

**IMPROVING STUDENTS' LISTENING COMPREHENSION
ON NARRATIVE TEXTS BY USING METACOGNITIVE MODEL
AT CLASS X-3 OF SENIOR HIGH SCHOOL 1 SAWAHLUNTO**

THESIS

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ABSTRAK

Sri Winarti, 2009. Meningkatkan pemahaman mendengar siswa pada pembelajaran teks naratif dengan menggunakan Metacognitive Model pada siswa kelas X-3 SMAN 1 Sawahlunto.

Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana pemahaman mendengar siswa pada pembelajaran teks naratif melalui penggunaan metacognitive model pada kelas X-3 SMAN 1 Sawahlunto, dan untuk menjelaskan factor apa saja yang dapat meningkatkan pemahaman mendengar siswa pada pembelajaran teks naratif melalui penggunaan metacognitif model pada kelas X-3 SMAN 1 Sawahlunto.

Subjek penelitian ini adalah siswa kelas X-3 di SMAN 1 Sawahlunto. Peneliti mengamati kemampuan mendengar siswa terhadap teks naratif sebelum melakukan penelitian. Berdasarkan pengamatan tersebut, ditemukan bahwa siswa mempunyai masalah dalam pemahaman mendengar pada teks naratif. Masalah tersebut penting untuk dicarikan pemecahannya melalui suatu penelitian.

Metode penelitian ini adalah penelitian tindakan kelas yang terdiri dari tiga siklus. Masing-masing siklus melibatkan perencanaan, pelaksanaan, pengamatan, dan perenungan. Setelah memberikan latihan dan tes mendengar pada siklus pertama, kemampuan mendengar siswa masih belum mencapai kompetensi yang diharapkan. Sehingga peneliti perlu melanjutkan ke siklus kedua. Dari latihan dan tes mendengar yang diberikan pada siklus kedua, pemahaman mendengar siswa meningkat, tetapi hasilnya belum memuaskan. Untuk itu, peneliti melanjutkan penelitian ke siklus ketiga. Selama pelaksanaan siklus ketiga tersebut, pemahaman mendengar siswa lebih baik

Setelah menganalisis hasil mendengar siswa dan mengamati kondisi proses pembelajaran, dapat disimpulkan bahwa pemahaman mendengar siswa pada teks narrative melalui metacognitive model lebih baik. Sehingga penelitian dapat diakhiri pada siklus ketiga. Berdasarkan temuan penelitian dan pembahasan, penggunaan metacognitive model pada pembelajaran teks narrative dapat meningkatkan pemahaman mendengar siswa. Di samping itu, proses pembelajaran lebih aktif, menarik, dan komunikatif, serta dapat mengenalkan siswa pada konteks penggunaan bahasa yang sebenarnya.

ABSTRACT

Sri Winarti, 2009. Improving Students' Listening Comprehension on Narrative Texts by Using Metacognitive Model at Class X-3 of SMAN 1 Sawahlunto.

The purposes of this research were to know to what extent Metacognitive model can improve students' listening comprehension on narrative texts at class X-3 SMAN 1 Sawahlunto, and to find out the factors change students' listening comprehension on narrative texts by using metecognitive model at class X-3 SMAN 1 Sawahlunto.

The participants of this research were the students class X-3 of SMAN 1 Sawahlunto. The researcher observed the student's listening comprehension before conducting the research. Based on the observation, it was found that the students had problems in listening comprehension on narrative texts. So, it was important to be solved by doing a research.

The methodology of this research was classroom action research that consisted of three cycles. Each cycle involved planning, acting, observing, and reflecting. After giving listening task and listening test during the first cycle, the students' listening comprehension was not good yet. Therefore, the researcher needed to continue the research to the second cycle. From the listening tasks and listening test at the second cycle, students' listening comprehension increased, but the result was not satisfied yet. So that the researcher continued the research to the third cycle. During the third cycle, it seemed that students' listening comprehension was better.

