

**A STUDY ON THE SECOND YEAR STUDENTS' LISTENING
COMPREHENSION ABILITY TO COMPREHEND ENGLISH NARRATIVE
MONOLOGUE TEXT AT SMPN 12 PADANG**

THESIS



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ABSTRACT

Hidayatullah. 2015. “A Study on the Second Year Students’ Listening Comprehension Ability to Comprehend English Narrative Monologue Text at SMPN 12 Padang.

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2. Dra. Lisa Tavriyanti, M.Pd.

The purpose of this research was to describe the ability of the second year students of SMPN 12 Padang in listening narrative monologue text. In this research, the population was the second year students of SMPN 12 Padang. The number of the population was 250 students. It was divided into eight classes, class VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, and VIII 8 B ,and the size of the sample was 31 students. The writer used cluster random sampling technique to get representative sample.

The instrumentation used to get the data was listening test in the form of multiple choice. Before the writer gave listening test to the sample, the test was tried out in advanced. To know the reliability of the test, the writer used Pearson Product Moment formula. It was found that the reliability of the test was .80 and it was categorized as high correlation (see Appendix).

The result of this study showed that in general that the second year students of SMPN 12 Padang had moderate ability to listen narrative monologue text. It proved that there were 10 students (31.25%) who had high ability, 20 students (62.50%) who had moderate ability, and 2student (6.25%) who had low ability (see Appendix 11). In details, to listen orientation of narrative monologue text, there were 9 students (28.12%) who had high ability, 19 students (59.37%) who had moderate ability, and 4 students (12.50%) who had low ability (see Appendix 13). The second, to listen complication of narrative monologue text, there were 8 students (25.00%) who had high ability, 20 students (62.50%) who had moderate ability, and 4 students (12.50%) who had low ability (see Appendix 15). The last, to listen resolution of narrative monologue text, 10 students

(31.25%) got high ability, 21 students (65.62%) got moderate ability, and 1 student (3.12%) got low ability (see Appendix 17).

The finding of this research leads the writer to conclude that the second year students of SMPN 12 Padang had moderate ability to listen narrative monologue text. In line with such conclusion, the writer suggests to students of SMPN 12 Padang in listening narrative monologue text, Therefore, they should more practice in listening narrative monologue text. The teachers should give more exercise to the students to listen narrative monologue text. They can give enrichment and remedial teaching about listening *narrative monologue text* to the students. The last, to further writer, the writer suggested to the next writer to do further research on problem faced in listening narrative monologue text.

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CHAPTER I

INTRODUCTION

In this chapter, the writer discussed the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the study, the significance of the research and the definition of the key terms.

1.1 Background of the Problem

In Indonesia, English is a foreign language and it has been taught as one of the compulsory subjects from junior high school until university level. Many people in the world learn English. English as an international language is regarded as a very important means of communication (Cambridge 2004). In learning English, there are four skills that students should learn. They are listening, speaking, reading, and writing.

Listening is one of the important skills in English besides speaking, reading and writing. In 2013 curriculum the students have to master listening skill. Generally, listening is the way to recognize and understand what people are saying, and not only to listen but also to understand the meaning of the materials. According to Howatt and Dakin (1974), listening is an ability to identify and understand what are said by the other. This process involves understanding of speaker's accent, pronunciation, grammar, vocabulary, and comprehension of meaning. A good listener is capable of doing these five things simultaneously, without having a good listening ability; the

process of communication will not run well. For example, if students do not have good listening ability, there will be a problem to understand what teacher says, and it will raise miscommunication between teacher and students. Semi (2008) says that the ability to improve the student's comprehension is necessary for teaching and learning process. If they can comprehend the text, they will understand the text easily and know what the text tells about.

In Junior high school, there are several kinds of monologue texts that students should master. They are narrative, descriptive, recount, report, procedure and etc. According to Reid (2009), there are twelve kinds of text. They are descriptive, narrative, recount, report, procedure, discussion, explanation, analytical, expository, news item, anecdote, and review.

Narrative text provides a fictitious story that has a conflict with happy or sad resolution in order to entertain and to teach a moral lesson such as: folklore, fairytale, legend and etc. Generic structures of narrative text are orientation, complication and resolution and the language features of narrative text are simple past tense, linking verb and action verb.

