

**THE EFFECT OF USING DIRECTED LISTENING-THINKING
ACTIVITY TOWARD LISTENING COMPREHENSION OF
THE FIRST YEAR STUDENTS AT STATE
SENIOR HIGH SCHOOL 11
PEKANBARU**



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A thesis
Submitted to Fulfill One of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)



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ACKNOWLEDGMENT



In the name of Allah that is gracious and merciful. Praise is to Allah the lord of universe. Regard and pray to our prophet Muhammad peace upon him.

The paper is submitted to fulfill a partial requirement of getting undergraduate degree at English Education Department of State Islamic University Sultan Syarif Kasim of Riau.

The title of this thesis is The Effect of Using Directed Listening-Thinking Activity toward Listening Comprehension of the First Year Students at State Senior High School 11 Pekanbaru.

In writing this paper, the writer gets many valuable helps, suggests, supports and advices from many people. Therefore the writer wishes to express thanks for all that had helped him in finishing this paper. They are:

1. Prof. DR. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M. Pd the dean of Tarbiyah Faculty and all staff.
3. Dr. Hj. Zulhidah, M. Pd, the person of English Education Department.
4. Dedy Wahyudi, M. Pd, the secretary of English Education Department.
5. Drs. H. Abdullah Hasan, M. Sc, my beloved supervisor who has given the writer correction, advice, motivation and guidance in finishing the thesis.
6. The headmaster of State Senior High School 11 Pekanbaru, Drs. Erdani and Mrs. Safridati S.Pd, the English teacher who have given the opportunity to conduct the research at the school.

7. My beloved parents: My Kind father Nasir and My Mother Saema who have been supporting the writer either in completing her study material, advice, and stimulation.
8. Moreover, my beloved sisters and brothers: Parmawati, Bg Al, Zulfahmi, Ratna, Syafrizal, Eliwati, Nur Fajri and Rosmaini for their praying and moral support and my beloved nephew and niece Hanif, Tazkia, Aini and Nabila. I love you all very much.
9. My classmates, all of the member of E class: Fitha, Dewi, Dian, Rozuna, Genie, Shanti, Herman, Jo, Meri, Feni, Siti, Ela, Putri, Yuli, Sufi, Zelly, Taufik, Yani, Cella, Dita, Fendi, Bella, Khairin, Devi, Muje, Fajri, Iwes Naja, Rani, Rulli, Fina, Ana, and Yudi thanks for your support. We always are a classmates and friends forever.
10. My beloved friends: Zamri, Merda, Mazda, Patma, Tania, Sartika, Ina and other friends which cannot be written one by one who have given me support to accomplish this thesis.
11. Thank for all people who have given the writer the great support in conducting and finishing this thesis.

Finally, the writer realizes that this thesis is so far from being perfect. Therefore, readers' comments, critiques, and constructive suggestion will be very much appreciated.

May Allah Almighty, the lord of universe bless you All. Amien....

The writer

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ABSTRAK

Susilawati (2012): Pengaruh Penggunaan Directed Listening- Thinking Activity terhadap Pemahaman Mendengarkan Siswa Tahun Pertama di SMAN 11 Pekanbaru

Berdasarkan studi pendahuluan penulis, di temukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMAN 11 pekanbaru. Subjek dari penelitian ini adalah siswa tahun pertama SMAN 11, dan objek dari penelitian ini adalah pengaruh dari penggunaan Directed Listening-Thinking Activity. Adapun jenis penelitiannya adalah *Quasi--experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun pertama. Keseluruhan dari jumlah populasi adalah 300 siswa. Dikarenakan jumlah populasinya sangat banyak, peneliti menggunakan *cluster sampling* yang hanya mengambil dua kelas sebagai sample, yaitu: X.5 yang terdiri dari 30 siswa sebagai kelompok experiment dan X.8 yang terdiri dari 30 siswa sebagai kelompok control. Jadi, jumlah sampel dari dua kelas tersebut adalah 60 siswa. Untuk data analisisnya, peneliti menggunakan Independent Sample T-test melalui SPSS versi program16.

Setelah data di analisis, peneliti menemukan pengaruh yang signifikan dari penggunaan Directed Listening-Thinking Activity untuk meningkatkan pemahaman mendengarkan siswa tahun pertama SMAN 11 Pekanbaru, hal ini dapat di lihat dari penghitungan test- t yaitu 3.631. nilai ini lebih besar di bandingkan nilai kritik dalam tabel T yaitu 2.68 untuk taraf 1% dan 2.01 untuk taraf 5%, dengan demikian $2.01 < 3.631 > 2.68$. Oleh karena itu, dapatlah disimpulkan bahwa Alternative Hypothesis (H_a) di terima dan Null Hypothesis (H_o) ditolak.

ABSTRACT

Susilawati (2012): The Effect of Using Directed Listening- Thinking Activity toward Listening Comprehension of the First Year Students of State Senior High School 11 Pekanbaru

Based on the writer's preliminary study, it was found that the students could not comprehend the meaning of texts that they listened. This problem was caused by some factors. For example, some students could not understand about the content of listening text and identify the detailed information of the text. So, the writer was interested in carrying out the research about this problem.

The research was administered at SMAN 11 Pekanbaru. The subject of the research was the first year students of SMAN 11 Pekanbaru, and the object of this research was the effect of Directed Listening-Thinking Activity. The design of this research was Quasi- experimental design.

The population of this research was all of the first year students. The total number of population was 300 students. Because the number of population was large, the researcher used cluster sampling by taking two classes as sample; X.5 consisted of 30 students as experimental group and X.8 consisted of 30 students as control group, so, the numbers of sample from two classes were 60 students. To analyze the data, the researcher adopted Independent sample T-test formula by using SPSS 16 version.

After analyzing the data, the researcher found that there is significant Effect of Directed Listening-thinking Activity toward Listening Comprehension at the First Year students of SMAN 11 Pekanbaru, it can be seen from the result of T-test calculating is 3.631. It is bigger than standard on the critic table of the T-test that is 2.68 in 1% or 2.01 in 5%, it can be read $2.01 < 3.631 > 2.68$. Based on the result above, Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected.

سوسيلا وتي (2012): تأثير

-التفكير الموجهة إلى فهم الطلاب في
المتوسطة العالية

الحكومية 11

بناء على الدراسة الأولية، كشفت الباحثة أن الطلاب لم يفهموا النصوص في كتبهم، وتأتي هذه المشكلة على عدمة العوامل منها: لا يفهم الطلاب على محتويات النصوص و تبيين المعلومات الخاصة في النصوص، ومع ذلك رغبت الباحثة في أداء هذا البحث. انعقد هذا البحث بالمدرسة المتوسطة العالية الحكومية 11 . الموضوع في هذا البحث طلاب الصف الأول بالمدرسة المتوسطة العالية الحكومية 11 . بينما الهدف في هذا البحث تأثير نشاطات الاستماع-التفكير الموجهة. عرض هذا البحث على شبه

الأفراد في هذا البحث جميع طلاب الصف الأول بقدر 300 عينة جمعية مع أخذ الفصلين لعينه، طلاب الصف العاشر الخمسة فيه 30 التجربة، طلاب الصف العاشر الثمانية فيه 30 طالبا للفصل الضبط و مجموع العينات في هذا البحث نحو 50 . في تحليل البيانات استخدمت الباحثة ت-

مستوى الحرية.

