IMPROVING SENIOR HIGH SCHOOL STUDENTS' MOTIVATION IN LISTENING TO NARRATIVE TEXTS BY UTILIZING PEER ASSESSMENT

PAPER

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ABSTRAK

Resty, Adilla Muthia, 2010. ***Improving Senior High School Students' Motivation in Listening to Narrative Texts by Utilizing Peer Assessment.*** **Makalah. Universitas Negeri Padang.**

Pengajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) meliputi pengembangan empat keterampilan berbahasa (menyimak, berbicara, membaca dan menulis). Guru harus mengembangkan keempat keterampilan tersebut secara berimbang dalam proses pembelajaran. Namun pada kenyataannya, banyak siswa yang masih mengalami kesulitan dalam mengembangkan keterampilan menyimak, padahal menyimak merupakan keterampilan dasar berbahasa dan diujikan pada Ujian Nasional (UN). Salah satu faktor yang menyebabkan hal ini terjadi adalah terdapatnya materi pelajaran yang berulang seperti teks naratif, tapi belum mampu memotivasi siswa dalam mempelajari dan memahaminya.

Makalah ini membahas penerapan *peer assessment* untuk meningkatkan motivasi siswa dalam menyimak teks naratif. *Peer assessment* merupakan kegiatan penilaian yang dilakukan oleh teman sekelas, disini dimaksudkan untuk menilai teks naratif yang dibuat dan disampaikan oleh teman sekelas guna meningkatkan motivasi belajar dan pemahaman siswa yang menilai. Dalam penerapan *peer assessment,* guru perlu melakukan persiapan yang matang. Tahapan persiapan meliputi: penentuan tujuan, perencanaan kegiatan, pembuatan *scoring rubric,* penentuan standar penilaian dan menentukan kegiatan menyimak yang akan dilakukan. Dalam melakukan kegiatan peer assessment ini, siswa akan dibantu dengan *story map* dan *scoring rubric.* Pada kegiatan ini, esensi kegiatan menyimak terlihat jelas dilakukan sebanyak tiga kali dalam setiap pelaksanaan *peer assessment*, yaitu ketika guru memberikan model dan ketika siswa mempresentasikan teks naratif di kelompok mereka masing-masing dan di depan kelas. Jadi diharapkan kegiatan *peer assessment* ini membuat siswa lebih termotivasi dalam belajar bahasa Inggris umumnya dan keterampilan menyimak khususnya.

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening as one of language skills has important role in learning English as a foreign language. Through listening, people get information, obtain many new vocabulary, get pleasure and learn English independently. Besides, by mastering this skill, people will be able to understand conversation spoken in English. Listening is the first skill among the three other skills (speaking, reading and writing). However, this does not mean that others are less important. Each of them has its own contribution toward the language learning process. Listening itself as one of receptive skills has contribution to speaking and writing as productive skills on producing information.

At Senior High School in Indonesia, listening is taught as one of skills that support students' ability in learning English. This skill is also examined on the National Final Examination called UN *(Ujian Nasional).* Based on UN 2009, there are 15 questions in listening section that consist of understanding conversations and monologue texts. Unfortunately, listening section is still difficult for the students because this activity needs lot of concentration in order to understand the whole ideas. In addition, it will be more complicated when the students are asked to listen to a text based on the genre. This is caused by the fluency of the speaker, pronunciation of the speakers, the

unfamiliar vocabulary and the text types. As a result, students lose their concentration and motivation in listening.

The improvement of students' motivation in listening could be done through common interesting media to present the teaching materials such as cassette and video. However, sometimes the use of these media cannot run optimally due to the large number of students in a class, unconducive language laboratory at school, even the different range of students' concentration. Ideally, for language class, there should be 25 students in a class. This can be beneficial for the student in learning English. The full concentration of the students can be kept for about 10 to 15 minutes, after that the students start making noise. They prefer to do something else than keep listening to the cassette and video.

