THE EFFECT OF USING SEMANTIC MAPPING STRATEGY TOWARDS STUDENTS' LISTENING COMPREHENSION AT THE SECOND YEAR OF SMAN 3 PEKANBARU

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PEKANBARU

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ABSTRAK

Ayudia Yolanda Putri (2012): "Pengaruh Penggunaan Strategi Semantic Mapping terhadap Pemahaman Mendengarkan Siswa Kelas Dua di SMAN 3 Pekanbaru."

Berdasarkan Kurikulum Tingkat Satuan Pendidikan (KTSP), mendengarkan adalah salah satu keterampilan yang harus diajarkan dan dipelajari di sekolah menengah atas. SMAN 3 Pekanbaru adalah salah satu sekolah yang menggunakannya sebagai pedoman dalam proses belajar mengajar. Setelah melakukan observasi awal di SMAN 3 Pekanbaru, beberapa siswa kelas dua masih memiliki kemampuan yang rendah dalam mendengarkan. Oleh karena itu, peneliti tertarik untuk melakukan penelitian ini dengan tujuan: (1) untuk mengetahui bagaimana pemahaman mendengarkan siswa yang diajarkan dengan menggunakan strategi konvensional (2) untuk mengetahui bagaimana pemahaman mendengarkan siswa yang diajarkan dengan menggunakan strategi semantic mapping (3) untuk mengetahui apakah ada atau tidak pengaruh yang signifikan dari penggunaan strategi semantic mapping terhadap pemahaman mendengarkan siswa kelas dua di SMAN 3 pekanbaru.

Jenis penelitian ini adalah penelitian kuasi-eksperimental. Peneliti memberikan pre-test dan post-test dalam penelitian ini. Untuk sampel, penulis mengambil dua kelas, kontrol dan kelas eksperimen, yang terdiri dari 30 siswa untuk setiap kelas. Dalam pengumpulan data, peneliti menggunakan tes mendengarkan dan dievaluasi dengan menggunakan penilaian yang disediakan oleh sekolah. Tes diberikan bertujuan untuk mengetahui pemahaman mendengarkan siswa kelas dua di SMAN 3 Pekanbaru. Teknik dalam menganalisa data adalah regresi yang digunakan untuk mengetahui pengaruh dari strategi yang diterapkan. Nilai dari post-test antara kedua kelompok dianalisis dengan menggunakan rumus tersebut. Analisis dilakukan dengan menggunakan SPSS Versi 16.

Berdasarkan analisa data, peneliti menyimpulkan bahwa ada pengaruh yang signifikan dari strategi semantic mapping terhadap pemahaman mendengarkan pada siswa kelas dua di SMAN 3 Pekanbaru dengan mempertimbangkan $F_{hitung} = 14,031$ lebih besar dari $F_{tabel/0.05,\ 1,28} = 4,20$ atau $= 0,05$ lebih tinggi dari Sig. $= 0,001$. Ini menunjukkan bahwa H_0 ditolak dan H_a diterima.

ABSTRACT

Ayudia Yolanda Putri (2012): "The Effect of Using Semantic Mapping Strategy towards Students' Listening Comprehension at the Second Year of SMAN 3 Pekanbaru."

Based on Kurikulum Tingkat Satuan Pendidikan (KTSP), listening is one of the skills that must be taught and learned in senior high school. SMAN 3 Pekanbaru is one of the schools which use it as guidance in teaching learning process. After doing preliminary observation at SMAN 3 Pekanbaru, some of the students of the second year still have low ability in listening. Therefore, the researcher interested to conduct this research with objectives: (1) to find out how the students' listening comprehension taught by using conventional strategy is (2) to find out how the students' listening comprehension taught by using semantic mapping strategy is (3) to find out whether there is or not any significant effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru.