بعد تمام تحليل البيانات فإن هناك تأثيرا هاما ن
فهم الطلاب على السمع لطلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية 11
3.631 ما أكبر من المعيار النقدي في
الاختبار و هي 2.68
5 $2.68 < 3.631 > 2.01$. بناء على الحصول السابقة فإن الفرضية البديلة مقبولة و الفرضية الصفرية مرفوضة.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Listening is one of the important skills in learning language, besides speaking, reading, and writing skill. Listening is one of the ways to get information. Gillian Brown states that listening is an activity to put the information they have heard.¹ It means listening is an important skill for students especially in teaching and learning process. Through listening they get knowledge whether electronic media or people. Most of their time is used to sitting in the class and listening to their teacher or friend. Kalayo states that students receive information from the teacher or another by listening as much as 90%². So, if the students do not comprehend listening, they will get difficulties in comprehending language.

There is no doubt that listening is a difficult skill for students to master because English is as a foreign language for them. It is not an easy work. In order to be successful, the teacher must be competent and creative in guiding the students in teaching and learning process especially in listening subject. The strategies used by the teacher should be appropriate to the students' need in each level of education.

¹ Gillian Brown, *Listening to Spoken English (2nd Ed)*, (London: Pearson Education, 1990), p. 148

² Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 89.

Learning English is inseparable from the four skills which the students should master at the end of learning process; they are listening, speaking, reading, and writing. James Asher in Brown stated that listening was a major component in language learning and teaching³.

As one of the skills, listening has a main function for the students in increasing their knowledge. So that listening is very necessary for the students in order to enable them to understand the information in English that they listen. Listening is not easy to master, because the listeners should have ability to comprehend the message, many students fail in listening class because they cannot catch the point of the message.

The aim of English learning in Senior High School is to achieve the given literacy level. That is informational level. It is the level of literacy where the students are able to access knowledge with the medium of English language.⁴

State Senior High School 11 Pekanbaru is one of state senior High Schools in Pekanbaru city. This school uses School-Based Curriculum as a guide of English teaching and learning in this school. English is taught 4 periods in a week with duration 45 minutes per period. This curriculum also gives priority for listening skill by applying the four basic competences as explained above. However, the English

³ H. Douglas Brown, *Teaching by Principles: An Interaction Approach to Language Pedagogy* (Englewood, New Jersey: Prentice Hall. Inc,1994), p.234

⁴Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Ibid*, p.2

teacher has done efforts to increase students' ability especially in listening. But, the students still get obstruction in listening comprehension.

Based on the experiences of the English teacher of SMAN 11 Pekanbaru, they got some difficulties in teaching listening comprehension; many students have difficulty in expressing their ideas to get understanding what the native speakers say. Those difficulties can be from many factors, such as lack of mastering grammar, mastering vocabulary and never try this hear to listen English teaching media and sophisticated appliance using English. The problems that faced by the students are indicated in some symptoms as follows:

1. Some students cannot catch the keyword from the listening text
2. Some students do not pay attention in teaching and learning process especially in listening
3. Some students are not able to answer the question related to the listening text
4. Some students are not able to respond to what they have listened
5. Some of students are not able to recognize the message that conveyed to them
6. Particularly, students' listening scores are unsatisfied

In learning process, teacher must have ability to use some learning techniques in order to make students active. Actually, there are some methods that can be used in listening comprehension; one of them is Directed Listening-Thinking Activity. It is used in the building knowledge phase of a lesson, the parts of a lesson in which students inquire to make meaning. In this activity, students listen to a story that is told

or read to them and make predictions about what will come next. They are asked to confirm their predictions from time to time with information from the text, and to make new predictions⁵.

In this research, the writer is interested in carrying out a research entitled: The Effect of Using Directed Listening-Thinking Activity toward Listening Comprehension of the First Year Students at State Senior High School 11 Pekanbaru.

B. The Definition of the Term

In order to avoid misunderstanding and misinterpretation about the topic of this research, the writer defines the following terms:

1. Effect

Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables⁶. In this research, the terms effect refers to the effect of Directed Listening-Thinking Activity toward listening comprehension of the first year students at State Senior High School 11 Pekanbaru.

2. Directed Listening-Thinking Activity

The Directed Listening-Thinking Activity is a method of telling or reading a story to the whole class, stopping to ask for predictions, and later for

⁵ Alan Crawford et al, *Teaching and Learning Strategies for the Thinking Classroom* (New York: The International Debate Education Association, 2005), p.91

⁶ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, third Edition (New York: Pearson Education, 2002), p.175

confirmations of those predictions⁷. In this research, the researcher applied this method to know is there any significant effect of using this method toward listening comprehension of the first year students at State Senior High School 11 Pekanbaru.

3. Listening Comprehension

The process of understanding speech in a first or second language⁸. Listening comprehension in this research is defined as students' ability in understanding the message and given respond what they heard. Therefore, the researcher used Directed Listening-Thinking Activity to know its influence towards students' listening comprehension.

C. The Problem

1. The Identification of the Problem

Based on the background and phenomena of this research, the problems are identified into the following identification:

1. What factors make the students are not able to catch the keyword from the listening text?
2. Are the students able to pay attention in teaching and learning process especially in listening?
3. Are the students not able to answer the question related to the listening text?

⁷ Alan Crawford et al, *Teaching and Learning Strategies for the Thinking Classroom* (New York: The International Debate Education Association, 2005),p.90

⁸ Jack C. Richards and Richard Schmidt, *Op cit*, p.313

4. Are the students able to respond what they listened?
5. Do the students able to recognize the message that conveyed them?
6. Is the use of DLTA effective to improve the students' listening comprehension?

2. The Limitation of the Problem

Based on the identification of the problem above, the writer focuses this research on using directed Listening-thinking activity toward listening comprehension of the first year students at State Senior High School 11 Pekanbaru.

3. The Formulation of the Problem

Based on the explanation above, the writer would like to state the formulation of the problems in the following question:

1. How is the students' listening comprehension taught by using Directed Listening-Thinking Activity of the first year students at SMAN 11 Pekanbaru?
2. How is the students' listening comprehension taught without using Directed Listening-Thinking Activity of the first year students at SMAN 11 Pekanbaru?
3. Is there any significant effect of using Directed Listening-Thinking Activity toward listening comprehension of the first year students at SMAN 11 Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

The objective of the research is as follows:

- a. To find out the students' listening comprehension taught by using Directed Listening-Thinking Activity of the first year students at State Senior High School 11 Pekanbaru.
- b. To find out the students' listening comprehension taught without using Directed Listening-Thinking Activity of the first year students at State Senior High School 11 Pekanbaru
- c. To find out the effect of using Directed Listening-Thinking Activity toward listening comprehension of the first year students at State Senior High School 11 Pekanbaru.

