

## **I. INTRODUCTION**

This chapter discusses certain points; introduction deals with background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background of the Problems**

Language is a means of communication. There are four skills of language that should be taught in SMA/MA. They are listening, speaking, reading, and writing. Listening comprehension is a complex process, crucial in the development of second language competence. Listeners use both bottom-up processes (linguistic knowledge) and top-down processes (prior knowledge) to comprehend.

Listening becomes complex because listening is an invisible mental process, making it difficult to describe. Listeners are, in this case, the students that must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance and also try to find the meaning of other saying. Listening is, in its broadest sense, a process of receiving

what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active processes of interpretation in which listeners match what they hear with what they know.

Listening Comprehension is quite complex because in comprehending oral form of text or dialogue, there are several aspects that students have to get, they are: identify the main idea, specific information, inference, reference, word recognition in a time. In relation with that, according to the researcher's experience in teaching practice at SMAN 3 Bandar Lampung, it seems that the students were struggling in comprehending oral text. They were less able to get the meaning of an oral text because they were not able to make a link between their background knowledge and the text being played that is why top-down strategies tries to be applied.

To support the same condition of students listening achievement during the researcher's teaching practice, it was found, as stated by Rahayu, that students listening achievement were still below the criteria, the students listening test score was only 55,64% out of 30 items. It means that only about 17 questions could be answered. She found that the low score was caused by the inattractive media used- which was in the form of long story. Eventhough the study was not conducted at

the same school, it gave the possibilities that this happened also to the school where the research would be conducted, that was at MA Daarul Ma'arif Natar.

And also when the researcher tried to find the real situation, at the school where the study was going to be researched, there were some problems that caused students were not attracted to listening teaching process so their listening achievement was low. It was stated by the teacher of the second grade at MA Daarul Ma'arif, Ms. Mustika Nuraini, S.Pd., that their problems were mostly concerned with vocabulary and determining the main idea of a listening text. She said further it was caused by the uninteresting text, not related to their life. Therefore oral text that attracted them emotionally was needed. Short narrative story usually attracts students' eagerness to listen and helps them to get the main idea. It is supported by Meyers that narrative is one of the most powerful ways of communicating with others. A good written story lets the reader/listener response to some events in life as if it were their own. They not only understand the event, but they can almost feel it. The action, details, and dialogue get the readers/listener involved emotionally as if it happens to them.

In line with the finding, the researcher is interested to use short story in order to solve the problem and to increase the students' listening comprehension score. The short story might promote feeling of well being, encourage the students' to be active and enhance the students' listening skill. Therefore, the researcher assumed that using short story was good to increase the students listening score and it helped to fulfill the government goals.

The reason researcher take MA Daarul Ma'arif because he was a student of MA Daarul Ma'arif, so he could get some background of its students' ability in English. Furthermore, the second grade was chosen because this research mainly discussing about the use narrative text through top down strategies and according to curriculum narrative text is mainly discussed at the second grade of senior high school.

The background above affected the researcher to conduct a research entitled 'Using Top Down Strategy in Short Narrative Story to Increase Students' Achievement in Listening Comprehension at the Second Grade of MA Daarul Ma'arif Natar.'

## **1.2. Identification of the Problems**

- a. Students get difficulties in comprehending oral text.
- b. Students get difficulties in getting the information from oral text.
- c. Students lack of vocabulary knowledge.
- d. Students have insufficient English skill in listening skill.
- e. Students' low motivation makes it difficult for them to improve their skill.
- f. The use of inappropriate teaching material make students has no eager to learn.
- g. The use of inappropriate instructional media does not attract students' interest to listen to the English oral text and as the result students would feel bored.

- h. The use of inappropriate strategies in teaching listening only help a few students to comprehend the oral text

### **1.3 Limitation of the Problems**

In conducting his study, the capability of the researcher made him realize to restrict his problem. The students' difficulties in comprehending the oral text was the focus. As the solution to solve, short narrative story considered as an effective material in helping students improve their skill in comprehending oral text and enhance their motivation in listening English oral text.

### **1.4 Formulation of the Problem**

Formulation of the research based on the background above was as follows:

“Is there any significance increase of the students' listening comprehension after being taught using top down strategy in short narrative story at the second grade of MA Daarul Ma'arif Natar?”

### **1.5 Research Objectives**

In relation to the formulation of the problem, the objective of this research is to find out whether there is significant increase of students' listening comprehension after being taught using top down strategy in short narrative story at the second grade of MA Daarul Ma'arif Natar.

## **1.6 Uses of the Research**

The uses of the research are:

1. Theoretically, the result of this research is expected to support the previous study and to use as a reference for further research.
2. Practically, the result of the research can be used for English teacher to expose the students with short story in teaching listening.

## **1.7 Research Scope**

This research was conducted to find out and to solve the problem of the students' how listening ability at the second grade of MA Daarul Ma'arif Natar. The research focused on the use of short story to increase the students' listening comprehension. The research was conducted at MA Daarul Ma'arif Natar, while the subject of the research was the second grade students of MA Daarul Ma'arif Natar that consist of 40 students that were the students of XI-1 Social Program. Top down listening strategies was applied in this study. The material was focused on short narrative story, since this kind of text could stimulate the students' motivation. The materials selected were spoken by native speakers.

## 1.8 Definition of Key Terms

In this research, the writer used some definitions of key term as stated below:

1. *Short Story* is a form of short fictional narrative prose that tends to be more concise and to the point than longer works of fiction such as novellas and also novels
2. *Listening* is an active process of deciphering and constructing meaning from both verbal and non-verbal messages. and comprehending the general idea of the utterances heard by listener
3. *Comprehension* is a process of understanding the meaning of the written or spoken language
4. *Top Down Strategy* is a strategy in listening that emphasize the use of previous knowledge in processing a text rather than relying upon the individual sounds and words.