There are several monologue texts should be focused on teaching listening at SMA (*Sekolah Menengah Atas*). The texts are recount, narrative, procedure, descriptive, news item, report, spoof, hortatory exposition, analytical exposition, explanation, discussion and review. These texts are commonly related to students' real life. Therefore, all of them are important.

Based on the curriculum implemanted on Senior High School today, narrative texts appear every semester at SMA from the first grade until the third grade. This means this type of text is quite difficult and has to be taught by the teachers based on the level of its difficulties. Moreover, these texts also appear more frequently in UN. According to the data taken from UN try out at one public SMA in Padang Panjang, there is sometime one narrative text

within five total questions. This means that narrative texts take part in listening section in examining students' listening comprehension. Moreover, narrative texts have a special effect for the students that is the moral value. It is also a specific characteristic of narrative texts that differentiate the text from other types of texts. Knowing the moral value of narrative texts indirectly affect the students to change their behavior become better.

Nevertheless, based on the teaching learning process that has been seen at one of SMA in Padang Panjang, the teaching listening through narrative texts is less intense than teaching reading through narrative texts. This is because the teachers have lack of sources of narrative texts that should be listened to their students. Because of this condition, the teaching of listening to narrative texts will be done if there is a source. Normally, the teaching of narrative texts for each skill should be 180 minutes for a week. The students are commonly supposed to read narrative texts and then answer some questions based on the text. Basically, it should be balanced between teaching reading through narrative texts and teaching listening through narrative texts to improve students' motivation in order to increase their listening ability. In addition, the teachers have to consider the activities in teaching listening through narrative texts and teaching reading through narrative texts. The activities have to be varied to avoid students' boredom and keep their motivation in listening.

Actually, the way to improve students' motivation is not only just by using interesting media to present the materials, but it can be from teachers

and the students themselves. Based on a small observation at SMA 2 Padang Panjang, in listening to a narrative text for example, showing the students a movie would make them became uncreative listeners because they did not do other appropriate listening activities except watching the movie. As a consequence, they would get bored and then lost their motivation in listening to the narrative text. This means that the students need to have other appropriate activities when they are listening to narrative texts such as taking a note of some pronunciation mistakes, deciding true (T) or false (F), writing down what they hear, completing the sentences, ticking the true picture and involving them to score their friends' performance through peer assessment activity. Using peer assessment activity to improve students' motivation in listening to narrative texts will be more effective because the students in group will be involved in deciding the quality of the story that is being told by the storyteller.

Peer assessment as one of activities that will be offered in this writing is the combination between a speaker as a storyteller and listeners. In this activity, a speaker (storyteller) will tell a narrative text and then the students as listeners will listen to the contents of the narrative text. The listeners focus on the orientation of the even, complication of the even, resolution of the even and the moral value of the even. After listening to those characteristics, the listeners will give feed back for the speaker. For listeners, it can be a way to measure their comprehension of narrative texts. By knowing the result of the assessment, the listeners then will keep their attention to the next narrative

texts. By applying peer assessment activity, it is hoped that students as listeners will keep listening and giving attention to the texts. The use of peer assessment in improving students' motivation in listening to narrative texts are (a) to make the students become autonomous learners, (b) to improve students' motivation, (c) to make the students be responsible to their works.

B. Identification of the Problem

Based on background of the problem above, it can be identified some problems that are faced by the students in listening to narrative texts. The problems are related to students' motivation, media and teaching material. Firstly, students are less motivated in listening due to their weakness to keep full concentration while listening process. It means the students have difficulties because they do not just listen to word by word but they also have to pay attention to the speakers' pronunciation, the meaning of the words from the context and the fluency of the speakers. Secondly, the problem is about limited media (cassette, video and text) and uncondusive language laboratory (unclear cassette and broken headset). As a consequence, some of the students do not want to listen to the cassette or video, they prefer to study in the classroom by listening to the teacher only rather than study in laboratory. Thirdly, the teaching materials also a problem that is being identified. A material that is taught every semester will make the students get bored if the activity used to present it is not varied. Narrative texts as an example of monologue texts are taught from the first class until the third class. So, the

various activities in teaching narrative texts are needed to keep students' motivation. This means that the activities in listening to narrative texts should be different from the activities used in teaching reading through narrative texts.