2. The Significance of the Research

- a. To fulfill one of the requirements of S.1 degree of Education at English Education Department of Education and Teachers Training Faculty of State Islamic University of Riau.
- b. To give positive contribution in teaching and learning process in listening subject at the first grade students of state senior high school 11 Pekanbaru
- c. To give information and solutions for the English teacher and others who concern in learning English by using Directed Listening-Thinking Activity to obtain listening comprehension.

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Listening Comprehension

Listening comprehension is one of the most important and fundamental of the four skills in language learning. Listening is assuming greater and greater importance in foreign language classrooms. Jack states that listening is a vital in the language, because it provides input for the learner.¹ According to Caroline, listening is a foundation for other skills.² By listening, students prepare to replicate the sounds when they speak and good listening can prepare students to develop reading comprehension skill.

In addition, Nation states that the early of language development depends on listening.³ Learner can get the knowledge or message from the teacher if they pay attention to listen to the teacher. It means that listening is the activity of hearing to the sound. According to John Field listening is a skill which impact in specific ways upon the classroom context in general and upon in individual learner

¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p. 238

² Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies Inc, 2005), p. 25

³ I.S.P Nation and Jonathan Newton, *Teaching ESL/ EFL Listening and Speaking* (New York: Roulledge, 2009), p.37

in particular.⁴ In conclusion, listening comprehension is an ability of persons in understanding the message and giving response what they have heard.

In addition, Murphy⁵ says that there are three activities for listening, they are:

- a. Hearing to what is being communicated
- b. Storing and correlating the information
- c. Reacting

These three stages explain about the process of listening. First, one hears what is being said by other people, then stores it to brain and analyze the information and the last is to reacting the information. One can react the information that he has heard well is called good listener.

As a foreign language listener, it is very important how to be a good listener. There are some important elements that should be done when they are listening English. They should be able to understand intonation and stress, predict, and understand different accent and colloquial vocabulary.

The most widely known of the models of listening are: the bottom-up model, the top-down model, and the interactive model⁶.

⁴ John Field, *Listening in the Language Classroom* (Cambridge: Cambridge University Press, 2008), p.56

⁵ Murphy, 1994; in Sulatin, *A Descriptive Study on the Ability of Listening Comprehension at the Third Year Students of State Islamic University of Suska Riau* (Unpublished Thesis, 2003), p.8

⁶ John Flowerdown Lindsay Miller, *Second Language Listening: Theory and Practice* (Cambridge University Press, 2005), p.24-26

a. The Bottom-Up Model

The first model of listening to be developed was the bottom-up model. According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them. According to this model, therefore, the different types of knowledge are necessary in the listening process which is applied in a serial, hierarchical fashion. Bottom-up models of text processing follow a traditional view of communication as the transmission of information.

b. The Top-Down Model

Top-down models emphasize on the use of previous knowledge in processing a text rather than relying upon the individual sounds and words. The top-down model is developed when researchers consider the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context. For example, when presented with the sound /m_/ it is not possible to predict which sound follows it. However, if presents with this sound in a context such as “The cat sat on the /m_/,” then it is quite easy to predict that the following sound is likely to be /t/. This suggests that listeners rely on more than just the acoustic signal to decode a verbal message; they rely on the prior contextual knowledge as well.

c. The Interactive Model

If listening involves both bottom-up and top-down processing, it follows that some sorts of models that synthesize the two are required. We have in the so-called interactive model, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly.

Clark & Clark in Brown stated that there are eight processes involved in comprehension:

- a. The hearer processes what we will call raw speech and holds an image of it in short-term memory. This image consists of the constituents (phrases, clauses, cohesive markers, intonation, and stress patterns) of a stream of speech.
- b. The hearer determines the type of speech event that is being processed.
- c. The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and content.
- d. The hearer recalls background information (or a schema) that is relevant to the particular context and subject matter.
- e. The hearer assigns a literal meaning to the utterance.
- f. The hearer assigns an intended meaning to the utterance.
- g. The hearer determines whether information should be retained in short-term or long term memory.

- h. The hearer deletes the form in which the message was originally received⁷.

2. Students' Listening Comprehension

Listening is one of the components that must be mastered by the students to reach the goal of language. In listening, usually the students have some preconceived idea, formality level and so on of the content of discourse the students are about to hear. Mary Underwood states that listening is the activity of paying attention to and trying to get meaning from something we hear⁸. Listening comprehension is produced when the students as listeners understand and get the point from what they hear.

Listening also need response from the learners. William in Junainah stated that the nature of the learner's response is important for three main reasons as follows:

- a. First, it is the need to produce an overt response that provides learners with their immediate motivation for listening.
- b. Second, it orients them towards certain kinds of meaning and thus helps them to structure their listening activity.

⁷ H. Douglas Brown, *Teaching by Principles: An Interaction Approach to Language Pedagogy* (Englewood, New Jersey: Prentice Hall. Inc, 1994), p.235-236

⁸ Mary Underwood, *Teaching Listening* (New York: Longman Group. Inc, 1989), p.1

- c. Third, some kinds of response (notably the second category above) provide learners with a framework for conceptualizing the central meanings of the text and for relating them to each other⁹.

However, this immediate response will not necessarily be the ultimate purpose of the listening. It may also solve as a preliminary to some other activity.

3. The Factors Influencing Students' Listening Comprehension

The influential factors of the students' listening comprehension may not be separated with the influential of students in learning process. Purwanto has stated that there are two big factors that influence students in learning process. They are as follows:¹⁰

a. The Internal Factor

Internal factors which include psychological aspects, such as interest, motivation, attitude and talent.

b. The External Factors

The external factors, which include environment factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration)

The first key to listening effectively is the concentration. Concentration is closely related to interest and attention. Martin states concentration is ability to

⁹ Junainah, *Students' Ability in Listening Comprehension at the Second Year Students of the English Education Department of UIN SUSKA RIAU* (Unpublished, 2008)

¹⁰ Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: Remaja Rosda Karya, 2004), p.107

give your full attention to something¹¹. Concentration is the essence of effectively listening in this context, concentration means giving exclusive attention to the matter in hand and this is not easy for any length of time unless we chance to be deeply interested in what is being said. Concentration is easiest where interest is deepest and concentration to be sustained interest must maintain. Where interest is present it will not usually be difficulty concentration. The fact that he is aware of being watched helps him feel that he has the interest and attention of his listeners.

It is very urgent, for listeners, to pay more attention when other people speak up. Sometimes they cannot grasp all messages because they are not totally awareness to what the speaker's said. To be good listeners, people have to complete both bottom up and top down strategies in reconstructing messages. David Nunan stated that bottoms up can be depicted where by listeners try to retrieve some information from tape recorder then will be written down what they can recall it. While top down strategy is the way in which listeners are acquired to read such as a topic then they provided the same topic¹². Finally, they have to recall what speaker said.

Based on the explanation above, we can conclude that concentration is one factor that influencing the students' listening comprehension. Moreover, concentration includes one of internal factor.

¹¹ *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 2000), p.84

¹² David Nunan, *Language Teaching Methodology* (America: Prentice Hall International, 1991), p.25

4. The Nature of Directed Listening-Thinking Activity

We know that students are active processors of information. We also know that students will comprehend more and better if "new" information is related to "known" information. It builds on what students already know and shows them how to apply this prior knowledge to new situations.