After analyzing the students' listening comprehension achievement and the condition of teaching and learning process indicated that students' listening comprehension was better. Based on the research findings, the using of metacognitive model in teaching narrative texts could better improve the students' listening comprehension. Besides, the condition of teaching and learning process were more active, interested, communicative, and introduced the students to the real context of teaching materials.

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The Mouse and the Crocodile

The mouse deer was a very tricky animal but he had many enemies. One of them was a crocodile. The crocodile live in a river in a forest.

One day, the mouse deer went to the river. It was very hot day, and he was thirsty and dirty. He wanted something to drink from the river and than bathed and splashed about in the river.

Suddenly, the crocodile saw the mouse deer. ‘hmm . . . a nice meal,, he thought. Then he silently crawled behind the mouse deer and grabbed him. He caught the mouse deer’s legs.

The mouse deer was startled and terrified as well. Then he had an idea. He saw a twig floating near him. He picked it up and said, “You are stupid fool. So you think you have got me. You’re beating a twig not my leg, you’re stupid crocodile! Here is my leg. “

And with that he showed the crocodile the twig. The crocodile could not see very well. He was a very stupid creature, too. He believed the cunning mouse deer. He freed the mouse deer’s leg and snapped upon the twig. The mouse deer run out the water immediately.

“Ha . . . ha . . . ha . . . he laughed.
“I tricked you “

THE LION AND THE MOUSE

(Test 3 in cycle 3)

One day, a lion slept in the jungle. A tiny mouse ran over the lion's head and down his nose. The lion woke with a loud roar. He was very angry. His paw caught the little mouse.

The lion opened his huge jaws to swallow the mouse. "pardon me, I beg of you," cried the frightened mouse. "If you will only forgive me this time, I shall never forget your kindness. I might even pay you back one day." I meant no harm and I certainly didn't want to disturb Your Majesty". The lion began to laughed and laughed. How could a tiny creature like you ever do anything to help me?" he thought. He rolled and went back to sleep.

Some time after this, some hunters trying to capture the lion alive. They set up rope nets in the jungle. The lion fell into the trap. He roared in the jungle, the little mouse heard him. "That may be the lion who once freed me." He said. Remembering his promise, he ran to see whether he could help him.

The little mouse went and helped him. It began to bite the ropes of the net. Its sharp little teeth made a big hole in the net. Before long, the lion was out from the net.

Thank you saving my life, little mouse," said the king of the jungle. He felt so embarrassed. "You did help me even though I am big and you are so little. I see now that kindness is always worth while."

Listening Comprehension Test 3 in Cycle 3

Listen the text carefully and answer the following questions.

1. What was the lion doing in the forest on that hot day?
 - a. The lion was eating.
 - b. The lion was sleeping.
 - c. The lion was catching a mouse.
 - d. The lion running
2. What made the lion wake up?
 - a. The mouse made noise.
 - b. The mouse disturbed him.
 - c. The mouse ran up in his house.
 - d. The mouse laid a sleep beside him.
3. How did the mouse feel when the lion caught it?
 - a. The mouse was frustrated.
 - b. The mouse was angry.
 - c. The mouse was proud.
 - d. The mouse was scared
4. What did the lion do to swallow the mouse?
 - a. Caught the little mouse
 - b. Caught his huge jaws
 - c. Opened his huge mouse
 - d. Opened his huge jaws
5. What did the mouse promise to the lion?
 - a. To pay him back one day.
 - b. To give him some food.
 - c. To come back to sleep.
 - d. To save the lion' life.
6. What did the lion say to make the mouse free?
 - a. not to run up his nose again.
 - b. not to sleep there again.
 - c. not to catch him again.
 - d. not to disturb him again.
7. Why did the lion roar in the jungle?
 - a. The lion fell into the trap.
 - b. The mouse fell into the trap.
 - c. The hunters capture the lion alive.
 - d. The hunters capture the mouse alive.
8. **Its** sharp little teeth made a big hole in the net.
What does "**Its**" refer to?
 - a. The lion
 - b. The mouse
 - c. Rope
 - d. Net
9. What did the mouse do when he heard the lion roar?
 - a. Go and help the mouse.
 - b. Go and help the lion.
 - c. Go and let the mouse.
 - d. Go and let the lion.
10. How did the mouse free the lion?
 - a. The mouse gnawed the ropes of the net.
 - b. The mouse pulled the ropes of the net.
 - c. The mouse tore the ropes of the net.
 - d. The mouse created a hole in the net