Narrative texts are the important texts to be taught to all of language skills (listening, speaking, reading and writing). However, the study of this text in the listening skill is still less intense than other skills. Actually, the study of listening skill through narrative must be balance with the study of speaking, reading and writing through narrative texts. Therefore, the students will enjoy the study of narrative texts and this will improve their motivation in listening. This is because of the variation of teaching narrative texts for each skill. Because of the reasons above, one of activities that is offered in this writing is involving the students to do peer assessment activity toward their motivation in listening to narrative texts.

C. Limitation of the Problem

There are some problems faced in teaching listening through narrative texts. Based on the identifications of the problems above, this paper will be limited to the discussion of improving Senior High School students' motivation in listening to narrative texts by utilizing peer assessment.

D. Formulation of the Problem

Related to the limitation of the problem above, the problem can be formulated as "how is the implemementation of utilizing peer assessment activity to improve students' motivation in listening to narrative texts?"

E. Purpose of the Paper

The aims of this paper is to explain the implementation of utilizing peer assessment activity to improve students' motivation in listening to narrative texts. It start from teachers' preparation. Moreover, this paper will also discuss the advantages of utilizing this activity in teaching listening.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Listening

Listening can be defined in several ways. According to Saricoban (1991:1),"Listening is the ability to identify and understand what others are saying". This statement is approved by Rost (2002:2) that says, "Listening means catching what the speaker says". Furthermore, Rost draws four orientations or perspectives of listening; receptive, constructive, collaborative and transformative.

1. First orientation (receptive)

   In the term of receptive orientation, listening is receiving what speaker says. This includes (a) catching what the speaker has said, (b) getting the speaker's ideas, (c) decoding the speaker's messages, (d) unpacking the speaker's content and (e) receiving the speaker's thoughts, beliefs, attitudes and emotion.

2. Second orientation (constructive)

   In the theory constructive orientation, listening is constructing and representing meaning. This includes (a) figuring out of what the speaker thinks about, (b) finding the interesting thing in what the speaker is saying, (c) finding out what is relevant for you, (d) reframing the speaker's message that is relevant with you,(e) understanding to what the speaker is telling to you and (f) noticing what is not said.

3. Third orientation (collaborative)

   In collaborative orientation, listening means negotiating meaning with the speaker and responding. This includes (a) constructing coordination with the speaker on the choice of a code and a context, (b) responding to what the speaker has said, (c) negotiating information with the speaker, (d) acting interested while the speaker is talking and (e) signaling to the speaker which ideas are clear and acceptable to you.

4. Fourth orientation (transformative)

   In transformation orientation, listening is creating meaning through involvement, imagination and empathy. Moreover, listening is (a) involvement with the speaker, without judgment, (b) creating a connection between the speaker and listener, (c) empathizing with the speaker's motivation for speaking, (d) imagining a possible world for the speaker's meaning, (e) the process of creating meaning in the speaker, (d) completion of communication, (e) attention and (f) the process of altering the cognitive environment of both speaker and listener.

According to Saha and Ali (2008:3), listening is varied based on the purposes and adjectives. They write five listening major distinctions; attentive listening, extensive listening, intensive listening, selective listening and interactive listening. Each of them has certain purposes of listening. Attentive listening can help the listeners keep their attention. This can be done through asking them to show their oral responses repeatedly. Some of activities that can be applied in attentive listening are listening to short chunks, music image,

personal stories, teacher- talk, small question- answer and interview. Extensive listening will help students to get the global meaning from a text. Intensive listening will be useful for the students in understanding the language forms of a text both lexical and grammatical unit. Selective listening concerns with a selected part of a text. The students' might predict information and select the cues surrounding information. Interactive listening is given to advance students. In interactive listening, students, in pairs or groups, receive a new information and then identify the information. Instead of that, the students will work with problems in order to give some responses to the problems. Group survey, self introductions, short speeches, chatting and discussing, exchanging news and views, interviewing and being interviewed might be appropriate in interactive listening.

