

ABSTRACT

TEACHING SHORT STORIES TO IMPROVE STUDENTS' LISTENING COMPREHENSION BY USING TOP - DOWN APPROACH AT THE ELEVENTH GRADE OF SMA YP UNILA

By:

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Listening comprehension is the first skill that the students should master, because before someone understands and starts to speak, he or she has to hear sound, words, and speech pattern first. In general, listening is considered as a difficult language skill to master. This is because listening involved some aspects of the target language, for example; vocabulary, understanding the sound, grammar, getting the main idea, specific information and reference. In fact, some students have difficulties in listening comprehension, especially in identifying the main ideas, specific information and inference of the text. Sometimes listening is boring for some students, so to the English teachers, they should create or apply some interesting material in teaching listening. Short stories are one of the materials, which is hoped to be able to reduce students' boredom and also can increase students listening comprehension.

In relation to the statements above, the objective of the research, therefore, is to find out whether there is a significant improvement of students' listening comprehension in short stories after being taught through top - down approach and in which aspects' of listening students make improvement in teaching short stories through top – down approach. This research used one group pretest posttest design. The population of this research was the eleventh grade students of SMA YP UNILA Bandar Lampung. The sample of this research was XI IPA 1 and was selected by using random sampling technique through lottery. In collecting the data the researcher administered the pretest, the treatments and posttest. The data was analyzed by using repeated measure t-test. In which the significance was determined by $p < 0.05$. The result of t-test computation showed that t-ratio was higher than t-table ($t_0 > t_{tab}$), that is, ($29.330 > 2.021$), it can be concluded that there was a significant improvement of students' listening comprehension after being taught short stories through top - down approach. In other word, the hypothesis is accepted.