According to Arsene (2010), the teacher gives students the monologue text for the lesson plan in listening. Narrative monologue is the listening material given to students in SMPN 12 Padang. Based on writer's interview with English teacher of SMPN 12 Padang, Alefiarni, S.Pd in December 15th 2014, listening skill is stated in syllabus and in the material of SMPN 12 Padang. She said that even the teacher explained the materials of listening narrative monologue text briefly, the students still

do not understand in comprehending the narrative monologue. It is caused the students still do not have a good ability in comprehending it. There are several reasons of this case, First, the students do not have a good listening ability. Second, the students have a lack of vocabulary. Last, they are not interested in narrative monologue text.

Based on the fact above, the writer was interested in carrying out this listening narrative monologue as his research which is entitled as "A study on the second year students' listening comprehension ability to comprehend English narrative monologue text at SMPN 12 Padang".

1.2 Identification of the Problem

Listening is one of the important skills in learning English. In spite of its importance, listening has long been the neglect skill in foreign language acquisition, research, teaching and assessment. According to Brown (2010), listening has four types in class performance, they are intensive listening (focus on perception of the components, phonemes, words, intonation, etc), responsive listening (it is relatively with short stretch, of language a greeting, question, command, etc), selective listening (lookfor global meanings and to comprehend designated information in a context longer), andextensive listening (focus on develop a top down, global understanding of spoken language).

Narrative monologue text is one of several kinds of texts in English that the students have to understand. The purpose of this text is to recount a personal or a fictional experience. Narrative monologue text has three generics structure, they are

orientation (introduction of figure, time, and place), complication (developing of problem) and resolution (solution of the problem).

Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (think of Carpaccio's Saint Ursula), stained glass windows, cinema, comics, news item, conversation and monologue is a speech delivered by one person, or a long one-side conversation. This is one technique in teaching listening to deliver the material to students in second year students of SMPN 12 Padang.

1.3 Limitation of the Problem

Based on the identification of the problem above, the writer limited his study on the students' ability to comprehend listening narrative monologue and using selective listening performance. The writer focused on the generic structure of narrative: orientation, complication, resolution because the second year students of SMPN 12 Padang have learned about narrative monologue in the second semester. In this research, it focuses on listening ability in comprehending narrative monologue text.

1.4 Formulation of the Problem

Dealing with the limitation of the problem above, the writer formulated the problem of his research as follows: "How is the listening ability of the second year students of SMPN 12 Padang to comprehend English narrative monologue text?"

1.5 Research Questions

Based on the formulation of the problem above, there are three research questions to be answered as follows:

1. How was the second year students' ability to comprehend orientation in listening narrative monologue?
2. How was the second year students' ability to comprehend complication in narrative monologue?
3. How was the second year students' ability to comprehend resolution in listening narrative monologue?

1.6. The Purpose of the Research

In general, the purpose of the research was to find out the second year students' listening ability to comprehend narrative monologue text. The specific purposes are as follows:

1. To find out the second year students' ability to comprehend orientation in listening narrative monologue text?
2. To find out the second year students' ability to comprehend complication in narrative monologue text?
3. To find out the second year students' ability to comprehend resolution in listening narrative monologue text?

1.6 The Significance of the Research

This research will give contribution to teachers, students, and other writers. For the teachers, they get information about students' ability to comprehend listening narrative monologue. They provide their students with the information about how to comprehend listening narrative monologue text appropriately. For the students, by knowing their ability to comprehend listening narrative monologue, they can improve their listening ability, especially in listening narrative monologue text. Finally for the other writer, they can use this research to support their arguments which have the related topics.

1.8 The Definition of Key Term

In this study, the writer used some key terms. To avoid misunderstanding conceptual terms, the writer defines the key terms as follows:

1. Listening is a kind of English skill that will determine the listener understanding in listening narrative monologue.
2. Ability is the student's skill or competence in listening narrative monologue text.
3. Narrative monologue is a kind of way in learning language that tells a story about review event that happened, usually, the events are presented in order in which they occurred.
4. Generic Structure is organization by which a text is developed by narrative monologue

5. Orientation is the part of narrative monologue that introduces or identifies the character of the story, the time, and the place where the story occurred.
6. Complication is the part of narrative monologue that tells the main character which attempts to solve the problem.
7. Resolution is the part of narrative monologue that tells the ending of the story containing a problem solution.