11. How did the lion feel when the mouse helped him?
- The lion was embarrassed.
 - The lion was proud.
 - The mouse was embarrassed.
 - The mouse was proud.
12. Why did the lion feel so embarrassed?
- Because the lion felt that the mouse is little and weak and will never be able to help him.
 - Because the lion felt that the mouse is little and weak and will be able to help him.
 - Because the lion felt that he is strong enough to help himself.
 - Because the lion felt that he is stronger than the other animals
13. What is the main idea of paragraph 3?
- The lion freed the mouse.
 - The lion ate the mouse.
 - The lion was in trouble.
 - The mouse was happy.
 - The mouse died.
14. What is the moral value of this story?
- Kindness is only for the big one
 - Kindness is always worth while
 - Kindness is not always worth while.
 - Kindness is only for little one.
15. What is the communicative purpose of the text?
- To describe about the lion and the mouse
 - To explain about the mouse and the lion
 - To entertain the listener about the story
 - To give information about the story.

* GOOD LUCK *

CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning. It is also one of the most challenging skills for our students to develop and yet also one of the most important skills. By developing their ability to listen well we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

As stated in standard competency of English curriculum 2004 and school based curriculum 2006 for Senior High School, the students are expected to be able to understand and comprehend meaning in transactional / interpersonal dialogue and sustained dialogue in daily life context and also the students are hoped to be able to access popular knowledge, while the teaching material based on the genres, such as: recount, narrative, procedure, spoof, report, and news item texts. Dealing with English, the students who study it, of course, they have ability to listen the English language.

Based on the researcher's own experience in teaching learning process at SMAN I Sawahlunto, the writer found some problems there.

The students have difficulties in understanding or comprehending English texts even though they have learned English for around seven years. They can not get the ideas from the speaker. When their English teacher gives instructions and explanations by using English, they look confused, and some of them can not understand to what the teacher meant or explained.

The problem that the researcher faced in teaching is that the students had difficulties in comprehending narrative texts. They took a lot of time to catch the idea from the text. Only a few students gave responses toward the text. As the sequence, most of them didn't capture what the speaker really wanted to convey. It was shown by the score obtained on their daily test especially for narrative text on the first semester. 11 % of the students had the score 60-69, 17 % had 50-59, 25 % had 40-49, and 47 % had score 30-39.

The next problem was about the students' vocabulary mastery and background knowledge. They have limited vocabulary and their knowledge about the text given is also limited, so they couldn't understand and comprehend what the speaker said. They didn't have ability to predict or guess the words heard. In other words, the students didn't activate their background knowledge and try to relate them with the new information provided.

Since the standard competence of English curriculum 2004 and school based curriculum 2006 were applied, there are some items for listening in the

English semester examination and also in the final one. Unfortunately many of the students said that the examination was difficult especially for listening. They couldn't understand and answer the questions well based on what the speaker said. They have difficulties in understanding and responding English even though they have learned English for years. They can not understand and respond what the speaker says.

Based on observation from the students English achievement in the first semester test of 2007 – 2008 academic year, there are about 58 % of students in class ten, 62 % students in class eleven, and about 60 % of students in class twelve at SMAN I Sawahlunto can not answer the questions well. They said that the test is difficult to answer. They have difficulties in understanding what the speaker said.

Based on the situation, it means that of the standard competence stated in that curriculum as mentioned above is not yet achieved. Therefore listening skills should be taught optimally in the classroom in order to make the students understand the oral text and also they get good result in the final examination.

