

## ABSTRACT

**Fariha, Nur (NIM 15033042).** 2019. *The Crazy English Application in Boosting the 7<sup>th</sup> Graders' Listening Skill*. Thesis of English Department, Teacher Training and Education Faculty, Islamic University of Darul 'Ulum Lamongan.

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**Keywords:** *Crazy English, Media, Listening.*

Listening is the toughest skill among the four language skills in English, namely listening, speaking, reading and writing and it is the most challenging skill as well. Listening plays a very important role in verbal communication. This research is aimed to: (1) describe the effectiveness of the implementation of crazy English application to boost the 7<sup>th</sup> graders' listening skill, (2) find out the problems encountered and faced by 7<sup>th</sup> graders' in using crazy English application.

This research is included in quantitative research which employs pre-experimental research using one group pretest-post test design. The data of this research is continuum data which employs ratio data. The sampling taken in this research is nonprobability sampling which employs purposive sampling. The data in this research is analyzed by three instruments namely test, questionnaire and observation.

The finding of this research showed that there is a significant effectiveness of the implementation of crazy English application in boosting 7<sup>th</sup> graders' listening skill which has been done at the first grade students of MTs. Thoriqotul Hidayah Centini Laren Lamongan in the academic year 2018/2019. The paired sample test result shows paired differences mean between pretest and posttest is -17.955. T-test tests  $H_0 : \mu_1 \geq \mu_2$  ( $\mu_{\text{pretest}} \geq \mu_{\text{posttest}}$ ) is -7.315.  $P$ -value = 0.000 divided by 2 = 0.000, it is smaller than 0.05. It means the nol hypothesis is rejected and the alternative hypothesis is accepted. In three weeks in doing observation, the researcher found 96.1% of the students faced the problems in using crazy English application. The most problems are the students have difficulty in catching unfamiliar words and have difficulty to predict what words will come next.

From this research, the researcher suggests the other researchers to do further research about application in boosting listening ability and the teachers to use this application in teaching process.