While the DLTA is an effective technique for activating prior knowledge and engaging the whole class, it is not meant to supplant instruction where students are reading on their appropriate level. The Directed Listening-Thinking Activity teaches students to listen or read actively, develop skill in comprehension of narratives, and use their awareness of genre and their understanding of plot structures to guide predictions¹³.

Step 1 : Introducing the Story and Predicting

Teachers can introduce a story like *The Three Billy Goats Gruff* by showing students the cover of the book and reading the title. After discussing the title, the cover, and some of the pictures, the teacher may ask students to make a prediction about the story. This is usually accomplished by asking a series of questions such as:

- a. What do you think this story may be about?
- b. What do you think might happen in this story?
- c. Do the pictures give you any clues about what might happen?

¹³ Alan Crawford et al, *Teaching and Learning Strategies for the Thinking Classroom* (New York: The International Debate Education Association, 2005), p.91

Sometimes the teacher may read the first few paragraphs of the story to provide students with enough information to make reasonable predictions. Following an initial discussion, students decide which of the predictions they wish to accept. This process can be also facilitated by asking questions such as:

- a. Which of the ideas do you think about how the story will turn out do you think is most likely correct?
- b. Have you ever wished that you could live somewhere else?
- c. Have you ever thought some of your friends have a better life than you do?

Relating questions to the real-life experiences of the children help them make vital connections with their background knowledge and experience to guide their predictions.

Step 2 : Listening, Thinking, and Predicting

Once students commit to a prediction, they have in effect set their own purpose for listening as the teacher reads the story aloud. As the story unfolds during the reading, students begin to confirm, reject, or modify their predictions. The teacher usually stops at key points in the story and asks students more questions. These questions are meant to involve children in confirming, rejecting, or modifying their predictions using the new information they have heard. Teachers may ask questions such as:

- a. Have you changed your original predictions about how the story will turn out?
- b. What do you think will happen next?
- c. If ... happens, how will that change your ideas?

The teacher continues to read the story aloud, stopping at key points in the story to repeat this procedure until the end of the story is reached.

Step 3: Supporting with Evidence

During the final part of the DLTA, the teacher asks students to remember information from the story to support their predictions. She may also ask students to recall which information in the story caused students to change their predictions. Again, the teacher uses questioning to invite students to respond to the story. Examples of such questions follow:

- a. Can you remember how many times your predictions changed?
- b. What happened in the story that caused you to change your predictions?

The Directed Listening-Thinking Activity is used when the teacher has only one copy of a text, or wants to engage the students in understanding a story without their having to read it. The activity may be used to teach students to comprehend better, or it may be a means of having students listen attentively to a text that will be discussed in depth later.

5. Using Directed Listening-Thinking Activity towards Listening Comprehension

The DLTA provides teachers with a structure for introducing and discussing stories read aloud to children while supplying the children with a generalizable framework for listening to these stories. In this activity, students listen to a story that is told or read to them and make predictions about what will come next¹⁴. Research has shown that using a DLTA significantly increases children's listening comprehension of a story.

Listening as comprehension is the traditional way of thinking about the nature of listening. Listening is the main function of listening in second language learning to facilitate understanding of spoken discourse. Mary stated that “ if our students do not learn to listen effectively, they will be unable to take part to oral communication¹⁵. Merely to hear what the speaker says is insufficient for communication to occur. When nobody listen to a speaker or when a listener fails to understand the message, we say that communication has broken down.

From the explanation, by using DLTA to teach the students in listening activity it can increase their listening comprehension and make them enjoy in the classroom.

¹⁴ Alan Crawford et al, *Teaching and Learning Strategies for the Thinking Classroom* (New York: The International Debate Education Association, 2005), p.91

¹⁵ Mary Underwood, *Op cit*, p.4

B. Relevant Research

Syafii states that relevant research required to observed some previous researches conducted by other researchers in which they are relevant to our research itself¹⁶. Besides, we have analyzed what the point that was focused on, inform the designs, finding and conclusion of the previous research, that of:

1. Sumiati

In her research conducted a research which entitled “*The Effect of Using Three-Step Interview Strategy Toward Students’ Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency*”¹⁷. This research was an experimental research. This research aimed to know the effect using Three-Step Interview toward listening comprehension. She found that students’ listening comprehension increased by using Three-Step Interview Strategy. She also found there is significant effect of using Three-Step Interview toward students’ listening comprehension

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is the concept used to clarify the theories

¹⁶ M. Syafii, *A Writing of English for Academic Purposes* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p.122

¹⁷ Sumiati, *The Effect of Using Three-Step Interview Strategy Toward Students’ Listening Comprehension at the First Year of State Senior High School Dharma Pendidikan Kempas District of Indragiri Hilir Regency* (Unpublished, 2012)

use in the research. There are two variable used in the research, they are variable X and variable Y. Directed listening-thinking activity is as variable X that gives the effect toward students' listening comprehension as variable Y. The indicators are as follow:

1. The indicators of directed listening-thinking activity are as follow:
 - a. The teacher chooses a predicable story for sharing with the class.
 - b. The teacher chooses stopping points—places where something is about to happen or a question is about to be answered. There should be around five of these—more will break up the flow of the story, and momentum (and interest) will be reduced.
 - c. The teacher may share just the title, and explain the genre of the story (folktale, realistic fiction, fable, myth, etc.) and ask students what things they think might happen in it. The teacher presses the students to make the most specific predictions they can. After the predictions have been made, the teacher challenges students to decide which predictions they think will come through (even if someone else made them), and then listen carefully to see what will happen.
 - d. The teacher reads or tells the next section of the story up to the next stopping place, asks which predictions are coming true, and what makes students think so. Then students are asked to make more predictions and the prediction and confirmation cycle continues until the story is finished.

- e. After the story is finished, students are asked to reflect on their predictions. Which predictions turned out to be accurate? How were they able to make them? How did their awareness of the genre, plot, or theme of the story help them predict what would come next? What advice would they give other students for making accurate predictions?¹⁸
2. The indicators of listening comprehension are as follow:
 - a. Identify the main idea from the text that they listened
 - b. Identify the characters from the text that they listened
 - c. Identify the sequence of event in the text that they listened
 - d. Identify what the happened from the text that they listened
 - e. Identify the communicative purpose in the text that they listened¹⁹

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that the students who are taught by using directed listening-thinking activity will have better listening comprehension. Furthermore, the better implementation of directed listening-thinking activity in listening subject, the better listening comprehension.

¹⁸ Alan Crawford et al, Op cit, p.92

¹⁹ Syllabus kelas X SMAN 11 Pekanbaru

2. The Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

a. The Alternative Hypothesis (H_a)

There is significant effect of directed listening-thinking activity toward listening comprehension at the first year students of SMAN 11 Pekanbaru.

b. The Null Hypothesis (H_0)

There is no significant effect of using directed listening-thinking activity toward listening comprehension of the first year students at SMAN 11 Pekanbaru.