In conclusion, listening is defined by many experts. From some definitions, it can be said that listening is an activity to comprehend what speakers say. The process of listening needs listeners' concentration in order to be able to understand the spoken message. In addition, the process of listening can be seen fron the orientations, purposes and adjectives. It starts from listening to geeting speakers's ideas up to listening to get the speakers's implied meaning.

B. Teaching Listening at Senior High School

Many activities in language teaching at SMA can focus on creating good conversation (dialogue) and several texts (monologue). Both of them are

important. But teachers have to pay more attention to monologue because it is taught in every grade at SMA. This can be known from the Senior High School curriculum that explains in the standard of competence. The standard of competence explains that Senior High School students have to be able to understand transactional and interpersonal texts and also monologue texts. This is the same with Brown's opinion about listening materials.

Brown (2001:51) explains that in monologue texts, the listeners will listen without interruptions as in listening to speeches, lectures, reading, news broadcast. There are two kinds of monologue texts, planned and unplanned monologue. Planned monologues are also quite different with unplanned monologues. Planned monologues will be more difficult to comprehend. And unplanned monologue such as song and story can be easier to be understood because of some performance variables.

Instead of teaching the students some monologues, teachers have to pay attention to listening processes. According to Saricoban (1999:3), there are three kinds of listening process. They are pre-listening, while-listening and post- listening. In the pre-listening activity, the teachers tell the students to what they are going to listen. A discussion atmosphere is tried to be created. According to Wilsc (2008: 60), the purpose of pre-listening activity is to guide the students to what they will listen. This activity is aimed to activate students' schemata to let them predict some information from the passage.

The next activity is while-listening activity. According to Wilsc (2008:60), the purpose of while-listening activity is to help the to students get

the important information of the passage given. This activity can be done in pairs or group. By doing this activity in pair and group, the students can share each other to gain their confidence.

The last activity is post-listening activity. This activity is aimed to check the students' comprehension of the listening activity as stated by Wilsc (2008:61). This activity can be in pairs, group or with the whole class.

There have been several possible techniques for teaching listening skill at SMA and it will be helpful for the SMA's students. Brown (2001:255-258) describes several listening performances that will help the students to know what they will do in a listening technique, the listening performances are:

1. Reactive

   Students are supposed to listen to a basic structure then repeat it again and it is very useful for students' pronunciation.

2. Intensive

   This technique focuses on the component. This listening performance includes:

   a) Students listen to for cues in certain part or individual drills.
   b) The teacher repeats a word or sentence several times in order to cover it in students mind.
   c) The students listen to a longer talk to notice the specific point of the talk (intonation, contraction, a grammatical structure, etc).

3. Responsive

   In this listening activity, teacher talk immediately and the students replay it.

4. Selective

   This belongs to longer talk, the students are given such as monologues and then they are asked to find important information. The examples of this activity are:

   a) Listening to speeches
   b) Listening to broadcasts
   c) Listening to stories and anecdotes
   d) Listening to conversation

   The techniques are by asking the students to listen to people's names, dates, certain fact or events, location, situation, context, main ideas, or conclusion.

5. Extensive

   In this listening performance, the students are supposed to understand the spoken language in global understanding. It can be done by note taking or discussion to get full understanding.

6. Interactive

   This is a full communicative interchange done by discussion, debates, conversation, role-plays in order to be interactive.

The technique offered in this paper could be done by implementing one of the listening performances above. It is applied to get the students

involve in the listening process, so the teaching learning process will run effectively and students' motivation can be improved.

Based on the previous explanation, it can be concluded that, there are many aspects that should be considered by the English teachers in teaching listening skill at SMA. It includes the types of spoken language that should be given (monologue and dialogue). On the other side, three listening processes (pre-listening, while-listening and post listening activities) are needed to guide the students comprehend the monologue texts spoken in English.