The type of this research was quasi-experimental research. The researcher administered pre-test and post-test in this research as well. For the samples, the researcher took two classes, control and experimental class, that consists of 30 students for each class. In collecting the data, the researcher used listening test and it was evaluated using the assessment provided by the school. The test used purposed to find out the students' listening comprehension of the second year grade at SMAN 3 Pekanbaru. The technique in analyzing the data was regression formula in order to find out the effect of the strategy. The scores of post-test between control and experimental class were analyzed by using that formula. The analysis was done by using SPSS 16 Version.

Finally, the researcher concludes that there is a significant effect of semantic mapping strategy toward listening comprehension of the second year students at SMAN 3 Pekanbaru by considering $F_{calculated} = 14.031$ is higher than $F_{0.05,1,28} = 4.20$ or $= 0.05$ is higher than Sig. $= 0.001$. It means that H_0 is rejected and H_a is accepted.

أيوديا يولاندا فوتري (2012): تأثير أستراتيجية الخريطة الدلالية إلى فهم الطلاب في الاستماع لطلاب الصف الثاني بالمدرسة العالية الحكومية 3   .

هج الدراسات للوحدة التربوية أن السمع من كفاءة واجب تعليمها بالمدرسة العالية. وقد استخدمتها المدرسة العالية الحكومية 3 باكنبارو، و بعد أداء الملاحظة بهذا المدرسة رأت الباحثة أن لدي بعض طلاب الصف الثاني كفاءة ضعي   .

هذا البحث مع أهدافها: 1. لمعرفة فهم الطلاب الذين يدرسون بأستراتيجية تقليدية 2. لمعرفة فهم الطلاب الذين يدرسون بأستراتيجية الخريطة الدلالية 3. لمعرفة هل هناك تأثير هام من استخدام أستراتيجية الخريطة الدلالية إلى فهم الطلاب في لطلاب الصف الثاني بالمدرسة العالية الحكومية 3

هذا البحث هو بحث شبه التجربة.

هذا البحث. أخذت الباحثة فصلين اثنين لعينات هذا البحث هما فصل التجربة و فصل الضبط فيهما 30   . في جمع البيانات استخدمت الباحثة الاختبار عن السمع ثم تقيمها الباحثة بالنتائج التي جهزها المدرس. و يهدف إعطاء هذا الاختبار لمعرفة تأثير أستراتيجية الخريطة الدلالية إلى فهم الطلاب في الاستماع لطلاب الصف الثاني بالمدرسة العالية الحكومية 3   . تقنيات تحليل البيانات في هذا البحث هي المعامل لمعرفة تأثير الأستراتيجية المطبقة. و تحلل الباحثة النتائج من الاختبار البعدي بين الفصلين بواسطة

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أساسا على تحليل البيانات، استنبطت الباحثة أن هناك تأثيرا ضروريا من خريطة الدلالية إلى فهم الطلاب في الاستماع لطلاب الصف الثاني بالمدرسة العالية الحكومية 3 $\alpha =$ $4.20 = 28\ 1\ 0.05$ F $031\ 14 =$ F 0 05 أكبر من سيغ = 0 001 و تدل على رفوض الفرضية الصفرية و قبول الفرضية البديلة.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is an important activity in learning English process because English learners can master the other English skills, such as speaking, reading, and writing through this activity. It is supported by Linse who stated listening makes the students prepare to replicate the sounds when they speak and also by developing good listening skills, the students are able to match the sounds with the corresponding symbols when they decode words.[1] It means that the students have information that makes them prepare before they are reading something or making conversation. Therefore, this skill helps the students develop other English skills, like speaking, writing or reading skill.

In short, listening skill is very important to be taught to the English learners because it is a fundamental skill to master the other skills and the fastest way to gain information as much as possible.

Moreover, listening is not an easy work. Therefore, listening becomes a problem for English learners. They usually have difficulty to figure out what the speaker means. Otherwise, listening activity itself relates to understand the speakers' meaning. It is supported by Underwood who stated listening is the

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[1] Caroline T. Linse, *Practical English Languge Teaching: Young Learners [Electronic Version]*, 2005, p. 25. http://www.library-nu.com
Retrieved on February 25th, 2011

activity of paying attention to and trying to get meaning from something listeners hear in particular ways on particular occasions.[2] Therefore, to be able to comprehend the speaker's mean is the key of a listening comprehension skill.