CHAPTER III

RESEARCH METHOD

A. The Research Design

The type of this research is a quasi experiment research. According to Gay and Airasian, experimental research is “the only type of the research that can test hypotheses to establish cause and effect relationship”¹. Then, Jhon W. Cresswell states that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable². The design of the research is *pre* and *post test* design, which uses two groups as a sample.

In conducting the research, the first year students of State Senior High School 11 Pekanbaru were participated. The students were administered by giving pre-test at the beginning in order to find out their abilities in listening comprehension. After that they were given the treatment at the middle. At the end, post-test they were administered. In the research, the pre-test and post-test were compared in order to determine the effect of using Directed Listening-Thinking Activity toward students’ listening comprehension. According to Sukardi, the design of this research can be illustrated as follows³:

¹L.R. Gay and Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc, 2000), p. 367

²Jhon W. Cresswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education, 2008), p. 299

³ Prof. Sukardi, Ph.D, *Methodologi Penelitian Pendidikan: Kompensasi dan Praktiknya* (Jakarta:Bumi Aksara, 2010), p. 186

Table 1
The Research Design

Group	Pre-test	Treatment	Post-test
E	T1	X	T2
C	T1	-	T2

Explanation: E = Experimental class

C = Control class

T1 = Pre-test to experiment class and control class

T2 = Post- test to experimental and control class

X = Receive to experiment using Directed listening-Thinking Activity

1. Procedures of collecting data for experimental group

a. Pre-test

The pre-test was carried out to determine the students' listening comprehension with their score.

b. Treatment

The treatment was conducted for experimental group by using Directed Listening-Thinking Activity applied for about eight meetings.

c. Post-test

After conducting the treatment, the post-test was administered and analyzed as final data of this research. The post-test given was the same test as the pre-test.

2. Procedures of collecting data for control group

a. Pre-test

The control group was given pre-test to determine their listening comprehension. The test was the same as for experimental group.

b. No treatment

c. Post-test

Post-test was also given to control group and the result was analyzed and used as final data for this research.

B. Location and Time of the Research

The location of the research was conducted at State Senior High School 11 Pekanbaru at Segar Indah street. The research was done for two months, started on March and April 2012.

C. Subject Object of the Research

The subject of this research was the first year Students of State Senior High School 11 Pekanbaru and the object of this research was the effect of using Directed Listening-Thinking Activity toward Listening Comprehension.

D. Population and Sample of the Research

The population of this research was the first year Students of State Senior High School 11 Pekanbaru in 2011-2012 Academic year. It consists of ten classes. The number of students was 300 students.

Table 2
The Total Population of the First Year Students
of SMAN 11 Pekanbaru 2011-2012

No.	Class	Total
1.	X1	30
2.	X2	30
3.	X3	30
4.	X4	30
5.	X5	30
6.	X6	30
7.	X7	30
8.	X8	30
9.	X9	30
10.	X10	30
	Total	300

The total of the population was 300 students. The writer took two classes as the sample of the research. The writer used cluster sampling to determine the sample. One class was a treatment class or experimental class and the other was a control class. The writer named cards based on every first year class in State Senior High School 11 Pekanbaru, X.1, X.2, X.3, X.4, X.5, X.6, X.7, and X.8, X.9, X.10. After mixing those cards, the writer took two cards randomly as a

sample of research. It was class X.5 for experimental class and X.8 for control class.

The spesification of the research sample can be seen on the table below:

Table 3
Total Sample of the First Year
Students at State Senior High School 11 Pekanbaru

Sample	Female	Male	Total
X.5	17	13	30 Students
X.8	16	14	30 Students
Total	33	27	60 Students

E. Technique of Collecting Data

In this research, the researcher uses test as instrument to collect data. The test is used to find out the students' comprehension in listening. The data of this research are the score of the students' listening comprehension obtained by using listening test. The number of the question is 20 questions. The questions were related to the indicators of listening comprehension. The test was divided into two kinds of tests; pre-test and post-test. Pre-test was given just one time before treatment and post-test was also given one time after treatment. The purpose of giving pre-test was to know the students' ability in listening comprehension. Then, the purpose of the post test was to know about the significant effect of using Directed Listening-Thinking Activity toward students' listening comprehension of the first year students at Sate Senior High Scholl 11 Pekanbaru. The questions script of the pre-test can be seen in appendix 5 and post-test in appendix 6.

F. The Validity and Reliability of the test

1. The Validity of the Test

According to Gay,⁴ validity is the appropriateness of the interpretations made from the tests score. Furthermore, Gay says that there are three kinds of validity. They are content validity, criterion-related validity, and construct validity. All of them have different usage and function.

Content Validity is used to compare content of the test to the domain being measured. Gay also states that there is no formula used in this kind of validity and there is no way how to express it quantitatively.⁵ Content validity just focused on how well the items represent the intended area. It means that the content of the curriculum of a course that must be mastered by the students becomes the standard in determining the validity. To determine the validity using such a validity is by referring to the material given to the students based on the curriculum.

Based on the explanation above, the writer used the content validity to measure whether the test was valid or not in this research. In other words, the tests given to the students were based on the material that they have learned.

To obtain the data about the contribution of Directed Listening- Thinking Activity toward students' listening comprehension, the writer acquired to show each score. It was used based on the most important characteristic of an item to be

⁴ L.R. Gay and Peter Airasian, Op. Cit p. 161

⁵ *Ibid.*, p. 164

accurately determined by its difficulty. Then, the test given to students was considered not too difficult or not too easy. Item difficulty is determined as the proportion of correct responses. This is held pertinent to the index difficulty, in which it is generally expressed as the percentage of the students who answer the questions correctly.

The formula for item difficulty is as follows:

$$FV = \frac{R}{N}$$

Where FV : Index of difficulty or Facility value

R : The number of correct answers

N : The number of examinees or students taking the test

The formula above was used to find out the easy or difficulty of each item test that the researcher gave to the respondents. The items that did not reach the standard level of difficulty were excluded into new items appropriate. Heaton⁶ stated that prepared in practice to accept items with facility between 0.30 and 0.70.

The standard level difficulty is < 0.30 and > 0.70 . Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”. It can be seen in the following tables:

⁶ Heaton, J.B. *Writing English Language Test*. New York. Logman Inc. 1988. P.178-179

Table 4
Indicator 1
Students are able to Identify the Main Idea

Indicator	Identify the main idea				N
Item no.	5	9	12	16	30
Correct	17	14	16	15	
P	0.56	0.46	0.53	0.5	
Q	0.43	0.53	0.46	0.5	

Based on the table 8 above, the proportion of correct answer for item number **5** shows the proportion of correct **0.56**, item number **9** shows the proportion of correct **0.46**, item number **12** shows the proportion of correct **0.53**, item number **16** show the proportion of correct **0.5**. Based on the standard level of difficulty “p” <0.30 and >0.70 , it is pointed out that item difficulties in average of each item number for identifying the main idea are accepted.