C. The Nature of Motivation

There are many theories that explore about motivation nowadays. But, how human can interpret motivation depends on the theory they adopt. One definition that is related to the learning process is given by Norris (2001:1). She said, "motivation is the learner's orientation with regard to the goal of learning a second language". This means, motivation has great contribution in learning process. According to Brown (2001:73) there are two views of motivation. The first one is traditional view. This view states that motivation is done by giving rewards and reinforcement. The second view is cognitive definition, it explains that motivation is the power of self-reward. So, motivation can be from the learners' selves or their environment.

Basically, there are two categories of motivation. It is explained by some experts. They are intrinsic and extrinsic motivation. According to Lile (2003:1), intrinsic motivation is motivation that comes from students

themselves. The indicator of this motivation is the students want to study because they want to study to get satisfaction in studying. In the line, Nakanishi (2002:3) adds that, intrinsic motivation is motivation that appears because of enjoyable and satisfactory activity. These definitions of intrinsic motivation also proved by Yamin (2007:164). He stated that intrinsic motivation can be higher because of students' need and want. If students need and want something, they will be intrinsically motivated. For example, the students want to study because they want to solve their problem. So, they can be said intrinsically motivated students.

In line with the previous explanation, Stipek (1998:132) writes the characteristics of students who are motivated intrinsically that are (a) Initiating learning activities on their own, (b) preferring challenging tasks or pursue challenging aspect of tasks, (c) spontaneously making connections between school learning and activities or interest outside of school, (d) asking questions that go beyond the present task- to expand their knowledge beyond the immediate lesson, (e) going beyond the requirement, (f) reluctanting to stop working on task they have not completed, (g) working on task whether or not extrinsic reason (e.g., grades, close teacher supervision) are salient, (h) smiling and appearing to enjoy working on task, (i) expressing pride in their achievement.

In contrast, extrinsic motivation for students is defined as a desire to study because of some reasons. It is proved by Lile (2002:1) that says "an extrinsically motivated student studies and learns for other reasons".

According to Nakanishi (2002:3), extrinsic motivation comes from some factors such as earning a reward or avoiding a punishment.

According to Winkle, (in Yamin 2007:164), there are some characteristics of having extrinsic motivation to study, they are (a) studying to fulfill the compulsory, (b) studying to avoid punishment, (c) studying to earn reward, (d) studying for prestice, (e) studying to specific purposes.

The other types of motivation are integrative and instrumental motivation. According to Norris (2001:2), integrative motivation means the students learn because they want to speak with people that speak the language. Moreover, Nakanishi (2002:2) explains that integrative motivation comes because of someone's orientation to speak the language in order to enter that community.

However, instrumentally motivated students are students who study the language to do other useful thing, but it does not have significance contribution for themselves as stated by Nakanishi (2002:2). This statement is also approved by Norris (2001:3) that says the purpose of instrumental motivation is based on some specific purposes.

In learning language process, the students can be said as motivated students based on several indicators. Riduwan (2005:21) writes five indicators for motivated students, that are (a) students' diligence, (b) students' willingness to take risk, (c) students' attention, (d) students' achievement and (e) students' autonomy. This statement is proved by Nakanishi (2002:3) that stated students' motivation can be seen from:

a. Confidence and anxiety

Students' (as learners) motivation can be seen from their confidence and anxiety in learning the language.

b. Autonomy

It is related with the frequency of the learning process.

If these two characteristics are owned by the students, it can be said that they will have higher motivation.

In conclusion, motivation is defined as a whole desire from someone's self that will produce a spirit to learn in order to gain the goal. Motivation from someone self is supported by the environment, reward, reinforcement and so on. Those can be the supported motivation or the main motivation because it based on the purpose. If the students do the activity to get a meaningful experience, it means they has intrinsic motivation, on the other hand, if the do the activity given just to get reward and other, they have an extrinsic motivation. The purpose of having some goals also influences someone's motivation. It can be interactively or instrumentally. All kind of motivation cannot be separated. The combination of them will be needed to gain successful language learning.

