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CHAPTER I

INTRODUCTION

I.1 Background of the Problem

Nowadays, English is one of the most essential subjects in every school. It is used not only by native speakers but also by non-native speakers to communicate each other. Many experts divided language into four forms of language skills. These include listening, reading, speaking and writing.

Listening is one of the important subjects that should be learned by students. In the learning process, students should listen carefully to the teacher in order to understand the lesson. According Gillian Brown (1990:148) states that listening is an activity to put the information they have heard. Listening is the first activity which students do in classroom. For example, when their teacher explains the lessons, they will do listening first. It is assumed that if students are good at listening, they will be able to catch and comprehend the ideas or messages which a native speaker of English or teacher says. 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 (2007:49) states that students receive information from the teacher or another by listening as much as 90%. So, if the students do not comprehend listening, they will get difficulties in comprehending language. Consequently, listening should be taught and given a place in teaching English.



In addition, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, 2005:28).

On the other hand, Hayes, Wolfer and Wolfe (1996) said words represent complex and, often, multiple meanings. Furthermore, these complexes, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words. The vocabulary of written language is much more extensive and diverse than the vocabulary of oral language.

Besides through the observation that the researcher did at SMP IT Al Ikhlas Pekanbaru, she found that there were so many problems faced by students. From listening measurement criteria, the researcher found these following mistakes: the student got some difficulties to listen what the speaker's said from



the tape. They have judged themselves that they couldn't understand anything so that they gave up to try to understand the text. Finally, the teacher taught listening only by using simple technique in which the students were asked to answer the questions while listening to the tape. From vocabulary mastery, the researcher found that most of students are not active in classroom activities, most of students are low in vocabulary mastery, most of students are difficult to understand the meaning of words, most of students are difficult to pronounce the word correctly.

In accordance to the phenomena, the researcher would like to find more information about the students' problem. The researcher then conducted a small test on January 10th 2017. She provided the students with a test that demanded the students to listen to some texts. The test was in multiple choice forms that consist of four topics. The result of the test showed that there were only 4 students or 14.2% from the class that reached the minimum criteria of achievement (KKM) of English subject at that school. The minimum criteria of achievement were 78 while the average score of the test was only 45.5. Based on the level of students' ability in listening, a conclusion could be made that there were no student at excellent level, only 4 of them or 14.2% of students could reached good level, 7 students or 25% could reach the average level, and 17 students or 60.7% at the poor level. This means that most of the students could not reach the minimum criteria of achievement (KKM).

Based on the explanation above, the researcher felt obliged to find an appropriate technique to be applied in order to improve the students listening comprehension and vocabulary mastery. The researcher decided to use Directed

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Listening Thinking Activity (DLTA) as the technique to be used in an experimental research.

One of strategy that used in teaching Listening is Direct Listening thinking activity. Alan Crawford et al (2005: 90) state that The Directed Listening-Thinking Activity is a method of telling or reading a story to the whole class, stopping to ask for predictions and confirmations of those predictions. 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 predictions.

The Directed Listening-Thinking Activity (DLTA) strategy clearly helps students develop their English skills. It is challenging and provides ample opportunities for students to use English in the classroom.

Based on the problems, it is assumed that DLTA strategy give significant influence toward the students' Listening Comprehension and Vocabulary Mastery. So it necessary to conduct a research entitled *The Effect of Using (Directed Listening-Thinking Activity) Startegy on Students' Listening Comprehension and Vocabulary Mastery at SMP IT Al-Ikhlas Pekanbaru.*

1.2. Statement of the problem

Based on the background above, we know that nowadays, listening is very important skill and should be mastered by the students in learning English. They

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can use listening to learn and to get information and also for pleasure. In short, listening helps the students to develop their knowledge.

There are many researcher has conducted research dealing with DLTA strategy. Susilawati (2013), Al-Khayyat (2015), and Santi (2013) had conducted a research to increase the students listening comprehension by DLTA strategy. They had found that it worked. Syahrul (2016) tried to find out the effect of using DLTA strategy on students listening comprehension and motivation. The research finding was students listening comprehension and motivation increased by using DLTA strategy. Alqahtani (2015) made research about vocabulary in learning how and how it is taught. The research conducted in descriptive design. Suri (2012) found DLTA strategy increased students vocabulary mastery.

The main goal of this study is to find out the effect of using Directed Listening-Thinking Activity (DLTA) strategy on students' listening comprehension and vocabulary mastery. Susilawati (2013), Al-Khayyat (2015), and Santi (2013) only focused on the listening comprehension. Moreover Alqahtani (2015) and Suri (2012) only focused on improving vocabulary mastery by using DLTA strategy. None of them made research about increasing the students listening comprehension and vocabulary mastery by using DLTA strategy. So, the researcher interested to find out the effect of the DLTA strategy to improve listening comprehension and vocabulary mastery. A large number of studies verified the importance of listening. Mendelsohn (1983) defined listening comprehension as the ability to hear, understand, and communicate the purpose of the messages.



It is also as the stimulant to arise their motivation to learn English. Sometime the students does not have vocabulary mastery or words in learning English because they have not understood what they learn.

1.3. Limitation of the Problem

The study will be focused on finding out the effect of Directed Listening Thinking Activity (DLTA) strategy on students' listening comprehension and vocabulary mastery of descriptive texts at SMP IT Al-Ikhlas Pekanbaru.