Table 5
Indicator 2
Students are able to Identify the Characters

Indicator	Identify the Characters				N
Item no.	1	7	13	19	30
Correct	14	16	15	17	
P	0.46	0.53	0.5	0.56	
Q	0.53	0.46	0.5	0.43	

The description of the table above is that indicator 2 consists of four items in listening comprehension test. Item number 1 shows the proportion correct **0.46**,

item number 7 shows the proportion correct **0.53**, Item number 13 shows the proportion correct **0.5** and item number 19 shows the proportion correct **0.56**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

Table 6
Indicator 3
Students are able to Identify the Sequence of the Event

Indicator	Identify the Sequence of the Event				N
Item no.	4	8	11	20	30
Correct	16	13	17	12	
P	0.53	0.43	0.56	0.4	
Q	0.47	0.56	0.43	0.6	

Based on the interpretation of the indicator 3 above, every score in the middle is 0.30 to 0.70. For question number 4, the item difficulty is in **0.53**. The proportion correct of question number 8 is **0.43**. The item difficulty of question number 11 is **0.56**. The last is question number 20 which is also **0.4**. So, all of the items in listening comprehension test are very reliable. The items for indicator 3 are accepted.

Table 7
Indicator 4
Students are able Identify what the Happened

Indicator	Identify What the Happened				N
Item no.	2	10	14	17	30
Correct	16	12	15	14	
P	0.53	0.4	0.5	0.46	
Q	0.46	0.6	0.5	0.53	

The result of standard of difficulty of items in indicator 4 shows average and high for each item. Item number 2 shows the proportion correct **0.53**, item number 10 shows the proportion correct **0.4**, Item number 14 shows the proportion correct **0.5** and item number 17 shows the proportion correct **0.46**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items for indicators 4 are accepted.

Table 8
Indicator 5
Students are able to Identify the Communicative Purpose

Indicator	Identify the communicative purpose				N
Item no.	3	6	15	18	30
Correct	17	15	16	14	
P	0.6	0.5	0.53	0.46	
q	0.4	0.5	0.46	0.53	

In identifying communicative purpose, the question number 3 is **0.6**. The question number 6 shows the proportion correct **0.5**. The question number 15 shows the proportion correct **0.53**. The last is question number 18, the proportion correct is **0.46**. The interpretation of standard difficulty must be in the middle of 0.30 to 0.70. Every item is in average, so the items of the test are accepted.

2. The Reliability of the test

According to H. Douglas Brown⁷, that reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The reliability coefficients for good identified kinds of text structure text and reading comprehension test are expected to exceed 0.0 and closed 1.00 Heaton states that, the reliability of the test is considered as follows:

1. **0.0 – 0.20** = Reliability is low
2. **0.21 – 0.40** = Reliability is sufficient
3. **0.41 – 0.70** = Reliability is high
4. **0.71 – 1.0** = Reliability is very high⁸

⁷H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 19-27

⁸ J.B. Heaton, *Writing English Language Tests*. (New York: Cambridge University Press, 1988), p. 164

To obtain the reliability of the test given, the researcher used the formula as follows⁹:

$$KR\ 20: r_t = \frac{n}{(n-1)} \left\{ \frac{st^2 - \sum pq}{st^2} \right\}$$

Where:

n : number of items on the instrument

Pi : proportion of subjects who answered the item correctly

Q : proportion of subject who answered the item wrong (1-Pi)

$\sum pq$: the multiplication result between p and q

St² : total variance

Furthermore, to obtain the reliability of the test given, the data should be looked for first and then analyze it manually by the formula of statistic above (see the appendix to know the process of finding data). The data needed had been found after it was calculated, they are as follows:

$$\begin{aligned} X_t^2 &= X_t^2 - \frac{(X_t)^2}{n} \\ &= 5154 - \frac{(392)^2}{30} \\ &= 5154 - (13.06)^2 \\ &= 5154 - 170.56 \\ &= 4983.44 \end{aligned}$$

⁹ Sugiyono. *Statistik untuk Penelitian*. Bandung: Alfabeta. 2007. p. 359

$$\begin{aligned}
 St^2 &= \frac{\sum X_i^2}{n} \\
 &= \frac{4983.44}{30} \\
 &= 166.11
 \end{aligned}$$

In calculating by reliability test. The researcher used the formula as follows¹⁰:

KR 20:

$$r_t = \frac{r}{(n-1)} \left\{ \frac{st^2 - \sum pq}{st^2} \right\}$$

$$r_t = \frac{30}{(30-1)} \left\{ \frac{166.11 - 6.09}{166.11} \right\}$$

$$r_t = \frac{30}{29} \left\{ \frac{160.02}{166.11} \right\}$$

$$r_t = 1.03 \times 0.611$$

$$r_t = 0.62$$

Based on the result above, it can be also stated that the reliability was **high**

F. Technique of Analyzing Data

To analyze the data, in order to find out whether there is a significant effect of using directed listening-thinking activity toward listening comprehension, the researcher established categories to classify the result of the test as main instruments of this research. Sudijhono in Putri categorized levels of listening comprehension achievement into five categories level¹¹. They are as follows:

Table 9
The categorizing Level of Scoring Listening Comprehension

SCORE	CATEGORY
80 – 100	Very good
66 – 79	Good
56 – 65	Enough
46 – 55	Less
0 – 45	Fail

After the scores were categorized, these scores were analyzed by using statistical analysis. The data was analyzed by using T-test (independent sample t-test), and it was calculated by using software SPSS 16.

The t-table was employed to see whether or not there was significant different between the mean score in both experimental and control groups.

¹¹Sudhjono, 2003; in Rima Dewi Putri. *The Effect of Using Song in Increasing Students' Listening Ability at the Second Year Students of SMAN 1 Kuantan Hilir* (unpublished Thesis, 2008), p.14

Statistically hypothesis:

$$H_0 = t_0 < t \text{ table}$$

$$H_a = t_0 > t \text{ table}$$

Criteria for hypothesis:

1. H_0 is accepted if $t_0 < t \text{ table}$ or it can be said that there is no significant effect of Directed listening-Thinking Activity toward listening comprehension of the first year students at State Senior High School 11 Pekanbaru
2. H_a is accepted if $t_0 > t \text{ table}$ or it can be said that there is a significant effect of Directed listening-Thinking Activity toward listening comprehension of the first year students at State Senior High School 11 Pekanbaru.

The following steps how to analyze data based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Descriptive Statistics*, and click *Frequencies*.
3. From the menu click your variables, and press the narrow button.
4. From the analysis setting, click *Statistics* that will show *frequencies: statistics*, it consisted of four analysis group:
 - a. *Percentile Values*, click *Quartiles* and *Percentiles (s)*.
 - b. *Central Tendency*, click *Mean*, *Mode*, and *Sum*.

- c. *Dispersion*, click Std. deviation, Variance, Range, Minimum, Maximum, and S.E. mean.
 - d. *Distribution*, click Skewness and Kurtosis, and then click continue.
5. From the *Format* analysis setting, at *Order by* menu click *Ascending Values*, at *Multiple Variables* click *Compare Variables*, and then click continue. (Hartono: 31-39).

To know the reliability of the test, we must know: (a) the mean score, (b) the standard deviation of the test, and (c) Cronbach's Alpa. The following steps how to get the result based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Scale*.
3. From the menu click your variables, and press the narrow button.
4. From *statistics*, click item and scale, at inter-item; click correlation, at summaries; click means and correlation, and then click *ok* to end this process and you will see the output data of SPSS automatically.