By having discussion with English teachers and also researcher own observation toward her students ability in listening various kinds of English text such as recount, narrative, and procedure, she may judge that the teaching material given by the teachers only focused on English guidebooks without considering of the students' interest, irrelevant and less meaningful. The teacher asked them to listen the text that far from their background

knowledge. So the students face many difficulties to catch the idea from the text. This situation make the students bored, not interested if the teacher ask them to listen and answer some questions to show their comprehension.

Another problem was related to the teacher strategy in teaching listening. The teaching strategy used plays an important role for the students' learning. The writer found that the teaching strategy used by the teacher can't attract students' motivation to learning. The teacher uses the same teaching strategy nearly all over the meetings where the students are asked to listen the text and answer some questions or asked the students to write the missing words based on the text heard.

In improving the students' understanding in listening class, the teacher also has difficulties. He/she does not use the suitable techniques to develop students listening skill yet. She spends much time to develop reading skill than listening skill. Furthermore, the teaching material only focused on English guide books. The teacher didn't want to look for materials from other sources.

From the explanation above, we can conclude that technique in teaching listening is not used optimally by the teacher yet. This situation makes the students poor in listening skill. So, the teacher should be able to create the suitable technique, especially to improve the students' comprehension in listening class.

Besides the problems above, SMAN I Sawahlunto doesn't have facilities to support the teaching learning process especially in teaching listening such as lack of materials for teaching listening and there is no language laboratory.

After having observation to the teaching and learning process and the students English achievement, as well as their comprehension in listening class. It can be concluded that the listening skill of the students of the class ten are still low. They didn't understand the oral text because they have limited vocabulary, limited grammar and lack of knowledge about the topic of the lesson or the material given, as well as the strategy given by the teacher.

The students' language skill, especially for listening skill will never be increased, if these conditions continued. The standard competence and basic competence stated in English curriculum will not be achieved. So in this research, the researcher tried to focus on "How to improve students' listening comprehension on narrative text by using metacognitive model". The researcher uses metacognitive model because it organizes learning strategies in such a way that they become manageable and helpful to students and teachers. It outlines the processes effective learners use to work through any challenging language learning task and describes ways to transfer strategy use to real life situations.

As a facilitator for the students, the teacher should choose the good technique to solve the problems because in listening class the students have to be able to comprehend the texts. To reach that purpose they begin

listening a story in the target language, they plan by setting goals or thinking about what they want to get out of the story and making prediction about the story based on the title and their prior knowledge of the topic. Then they move on to the monitoring process and , as they listen, check whether the story is making sense. They continue listening and then decide to stop and evaluate themselves after completing only the first part of the story. If they feel they did not understand an important phrase or idea, they may need to go to the problem-solving process. In other words, they are using each process as it is needed during the task.

In this research, the researcher uses a strategy of teaching narrative texts by using metacognitive model as teaching strategy. The researcher chooses narrative text as the materials of teaching because it is one of the genres stated in English curriculum for the tenth years students, and it is found in people daily life. In this research, researcher will use metacognitive model as teaching strategy. Metacognitive model is a learning strategy that outlines the processes learning task and describes ways to transfer strategy use to real-life situation. It can help students understanding and comprehending the oral texts. So the researcher hopes the students will be able to improve their listening comprehension, especially for narrative text in real situation and condition by using metacognitive model .

Because of the importance of listening comprehension in learning English, the researcher thinks that it is necessary to conduct a research about

the students' listening comprehension on narrative text by using metacognitive model.

B. Identification of the Problem

From background of the problem above, it can be identified that there are two problems that are necessary to be solved immediately. First, factors that make the students have difficulties in comprehending the text, they had lack of background knowledge, vocabulary, did not know the strategies, and even motivation and interest.

Second, it came from the teachers side. The techniques in teaching listening was not optimally used by the teacher yet and often provided the students with more complicated listening texts that are available in guide books which were irrelevant and less meaningful to the students' need. She can not invite and stimulate the students to listen and use English during teaching and learning process well, especially in teaching narrative texts. She just asked the students to listen the text two or three times and then gave them some questions. She also find difficulties in creating the suitable technique of teaching in which makes the students are interested and have ability to comprehend the text.

