

I. INTRODUCTION

1.1 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). 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 Hurberner (1959:28) 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 (1975) 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 Oliver's statement (1962) 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 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.

The fact is that most students still get difficulties in listening. It is supported by Hammer (1991:231) who proposes that teaching listening can cause some problems for students. Moreover, Swift (2007) 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 losing confidence in the students, since they find themselves incompetent in listening.

Furthermore, Rahayu (2005:22) in her study states that students' achievement in listening is low. This is caused their low motivation and by the media used by the teacher. This difficulty is shown by the students score on listening test; i.e. 55,64%. The media used was long story which was considered not interesting for the students and therefore made students difficult to focus on the long story. It

also added by the experience of the researcher when she has done her teaching practice program (PPL) at SMP N 05 Bandar Lampung on February-April. She taught at ninth grade. The students could not focus on listening comprehension when using a long story which was no plot. So, it was hard to students to understand the content of the story. It made the listening achievement of the students low which was about 45,68%. In line with the statement above, the media to be used in teaching listening should give the students as many opportunities as possible to listen to what is being learnt in order to develop good abilities in listening comprehension.

Thus, the researcher proposes solution for this problem above, which is by using narrative text. Sofyan (1999:86) states that narrative is a story which is connected with events based on the plot. By using plot, it will be easier for the students to know the content of the story. It provides the students with an interesting and motivating class situation that will help them to learn effectively and improve their listening comprehension. By giving good atmosphere in learning, the students will enjoy the learning. This good atmosphere can be made in many ways, for example teaching listening through narrative text. Based on KTSP curriculum, the media of learning English is based on the text. Interesting text will attract the students to have more knowledge about vocabulary, sentences, and of course the story itself. One of these media is narrative text. Narrative text is a story about real experiences or fairy tales which has conflict and at the end of story there is a resolution.

Narrative texts are effective tools for early language teaching (Malkina, 1995:38).

This is the best vehicle for passing on information. It meets the emotional, cognitive, and psychological demands of children since it is interesting for them.

Narrative text for students listening practice is considered simple story with familiar vocabularies. Through narrative, we explain how things are, why they are, our role and purpose.

It can be said that by using narrative text, teaching listening will be much enjoyable and it will give the students understanding about what is said. The researcher also thinks that listening through narrative text is assumed to be able to motivate students to follow listening class actively because narrative text introduces new vocabularies, grammar pattern, message, and entertainment at the same time. Based on these reasons, the researcher conducted her research on teaching listening through narrative text in MTs Nurul Ulum Kotagajah since there was no research ever conducted in that school. Hopefully, by presenting narrative text in listening class the students' skill in listening will increase.

1.2 Research Problem

Based on the background of the problem above, the researcher would like to formulate the problem as follows:

“Is there a significant increase of the students' listening comprehension of narrative text after they are taught through plot?”

1.3 Objective of the Research

In relation to the problem formulated above, the objective of the research was:

To know whether there is a significant increase of students' listening comprehension narrative text after they are taught through plot.

1.4 Uses of the Research

Practically, this research informs the English teacher, especially at MTS Nurul Ulum Kotagajah, that plot could be used to increase the students' listening comprehension of narrative text. Theoretically, as a good contribution for MTS Nurul Ulum Kotagajah to improve and increase its teaching learning process especially in listening class.

1.5 Scope of the Research

This quantitative research implemented narrative text to increase students' achievement in listening. The sample of the research was the students in ninth grade of MTs Nurul Ulum Kotagajah. It was chosen because the students have already studied English since at seventh level of Junior High School and they had not been taught listening of narrative text by plot before. The research focused on the use of narrative text to develop listening comprehension that was to enable the students to get the information of the texts they heard. The materials consisted of three narrative texts entitled "The Missing Crown", "Kodi and The Whistle", and "Meeting Todi". The source of these materials was story books published by Tiga Serangkai written by Arleen Amidjaja. The research was done in one month. It consisted of pretest, three times treatment, and posttest.