D. Narrative Texts

There are some definitions proposed by expert about narrative texts. As Pardiyono (2007:94) states that narrative texts are the appropriate texts to tell someone's past experience that show problematic experience and

resolution in order to amuse and give a moral value for the listeners and readers. Narrative texts are kind of text types studied by the students of Senior High School. This text is taught from the first grade until the third grade. In narrative texts, the writer tells series of connected events or actions covered in a story. It can be true story or imaginary story.

There are many types of narrative texts. It can be imaginary of factual. Derewianka (1990:40) states that narrative texts are typically imaginary but can be factual. There are some examples of narrative texts: fairy stories, mysteries, real-life fiction, historical fiction, adventure stories, romance, horror stories, fables and moral tales, myths and legend, historical narratives and personal experience. It is also approved by Pardiyono (2007:94) that says narrative texts can be short stories, film, legend that contain conflict and resolution.

Based on the types of narrative texts above, the students have to understand the generic structure of narrative texts itself. Derewianka (1990:40-43) explains that the organization of narrative texts consist of:

a. Orientation: introduce the main character(s) and possibly some minor character(s), where the action is located and when it is taking place.
b. Complication: a series of events in which the problem is arisen.
c. Resolution: solution of the problem whether for better or for worse.

In more details information, Rohim (2005:22) writes the generic structure of narrative texts:

a. Orientation: sets the scene and introduces the participants

b. Evaluation: a stepping back to evaluate the plight.
c. Complication: a crisis arises.
d. Resolution: the crisis is resolved, for better or for worse.
e. Re-orientation: optional

In the other hand, Pardiyono (2005:97-98) states that there are four elements of narrative texts, they are:

a. Orientation: contain an even.

b. Climax: conflict of an even.

c. Resolution: the way to solve problem of an even.

d. Coda: moral value for an even.

Narrative texts do not only have social function and generic structure, but this also has language features. Derewianka (1990:42) writes about language features of narrative texts. First, narrative texts have to focus on specific and often individual participants with defined identities. Second, they have to use mainly action verbs (material processes) and also verbs which refer to what the human participants said or felt, or thought (verbal and mental processes). Third, they have to use past tense. fourth, narrative texts have to use many linking words to do with time. fifth, they often include dialogue. Sixth, they have to choose descriptive language to enhance and develop the story. Seventh, narrative texts have to be written in the first person (I, we) or the third person (he, she, they).

In addition, Rohim (2005:22) writes the significant lexicogrammatical features. It consists of specific participants, behavioral and verbal processes, use the sequence processes with appropriate conjunction and use of past tense to tell it.

In conclusion, narrative texts are text types that contains evens. The evens are described in chronological order; orientation, complication, resolution and coda. By having all of these elements, narrative texts can amuse or entertain the readers or listeners. In addition, the readers and listeners can get a moral value of narrative texts to be a learning process to change their behavior better.

E. Peer Assessment

Peer assessment is one of authentic assessment in language teaching. Peer assessment means involving the students to make a kind of judgment of their friends' work. According to Stefani (in Bloxham and Boyd, 2007:23), peer assessment is a kind of students' involvement in assessing other students The use of peer assessment can be in teaching listening, speaking, reading and writing. This is a new innovation in learning and teaching.

Using peer assessment in teaching learning process has several benefits. There have been some studies discussed about it. Bostoc, Topping and Falchikov (in Bloxham and Boyd, 2007:23) have the same opinion about the advantages of using peer assessment. Some of the advantages are related to the sense of accountability, motivation and responsibility. In addition, Black et al (in Bloxham and Boyd 2007:23) says that peer assessment will help students to direct self- assessment and become independent learners. This means that peer assessment is a method to mark and create feedback. This can avoid students' opinion about their weakness to assess each other.

In preparing peer assessment activity for oral presentation, there are some steps that should be done; identifying purpose, planning for assessment, developing rubrics and scoring procedures and setting standard, selecting assessment activity and recording information according to O'Malley and Pierce (1996:63).