Furthermore, a monologue text can be used to be something what listeners hear. Actually, there are many types of monologue text. One of them is hortatory exposition text. Hortatory exposition text is a text that is intended to persuade the listeners that something should or should not be the case.[3] It means that this text gives listeners recommendation or advice to do or to not do something.

In order to support students' need in listening comprehension skill, Kurikulum Tingkat Satuan Pendidikan (KTSP) as the newest curriculum provides this subject. This curriculum is applied by SMAN 3 Pekanbaru as its guidance in teaching and learning process. In SMAN 3 Pekanbaru, listening is taught to all levels, from the first level into the third level through kinds of text genre, such as descriptive, narrative, expository, and many others provided by the textbook. Listening is taught twice a week with duration 90 (2x45) minutes for each meeting.

In syllabus 2011/2012 at the second year, the students must achieve two competences; those are standard competence and basic competence.[4] For the standard competence, the students are required to comprehend meaning of short

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[2] Mary Underwood, *Teaching Listening*, New York: Longman, 1989, p. 1
[3] Th. M. Sudarwati and Eudia Grace, *Look Ahead: An English Course for Senior High School Students Year XI Science and Social Study Program*, Jakarta: Erlangga, 2007, p. 204
[4] "Syllabus of SMAN 3 Pekanbaru 2011/2012", Unpublished, 2011

functional text and essay namely narrative, spoof, hortatory exposition accurately, fluently, and acceptable in meaningful context of daily life. Moreover, for the basic competence, the students must be able to respond meaning of monolog text by using spoken language accurately, fluently, and acceptable in meaningful context of daily life in the form of narrative, spoof, hortatory exposition.

Based on the preliminary research on January 9th, 2012 at SMAN 3 Pekanbaru, the teacher used one of techniques in teaching listening. The teacher used dictation and discussion technique in the teaching listening process. Firstly, the teacher dictated a listening text to the students for several times. Then, the students were asked to fill in the blanks about the text. Next, the students should answer some questions about the text and discussed it with their friends in group. Then, each group should give response to other groups about their answer of questions of the text. At the end of teaching learning process, the teacher gave conclusion about the lesson.

Based on the descriptive above, ideally students in SMAN 3 Pekanbaru are able to comprehend what they hear because the teacher has applied a technique in teaching listening process. In fact, the teacher still finds the students who have problem in listening. It can be itemized into the following symptoms:

1. Some of the students are not able to identify the topic of the text heard.
2. Some of the students are not able to identify specific information of the text heard.

3. Some of the students are not able to identify what the speaker's purpose in the text.

4. Some of the students are not able to identify the solution of the problem in the text heard.

In writer's opinion, the technique used by the teacher in teaching listening is less appropriate to the students. Actually, many strategies can be used to improve the students' listening comprehension. In this case, the writer offers one strategy to solve the problem. The strategy is semantic mapping strategy. According to Oxford:[5]

> Semantic mapping strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts are highlighted and are linked with related concepts via arrows or lines. This strategy is valuable for improving both memory and comprehension of new expressions. It can be used for pre-listening activities to help students understand and remember vocabulary that will be heard.

Furthermore, Nation and Newton added that before listening activities, it is worth drawing students' attention to some of the vocabulary that will be occured. It can be done by doing a semantic mapping strategy.[6] Therefore, the writer considers that semantic mapping strategy can help the students to comprehend what they hear because this strategy introduces them vocabularies relate to what they are going to hear so that they can predict the content of what

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[5] Rebecca L. Oxford, *Language Learning Strategies*, New York: Newbury House Publishers, 1990, p. 61-62

[6] I. S. P. Nation and Jonathan Newton, *Teaching ESL/ EFL Listening and Speaking [Electronic version],* 2008, p. 135. http://www.library-nu.com Retrieved on February 25th, 2011

the speakers are going to tell. It makes them have preparation before listening so that they are able to comprehend more about what they hear.

