

## **I.INTRODUCTION**

### **A. Background of the Problems**

Listening is the most important and fundamental of the four skills (listening, speaking, reading, and writing) in language learning (McIntosh 1979:65). That is why listening takes the main point in language learning. While listening built up, learners should be able to do speaking, reading, and writing. It is also added by Huebner (1959:12) who says that in acquiring a foreign language, listening of course comes first. In other words, before someone understands and starts to speak, he or she has to hear the sound, words, and speech pattern first. Listening also gives the learners information to complete the learners' knowledge in using language. It is supported by Alexander (1967) who states that nothing should be spoken before it has been heard. It means that we only say the words that we have known before in our conversation.

The importance of listening skill can be seen from Wilt's experiment (1950:1) which suggests that people spend about 9% of our communication for writing, 16% reading, 30% speaking, and 45% listening. It indicates that listening is more important than the other skills and is responsible to incorporate other skills. Therefore, in learning a language the first step will be listening. In order to learn one must be a competent listener. One has to be able to pay attention to what is

demonstrated, remember what is shown or told, and then practice speaking to gain functional skill in active communication.

Moreover, Underwood (1985:1) defines listening as the activity of paying attention to and trying to grasp the meaning of something we hear. It is clear then, that listening has the largest portion in communication rather than other skills. So, if the students have good listening comprehension, they will easily understand what is being said or heard. Therefore, they will be able to communicate about the information, they hear. However, if the students do not have good listening comprehension, they will have many difficulties in going to the next steps of learning a language (speaking, reading, and writing), so listening plays a very important role in students' success.

Listening gives the learners informations from which to complete the learners' knowledge in using the language. It concerns with Griffiee (1986) who says that listening can be considered as the first step in learning a language. Listening also tends to be neglected in many language learning and teaching situation because most teacher regard this skill as receptive and passive skills.

The fact that most students still get difficulties in listening. Moreover, Swift (2008:16) states that students frequently hate doing listening comprehension in the classroom. They know there are chunks that they were unable to decode, and it makes them feel insecure. Insecurity can be said as the feeling of loosing confidence in the students, since they find themselves incompetent in listening. This situation also happened when the writer conducted her Field Practice Program (PPL) in SMA N 5 Bandar Lampung. When students listened recordings,

they are probably consciously going beyond the spoken words and trying to interpret what the speaker imply for them in particular.

Generic or schematic structure practice of the text enables the students not only to differentiate genres but also to give them comprehension in understanding text. Generic or schematic structure tells us about the arrangement of the text. Generic structure can be found in all genres including narrative, recount, and procedure.

Narrative text is an account of events (Larson, 1984:366 and Longacre, 1983:5). It means that narrative text is one that contains a series of events. The generic structure are orientation, complication, and resolution.

Recount text is a text that is used to retell events. The generic structure are orientation, events, and re-orientation(optional).

Procedure text is a text which tell us how something is accomplished through a sequence of actions or steps. The generic structure are goal, materials, and steps.

Based on the explanation above, the writer interests in analyzing the correlation between the students' achievement in generic structure and their listening comprehension. Therefore, the writer focused on the achievement in generic structure with an indication that the achievement in generic structure had a contribution to the listening comprehension. Thus, the writer wants to know the correlation between achievement in generic structure and their listening comprehension.

## **B. Formulation of the Problem**

Referring to the background above, the writer formulated the problems of the research as follow:

1. Is there any significant correlation between students' achievement in generic structure and their listening comprehension?
2. How far is the contribution of generic structure achievement to the students' English listening comprehension?

## **C. Objective of the Research**

In relation to the problem formulated above, the objectives of the research are:

1. To investigate whether there is significant correlation between students' achievement in generic structure and their listening comprehension at the first year of SMAN 5 Bandar Lampung.
2. To know the contribution of students' achievement in generic structure and their listening comprehension at the first year of SMAN 5 Bandar Lampung.

## **D. Uses of the Research**

It is expected that the uses of the research can:

1. Give more emphasis and motivation to help the students to increase their achievement in generic structure in order to enhance their listening comprehension.
2. Be used as the information to both the English teacher and students about the importance of achievement in generic structure and listening comprehension.

### **E. Scope of the Research**

This research is quantitative co-relation study that deals with the investigation of the first year students' achievement in generic structure and their listening comprehension at SMAN 5 Bandar Lampung. It chose the first year students with an assumption that they already had learnt about narrative text, recount text, and procedure text. The research focused on the relationship between achievement in generic structure and student listening comprehension.

### **F. Definition of Terms**

1. Generic structure is how a text or paragraph is organized.
2. Listening comprehension is an activity to grasp the meaning of spoken materials with full understanding.
3. Narrative is a kind of text about the activities that happened chronologically in the past time.
4. Recount is a kind of text which retells events or experiences in the past.
5. Procedure text is a text that functions to describe or explain the sequence of steps in how something is made or done or the operation in how something works.
6. Correlation is statistical description for determining relationship between two variables.