The following steps how to get the result based on SPSS 16.0 for windows-statistical software are:

1. Open the students test file.
2. From the menu of SPSS, click *Analyze* and then click sub menu *Compare Means*, and click *Independent-Samples T Test*.

3. From the menu click your variables, and press the narrow button, and then click *ok* and then click *ok* to end this process and you will see the output data of SPSS automatically.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

1. The Technique of Collecting Data

The purpose of the research is to obtain the effect of directed listening-thinking activity on listening comprehension of the first year students at State Senior High School 11 Pekanbaru. The data of the research was the score of the students' pre-test and post-test. Before treatment, the researcher administered pre-test and post-test after that. In the research, the total scores of pre-test and post-test were significantly different.

The data were obtained by giving post-test to the experimental class. The result of listening test was evaluated by concerning five components:

- a. Identify the main idea,
- b. Identify the characters,
- c. Identify the sequence of event,
- d. Identify what happened,
- e. Identify the communicative purpose,

Table 10
The Statistics of Experiment and Control Class

		Experimental class	Control class
N	Valid	30	30
	Missing	30	30
Mean		66.8333	59.1667
Median		65.0000	60.0000
Mode		65.00	60.00
Std. Deviation		8.35457	7.99605

Based on the table, experimental class had mean (66.8333), median (65), and standard deviation (8.35457). Control class got mean (59.1667), median (60) and standard deviation (7.99605).

2. The Technique of Analyzing Data

In order to find out whether or not there was a significant effect of using Directed Listening-Thinking Activity toward listening comprehension, the data were analyzed statistically. In analyzing the data, the writer used scores of the experimental and control class. The data were analyzed by using the statistical method. In this research, the researcher used t-test as formula as follows¹.

$$t_o = \frac{M_x - M_y}{\sqrt{\left[\frac{SD_x}{\sqrt{N-1}}\right]^2 + \left[\frac{SD_y}{\sqrt{N-1}}\right]^2}}$$

¹Hartono. *Statistik untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2009), p.208

Where

t_o : The value of T-obtained

M_x : Mean score of experimental sample

M_y : Mean score of control sample

SD_x : Standard deviation of experimental class

SD_y : Standard deviation of control class

N : Number of the students

The t-test is obtained by considering the degree of freedom $(df) = (n_1+n_2)-2$.

Statistically the hypotheses are:

H_a : $t_o > t\text{-table}$

H_o : $t_o < t\text{-table}$

H_a is accepted if $t_o > t\text{-table}$ or there is a significant effect of using Directed Listening-Thinking Activity to improve listening comprehension.

H_o is rejected if $t_o < t\text{-table}$ or there is no significant effect of using Directed Listening-Thinking Activity to improve reading comprehension.

3. The Data of Pre-test and Post-test

This research aims to measure the students' score to know the effect of Directed Listening-Thinking Activity toward students' listening comprehension of the first year students of State Senior High School 11 Pekanbaru. The first step in collecting data in this research, the writer gave pre-test to both of group in order to know their comprehension in listening before being taught by Directed Listening-Thinking Activity. Then, the writer gave post-test to both of groups in order to know the effect of using Directed Listening-Thinking Activity toward students' listening comprehension.

A. Students' listening comprehension taught by using directed listening-thinking activity

The data of students' listening comprehension taught by using Directed listening-thinking Activity were gotten from pre-test and post-test of X.5 class as experimental group. There were 20 questions in listening comprehension test of experimental group. The total number of the students (respondents) in experimental group was 30 students. The description of the students' score in listening comprehension test of experimental group can be seen below:

Table 11
The Score of the Students' Listening Comprehension Taught by Using
Directed Listening-Thinking Activity

No.	Students	Pre-test	Post-test
1.	Student 1	65	80
2.	Student 2	45	65
3.	Student 3	60	70
4.	Student 4	45	65
5.	Student 5	45	70
6.	Student 6	55	75
7.	Student 7	45	65
8.	Student 8	45	60
9.	Student 9	45	55
10.	Student 10	50	55
11.	Student 11	65	85
12.	Student 12	65	75
13.	Student 13	50	60
14.	Student 14	50	65
15.	Student 15	50	65
16.	Student 16	50	70
17.	Student 17	60	65
18.	Student 18	50	70
19.	Student 19	45	60
20.	Student 20	50	60
21.	Student 21	45	65
22.	Student 22	40	60
23.	Student 23	50	55
24.	Student 24	60	80
25.	Student 25	45	60
26.	Student 26	40	65
27.	Student 27	55	60
28.	Student 28	50	65
29.	Student 29	75	85
30.	Student 30	65	75
	Total	1560	2005

From the table IV.2, the researcher found that the total score of pre test in experimental group was 1560, while the highest was 75, and the lowest was 40.

Then, the total score of post- test in experimental group was 2005, while the highest was 85 and the lowest was 55. The frequency score pre test and post test which was significantly different can be seen below:

Table 12
The Distribution of Frequency of Students' Pre-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.7	6.7	6.7
	45	9	30.0	30.0	36.7
	50	9	30.0	30.0	66.7
	55	2	6.7	6.7	73.3
	60	3	10.0	10.0	83.3
	65	4	13.3	13.3	96.7
	75	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen that 2 students got score 40 (6.7%), 9 students got score 45 (30.0%), 9 students got score 50 (30.0%), 2 students got score 55 (6.7%), 3 students got 60 (10.0%), 4 students got score 65 (13.3), and 1 student got score 75 (3.3).

Table 13
The Distribution of Frequency of Students' Post-Test Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	4	13.3	13.3	13.3
60	9	30.0	30.0	43.3
65	7	23.3	23.3	66.7
70	4	13.3	13.3	80.0
75	3	10.0	10.0	90.0
80	1	3.3	3.3	93.3
85	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Based on the table above, it shows that 4 students who got score 55 (13.3%), 9 students got score 60 (30.0%), 7 students got score 65 (23.3%), 4 students got score 70 (13.3%), 3 students got score 75 (10.0%), 1 student got score 80 (3.3%), and 2 students got score 85 (6.7%).

B. Students' Listening Comprehension Taught without Using Directed Listening-Thinking Activity

The data of students' listening comprehension not taught by using Directed listening-thinking Activity were gotten from pre-test and post-test of X.8 class as control group. There were 20 questions in listening comprehension test as same as experimental group. The total number of the students (respondents) in

control group was 30 students. The description of the students' score in listening comprehension test of control group can be seen below:

Table 14

The Score of the Students' Listening Comprehension Taught Without Using Directed Listening-Thinking Activity

No.	Students	Pre-test	Post-test
1.	Student 1	50	55
2.	Student 2	50	70
3.	Student 3	60	75
4.	Student 4	50	65
5.	Student 5	55	65
6.	Student 6	55	60
7.	Student 7	50	65
8.	Student 8	45	60
9.	Student 9	65	50
10.	Student 10	50	60
11.	Student 11	45	55
12.	Student 12	45	45
13.	Student 13	45	50
14.	Student 14	50	60
15.	Student 15	45	50
16.	Student 16	45	65
17.	Student 17	45	60
18.	Student 18	45	55
19.	Student 19	50	60
20.	Student 20	45	55
21.	Student 21	45	65
22.	Student 22	55	60
23.	Student 23	45	45
24.	Student 24	50	60
25.	Student 25	45	50
26.	Student 26	40	65
27.	Student 27	55	55
28.	Student 28	40	55
29.	Student 29	70	80
30.	Student 30	65	60
	Total	1500	1775

From the table IV.7, the writer found that the total score of pre test in control group was 1500, while the highest was 70 and the lowest was 40. In addition, the total score of post test in control group was 1775, while the highest was 80 and the lowest was 45.