Based on the explanation and the problem above, the writer is interested in conducting a research entitled **"The Effect of Using Semantic Mapping Strategy towards Students' Listening Comprehension at the Second Year of SMAN 3 Pekanbaru"**

B. Definition of the Term

In order to explain and avoid misinterpretation about the title and the content of the research, it is better to define the terms used in this research. The terms can be defined as follows:

1. Semantic Mapping Strategy

Semantic mapping is a strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts are highlighted and are linked with related concepts via arrows or lines.[7]

In this research, semantic mapping is a strategy used by the researcher in order to figure out the effect of that strategy towards the students' listening comprehension at the second year of SMAN 3 Pekanbaru.

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[7] Rebecca L. Oxford, *Loc.Cit.*

2. Students' Listening Comprehension

Listening comprehension is an activity of paying attention to and trying to get meaning from something listeners hear in particular ways on particular occasions.[8]

In this research, students' listening comprehension is the ability of the second year students at SMAN 3 Pekanbaru in comprehending what they hear, particularly in the form of hortatory exposition text.

C. The Problem

1. Identification of the Problem

Based on the background and the phenomena occuring at the second year student of SMAN 3 Pekanbaru, thus the problems of this research are identified in the following identifications:

a. Why are the students not able to identify the topic of the text heard?

b. Why do the students have problem to identify specific information of the text heard?

c. Why are the students difficult to identify what the speaker's purpose in the text?

d. Why are the students not able to identify the solution of the problem in the text heard?

e. What are the factors influencing students' ability in listening comprehension?

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[8] Mary Underwood, *Loc.Cit.*

f. How is the students' listening comprehension taught by using conventional strategy?

g. How is the students' listening comprehension taught by using Semantic Mapping Strategy?

h. Is there any significant effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru?

2. Limitation of the Problem

Because of limited time, energy, and fund, the researcher needs to limit the problems in this research. This research focuses on the effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru.

3. Formulation of the Problem

Based on background of the problem before, the formulation of the problem is bellowed:

a. How is the students' listening comprehension taught by using conventional strategy?

b. How is the students' listening comprehension taught by using Semantic Mapping Strategy?

c. Is there any significant effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru?

D. Objectives and Significance of the Research

    1. Objectives of the Research

        a. To find out how the students' listening comprehension taught by using conventional strategy is.

        b. To find out how the students' listening comprehension taught by using semantic mapping strategy is.

        c. To find out whether there is or not any significant effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru.

    2. Significance of the Research

        a. To give positive contribution in teaching and learning English process, especially in listening class of the second year students at SMAN 3 Pekanbaru.

        b. To give information and solution for the English teachers and others who concern in learning English about the using of semantic mapping strategy toward listening comprehension.

        c. To encourage the researcher's knowledge about the topic conducted.

        d. To fulfill one of the requirements to finish the researcher's undergraduate study program (S1) at the Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening Comprehension

a. Definition of Listening

Listening is one of English skills that must be mastered by English students. For most students, listening is supposed as a difficult activity because they can't decode messages or meanings from what they hear. According to Underwood, listening is the activity of paying attention to and trying to get meaning from something listeners hear.[1] She added that the listeners have to work out what speakers mean when they use particular words in particular ways on particular occasions.[2]

In addition, Howatt and Dakin explained that listening is the ability to identify and understand what others are saying including understanding a speaker's accent or pronunciation, grammar and vocabulary, and grasping the meaning.[3]

Moreover, the most of information which is accepted by people are obtained through listening activity. Bulletin in Saricoban stated:[4]

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[1] Mary Underwood, *Teaching Listening*, New York: Longman, 1989, p. 1
[2] *Ibid.*
[3] Arif Saricoban, The Teaching of Listening, *The Internet TESL Journal*, Vol. V, No. 12, December 1999. http://iteslj.org/Articles/Saricoban-Listening.html Retrieved on March 19th, 2011
[4] *Ibid.*

Listening is a medium through which children, young people and adults gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically.

