglas. (2000). *Principles Language Learning and Teaching*. San Fransisco State University: Longman,
- Cahyono, B.Y and Widiati, U. (2011). *The teaching of EFL Listening*. Malang: PT. Rineka Cipta.
- Julian, Hermida. (2001). *The What, Why and How of Classroom Action Research*. JoSoTLVol2, No. 1.
- Nasution and J. Newton. (2009). *Teaching ESL/EFL Listening and Speaking*. New York. Routledge.
- Rifai, Saiful. et. al. (2009). *Peningkatan Profesionalisme Guru Melalui PTK dan Karya Ilmiah*. Malang: Panitia Sertifikasi Guru Rayon 44 UNMUH.
- Fismar 2003. *The correlation between delighting in listening to English song and students' achievement in listening comprehension of first semester of English study program at universities Bengkulu academic year 2001-2002*. Bengkulu: Universitas Bengkulu.
- Rifai, Saiful (2010). *Teaching English Through Adobe Audition Songs in MP3 Format Based Materials*. *Cakrawala Pendidikan*, 12 (1). pp. 103-111. ISSN 1410-9883, retrieved from on March 25, 2016.