Therefore, the learning process is passive and it is not interesting. It seems that the process or the activities of teaching and learning does not run well. Sometimes, the teaching scenario that has been planned can not be done well.

C. Limitation of the Problem

The researcher limits the problems on the teacher's technique in teaching narrative texts in which one of the genres stated in curriculum for the first and second semester of the tenth year students during teaching and learning process in the classroom. She focused on applying metacognitive model in teaching narrative texts in improving students' listening comprehension at SMAN 1 Sawahlunto.

D. Formulation of the Problem

Based on limitation of the problem above, the writer formulates the problems into the following questions:

1. To what extent can metacognitive model improve students' listening comprehension on narrative texts at class X-3 of SMAN 1 Sawahlunto?
2. What factors change students' listening comprehension on narrative texts by using metacognitive model at class X-3 of SMAN 1 Sawahlunto?

E. Purpose of the Research

The purpose of the research is to find out:

1. The extent of metacognitive model on teaching narrative texts can improve the students' listening comprehension of the tenth grade students of SMAN 1 Sawahlunto.
2. The factors change the students' listening comprehension on narrative texts by using metacognitive model of the tenth grade students of SMAN 1 Sawahlunto.

F. Significance of the Research

The result of this research is expected to give improvement to:

1. Students
 - a. Students can improve their listening comprehension on narrative texts.
 - b. The students are motivated to listen narrative texts found in their daily life.
 - c. The students can improve their vocabulary through metacognitive model.
2. English teachers
 - a. The teacher can choose the suitable technique in teaching and learning process to improve students' listening comprehension on narrative texts.
 - b. The teacher can use the various materials and not only focus on English reference book.
 - c. It makes teacher would be more creative in teaching.
3. Headmaster
 - a. The headmaster can invite and motivate teachers to do a research especially classroom action research.
 - b. The problems of English at a school can be decreased gradually.
4. Researcher
 - a. This research can be used to get Magister of Education in Post Graduate in Padang State University.

G. Definition of the Key Terms

To avoid misunderstanding of terms used in this study, the researcher defines the key terms as follows:

a. Listening comprehension

Listening comprehension is an ability to identify and understand what the texts tell about. This involves understanding the main idea, specific information and detailed information from the narrative texts..

b. Narrative text

Narrative text tells about the events or things by sticking the character in the story out in order to extend students' knowledge.

c. Metacognitive model

Metacognitive model is a kind of strategies in teaching and learning process that consists of metacognitive process. They are planning, monitoring, problem-solving and evaluating.

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

Based on the using of Metacognitive Model in teaching listening comprehension on narrative texts at class X-3 Of SMA N 1 Sawahlunto, the researcher concludes as follows:

1. Metacognitive Model is effective to improve students' listening comprehension on narrative texts. It can be presented by using the story which the students know well in their own language. It helps the students comprehend the text easily and also increase their motivation in listening. They enjoy listening class because the texts that the teacher gave were familiar to the students.
2. Factors that can improve students listening comprehension on narrative texts as follows:
 - a. Give familiar story that they found in their own language.
 - b. Activate the students' background knowledge before listening.
 - c. Understand the aim of the texts.
 - d. Understand the generic structures of the texts.
 - e. Used appropriate strategy in listening.

B. Implications

The implication of this research are as follows:

1. It is needed to have knowledge about Metacognitive Model in teaching listening.
2. It is important to select the texts that are familiar to the students.
3. It is crucial to attend English teaching strategy's training.

C.Suggestions

Based on the data that had been found in this research, there are some suggestions as follows:

1. It is suggested the English teacher who might have the same situations and condition with the researcher to implement Metacognitive Model as one of the alternatives strategy to improve students' listening comprehension on narrative texts.
2. It is also suggested for future researchers to conduct a similar study I other levels of students to see whether Metacognitive Model is still applicable and effective to improve the students' listening comprehension on narrative texts.