The scope of the study will be limited as follows: The research subjects, two classes of second year students at SMP IT Al-Ikhlas Pekanbaru chosen as samples of the research, will be divided into an experimental group and a control group. Based on the information gathered, the two classes chosen should be homogenous. The students' capability of the two classes is equivalent. They are also taught by the same English teacher.

The research will be conducted at SMP IT Al-Ikhlas Pekanbaru which is located on Bukit Barisan street. The population of this research will be the second years' students of SMP IT Al-Ikhlas Pekanbaru. The samples will be determined by using cluster sampling. Gay (2000:129) states that cluster sampling randomly selects groups (not individuals) that have similar characteristics.

1.4. Purpose and Objective of the Study

The purpose of this study was to find out the effect of Directed Listening-Thinking Activity (DLTA) strategy on students' listening comprehension and vocabulary mastery of descriptive texts at SMP IT Al-Ikhlas Pekanbaru.

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Specifically, the study was conducted to fulfil the objectives that are stated as follows:

1. To find out the effect of using Directed Listening-Thinking Activity strategy on students' listening comprehension at SMP IT Al-Ikhlas Pekanbaru.
2. To find out the effect of using Directed Listening-Thinking Activity strategy on students' vocabulary mastery at SMP IT Al-Ikhlas Pekanbaru.
3. To find out the effect of using Directed Listening-Thinking Activity strategy on students' listening comprehension and vocabulary mastery at SMP IT Al-Ikhlas Pekanbaru.

1.5. Research Question

Based on the limitation of the problem above, the research questions are as follows:

1. Is there any significant effect of using directed listening-thinking activity strategy on students' listening comprehension at SMP IT Al-Ikhlas Pekanbaru?
2. Is there any significant effect of using directed listening-thinking activity strategy on students' vocabulary mastery at SMP IT Al-Ikhlas Pekanbaru?
3. Is there any significant effect of using directed listening thinking activity strategy on students' listening comprehension and vocabulary mastery at SMP IT Al-Ikhlas Pekanbaru?



1.6. Significance of the Study

This research is important to be conducted in order to investigate the effect that will appear through implementing Directed Listening Thinking Activity (DLTA) strategies in the classroom. Theoretically, the findings are expected to reveal the information that students' listening comprehension will have significant effect after they study by using DLTA strategies. Then, practically, the finding of this research will provide teachers some guidance's for teaching through using DLTA model.

Thus, it will be useful for them to improve their way in teaching listening and to engage students' vocabulary mastery. In addition, this research also gives the contribution for school that is going to be conducted to add the references of some strategies in DLTA that relates to affect students' listening comprehension and vocabulary mastery. Finally, it will assist the faculty to give reference for other students who are going to extend this research with different skills. The next, the last important thing of this study is helping the writer in accomplishing the regulation for his study of postgraduate program at State Islamic University of Sultan Syarif Qasim Pekanbaru Riau .

1.7. Rationale of the Study

This study will be conducted to find out the strategy to implement in teaching and learning process of listening comprehension by using Directed Listening-Thinking Activity (DLTA) Strategy. Nowadays, using appropriate strategy in teaching and learning process especially in listening comprehension is very important to enhance the students' capability to

achieve certain the learning objectives. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990).

Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's effort in learning a target language. At present, educators and researchers are of the opinion that the learning of a second language should be meaningful, reflective and learner-centered so that learners can develop learner autonomy for lifelong learning. They stress that learner autonomy can be attained through learner training, i.e. focusing on not only 'what' to learn but also 'how to learn' through the teaching of learning strategies (Dickinson 1987; Littlewood 1996.).

However, many students still have difficulties in comprehending the audio or speaker. This case is found in one of secondary schools in Pekanbaru which is at SMP IT Al-ikhlas Pekanbaru. They have lack interest in studying English especially in listening comprehension. It occurs because they always feel bored with the way of teaching that always be done by teacher. Teacher always teaches the students by using monotonous strategy for every meeting in teaching listening. In addition, teacher has also faced difficulties to find ways to engage students to be ready to study. Pupils also confused how to develop and improve the students' vocabulary mastery in the class. By understanding the problems that both students and teacher face, it is offered a

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teaching model that is appropriate for that classroom. DLTA is a teaching model that focuses on listening instruction which is appropriate to teach in the classroom. Based on studies above, it will be clear that DLTA can affect students' listening comprehension and learning vocabulary mastery. It can be more challenging for students to be active and they will not easily feel bored because they will learn materials by using different strategies in every meeting.

1.8. Definitions of Terms

Based on the key terms of this research, three definitions are explained to avoid misunderstanding and misinterpretation. The definitions of key term are as follows:

- a) **Effect** is change that somebody or something causes in somebody or something else, (Oxford Dictionary: 2005). In this research, the effect can be seen from the students' receptive skill that will be given through the tests.
- b) **Directed Listening-Thinking Activity (DLTA)** is a method of telling or reading a story to the whole class, stopping to ask for predictions, and later for confirmations of those predictions (Crawford et al, 2005:90).
- c) **Listening Comprehension** is the process of understanding speech in a first or second language (Richards, 2002:313). Listening comprehension in this research is defined as students' ability in understanding the message and given respond what they heard.

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d) **Vocabulary mastery** is the meaning and pronunciation of words that we use in communication (Tankersley 2003:52). Based on that statement it is clear that vocabulary mastery refers to the great knowledge of words or the gaining of great skill in vocabulary and all of language skills are concern with words and students should have more vocabulary to master the language skills.

e) **Descriptive Text** is a descriptive text is a text which lists the characteristics of something. A descriptive text has social functions to describe a particular person, place or thing (Larson 1984)



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