It means that the students have little increasing of their reading comprehension and it was not as experimental group. Besides, the mean of pre test and post test of control group and experimental group also has a big different. The frequency score and the mean of pre test and post test of control group can be seen as below:

Table 15
The Distribution of Frequency of Students' Pre-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.7	6.7	6.7
	45	12	40.0	40.0	46.7
	50	8	26.7	26.7	73.3
	55	4	13.3	13.3	86.7
	60	1	3.3	3.3	90.0
	65	2	6.7	6.7	96.7
	70	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it shows that 2 students who got score 40 (6.7%), 12 students got score 45 (40.0%), 8 students got score 50 (26.7%), 4 students got

score 55 (13.3%), 1 student got score 60 (3.3%), 2 students got score 65 (6.7%), and 1 student got score 70 (3.3%).

Table 16
The Distribution of Frequency of Students' Post-Test Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	2	6.7	6.7	6.7
	50	4	13.3	13.3	20.0
	55	6	20.0	20.0	40.0
	60	9	30.0	30.0	70.0
	65	6	20.0	20.0	90.0
	70	1	3.3	3.3	93.3
	75	1	3.3	3.3	96.7
	80	1	3.3	3.3	100.0
Total		30	100.0	100.0	

Based on the table above, it shows that 2 students who got score 45 (6.7%), 4 students got score 50 (13.3%), 6 students got score 55 (20.0%), 9 students got score 60 (30.0%), 6 students got score 65 (20.0%), 1 student got score 70 (3.3%), 1 student got score 75 (3.3%), and 1 student got score 85 (3.3%).

B. Data Analysis

To answer the first research question of how is students' listening comprehension taught by Directed Listening-Thinking Activity laid on the table below:

Table 17
The classification of students' listening comprehension taught by using Directed Listening-Thinking Activity

No	Score	Frequency	Percentage	Categories
1	80 – 100	4	13.4 %	Very Good
2	66 – 79	7	23.3 %	Good
3	56 – 65	16	53.3%	Enough
4	46 – 55	3	10.0 %	Less
5	0 – 45	-	-	Fail
Total		N = 30	100 %	
Mean		66.83		Good

Based on the table above, there are 4 students in very good category. The percentage of very high category is 13.4%. There are 7 students who got good category and the percentage of good category is 23.3%. There are 16 students in enough categories and the percentage is 53.3%. There are 3 students in less categories. The percentage is 10.0%. The mean score is 66.83. Based on the mean score, the students' score of students' listening comprehension taught by using Directed Listening-Thinking Activity is in **Good categories**.

To answer the second research question of how is students' listening comprehension taught without Directed Listening-Thinking Activity lied in table below:

Table 18
The classification of students' listening comprehension taught without Directed Listening-Thinking Activity

No	Score	Frequency	Percentage	Categories
1	80 – 100	1	3.3 %	Very Good
2	66 – 79	2	6.7 %	Good
3	56 – 65	15	50.0 %	Enough
4	46 – 55	10	33.3 %	Less
5	0 – 45	2	6.7 %	Fail
Total		N = 30	100 %	
Mean		59.16		Enough

The description above, there was 1 student in very good category. The percentage of very good category was 3.3%. 2 students got good category and the percentage of good category is 6.7%. There are 15 students in enough categories. It is means that there are 50.0% of students in enough categories. There are 10 students in less category. The percentage is 33.3%. For fail category, there were 2 students in this category. The percentage is 6.7%. The mean score is 59.16. Based on the mean score, the students' score of students' listening comprehension taught without using Directed Listening-Thinking Activity is in **enough categories**.

To answer the third research question, the researcher used t-test formula analyzed by using SPSS program.

Table 19
Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Experiment class	30	66.8333	8.35457	1.52533
Control class	30	59.1667	7.99605	1.45987

Based on the above table, it can be seen that the total students from each group was 30, the mean of experimental class was 66.8333, and mean of control class was 59.1667. Standard deviation from experimental class was 8.35457, while standard deviation from control class was 7.99605. Standard error mean from experimental class was 1.52533, and control class was 1.45987.

Table 20
The Independent Sample T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Y Equal variances assumed	.254	.616	3.631	58	.001	7.66667	2.11136	3.44031	11.89302
Equal variances not assumed			3.631	57.889	.001	7.66667	2.11136	3.44014	11.89319

Based on the output SPSS above, independent sample T-Test shows levene's test to know the some variance².

Ho: Variance Population Identical

Ha: Variance Population not accepted

If Probability>0.05, Ho is accepted

If Probability<0.05, Ho is rejected

From the output above, it can also be seen that t_o ($t_{\text{observation}}$) = 3.631 will be compared to t_t (t_{table}). From $df = 58$, it is found that the level of significance of 5% is 2.01 and the level of significance of 1% is 2.68. It can be stated that $2.01 < 3.631 > 2.68$.

Based on the score above, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is significant effect of using Directed Listening-Thinking Activity toward listening comprehension of the first year students at State Senior High School 11 Pekanbaru.

² Hartono. *SPSS 16.0 Analisis data Statistik dan Penelitian*. (Pekanbaru: Pustaka Pelajar. 2010). P.159

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

Regarding the formulation of the problems of this research, the researcher can conclude the conclusion of this research as follows:

1. After analyzing the data, the researcher find out the students' listening comprehension taught by using Directed Listening-Thinking Activity of the First Year Students at State Senior High School 11 Pekanbaru is categorized into **Good categories**.
2. After analyzing the data, the researcher finds out the mean students' listening comprehension taught without Directed Listening-Thinking Activity of the Fist Year Students at State Senior High School 11 Pekanbaru is categorized into **Enough categories**.
3. Based on the data analysis, the researcher concluded that there is significant effect of using Directed Listening-Thinking Activity toward listening comprehension of the first year students at SMAN 11 Pekanbaru. In conclusion, teaching listening by implementing directed listening-thinking activity at the first year students of State Senior High School 11 Pekanbaru is better than without implementing directed listening-thinking activity.

B. The Suggestion

Considering the effect of using Directed Listening-Thinking Activity toward listening comprehension, the writer would like to give some suggestions as follows:

1. Suggestion for Teachers

- a. It is recommended to teacher to use Directed Listening-Thinking Activity in teaching listening.
- b. The teacher should be creative to improve the students' comprehension in listening text by giving some assignment or homework, especially the question in form of content of the text and supporting details, which is regarded more difficult for the students.

2. Suggestion for Students

- a. The students should be creative to select the kinds of reading materials in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students should know the content of the text if she/he reads some texts.

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