1. Identifying purpose

   The purpose of using assessment in language teaching is based on what the students' need to listen. This also considers the local curriculum.

2. Planning for assessment

   This step involve deciding whether or not to make an audio or video recording, how often to collect information and provide learner with feedback.

3. Developing rubrics/scoring procedures

   This can be by using rating scale or checklist.

4. Setting standard

   In deciding the setting standard, teachers have to specify what students should know.

5. Selecting the activity

   In selecting the activity, teachers have to consider what the listeners will response.

O'Malley and Pierce (1996:76) describe some assessment activities; oral interview, picture-cued description, stories, radio broadcast, video clips and other. Stories can be applied for peer assessment activity. Moreover, this

can also be used in assessing both listening and speaking skills. In assessing both of these skills; listening and speaking, students have to pay attention to the setting, character(s) and a sequence of even.

In conclusion, peer assessment is an activity that involves students to assess their friends' performance. Peer assessment can be used in teaching listening skill. This activity can improve students' motivation and direct the students to self-assessment. Using peer assessment activity has to use a special rubric. This is done to specify what the students will do.

CHAPTER IV

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

The students have to be high motivated in listening. By implementing the suitable activity, the students' listening motivation can be improved. The activities given by the teacher have to solve the students' learning problems. By knowing the problems, the teacher has to be selective to create the activity based on the problems. To get the students motivated to understand the teaching materials, the teacher is supposed to do the three listening processes (pre-listening, while-listening and post-listening). These three listening processes must be implemented well. The teachers cannot go on to while-listening process without doing pre-listening. This is caused by the students' interest and motivation are built since the first process. The teacher also may not just do one of the three processes because they cannot be separated. If the teacher does not do one of them, the students will be difficult to comprehend the material, as a result they will lose their motivation to listen.

In line with improving the students' motivation in listening to narrative texts, the teacher can use peer assessment activity. By using peer assessment, the teacher involves the students to give judgment about their friends' narratives. It aims to keep the students' concentration while listening to their friends' narratives. As a result, the useless activities while

they are listening can be avoided. Moreover, peer assessment will enable the students enlarge their responsibility to their work. This is because their opinion is needed to give the judgment about their friends' story. By having responsibility to assess their friends' work, they will also improve their confidence to study. The students' self-confidence is also built when they present the story made by themselves.

Utilizing peer assessment activity in improving the students' listening motivation to narrative texts has to be done in group. The teacher needs to know the capability of students before dividing them to groups. This is done to make the students do peer assessment activity easily. So, the students can share each other to give the judgment about their friends' story. Moreover dividing the students to groups can avoid passive group since they are grouped based on their ability. The judgment of the groups will be based on the scoring map that is created by the teachers and finally the final result will be put on the scoring rubric.

Beside improving the students' motivation, peer assessment can also help the students to be more independent learners and responsible learners. The students can study independently because they make their own narrative and present their narrative both in group and class. The students will be more responsible because they are supposed to assess their friends' narrative and give the judgment about it objectively.

B. Suggestions

Based on the conclusion above, the writer would like to give some suggestion for the teachers and the students.

1. The teacher has to be creative in creating the story map and scoring rubric. The variation of those items will affect the students' motivation. The teacher has to see the curriculum being used to create the two items.
2. The teacher has to divide the students to group to do this activity. The members of the groups can be changed if it is needed based on the teacher's observation during the activity.
3. Beside asking the students to create their own narrative, the teacher can also find other narrative texts to be listened to the students. The teacher may read it by his/herself or record it.
4. The students are hoped to use this activity while they are listening. The teacher has to involve the students in listening activity to improve their motivation as well as doing the activity repeatly.
5. The students are suggested to give some inputs such as suggestion for the teacher to make this activity can be more effective.
6. The English researchers are suggested to do classroom action research to see the effectiveness of utilizing peer assessment to improve the students' listening motivation.

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