Furthermore, listening is not an easy activity because listening requires the listeners to be able to become an active listener. Nunan described that listening is an active, purposeful process of making sense of what listeners hear because listeners process not only what they hear but also connect it to other information they already know.[5] Therefore, listening comprehension needs background knowledge of listeners in order to construct appropriate meanings.

It is also added by Lynch cited in Nation and Newton said:[6]

More recent models view listening as a much more active and interpretive process in which the message is not fixed but is created in the interactional space between participants. Meanings are shaped by context and constructed by the listener through the act of interpreting meaning rather than receiving it intact.

In conclusion, listening means a process that engages the situation of the listeners take place, their prior knowledge and also what they are listening to in order to understand grammar, vocabulary, and accent of a speaker and finally they are able to figure out meanings from what they hear correctly.

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[5] David Nunan, *Practical English Language Teaching,* New York: McGraw Hill Company, 2003, p. 24
[6] I. S. P. Nation and Jonathan Newton, *Teaching ESL/ EFL Listening and Speaking [Electronic version],* 2008, p. 39. http://www.library-nu.com
Retrieved on February 25th, 2011

b. Characteristics of Listening Situations

According to Ur, there are some characteristics of listening situation as follows:[7]

1) Informal spoken discourse

Most of the language speakers speak informally and spontaneously. It means, most of them speak naturally rather than reciting from memory. There are various features of informal speech:

a) Brevity of chunks

Taking turn to speak, usually in short turns of a few seconds each

b) Pronunciation

The pronunciation of words is often slurred, and noticeably different from the phonological representation given in a dictionary. For example, *can't*, in English for *cannot*, which have made their way even into the written language.

c) Vocabulary

Vocabulary is often colloquial, for example, the use of word *guy* where in writing it should change into *man*.

d) Grammar

Informal speech tends to be somewhat ungrammatical, such as utterances do not usually divide neatly into sentences, a

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[7] Penny Ur, *A Course in Language Teaching Practice and Theory,* Cambridge: University Press, 2003, p. 106-107

grammatical structure may change in mid-utterance, and unfinished clauses are common.

e) Noise

There will be a certain amount of noise that makes the words are said unclearly, like bits of the discourse that are unintelligible to the listener.

f) Redundancy

The speaker sometimes makes redundancy in conveying of the message. It includes repetition, paraphrase, self-correction, glossing with utterences in parenthesis, etc.

g) Non-repetition

The discourse will not be repeated verbatim. It is heard only once, eventhough this may be compensated for by the redundancy of the discourse.

2) Listener expectation and purpose

A purpose should be given to the students before listening to something. The students should know about what is going to be said, like what is the topic or who is speaking. Their expectation of what they hear should be relevant to their purpose.

3) Looking as well as listening

Listening usually is done by looking at something and link it to what is being said.

4) Ongoing, purposeful listener's response

The listener is relatively rare to listen to extended speech and respond only at the end. The responses are normally directly related to the listening purpose, and are only occasionally a simple demonstration of comprehension.

5) Speaker's attention

The speakers usually direct their speech at the listener, take the listeners' character or intention into account when speaking, and often responds directly to their reactions, whether verbal or non-verbal, by changing or adapting the discourse.

c. **Types of Listening**

Brown stated:[8]

> Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

So, there are two types of listening:[9]

1) One-way listening is listening that only focuses on transfering information or it can be called as transactional listening.

2) Two-way listening is listening that focuses on maintaining social relations called as interactional listening.

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[8] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* New Jersey: Prentice Hall Regents, 1994, p. 235
[9] I. S. P. Nation and Jonathan Newton, *Op.Cit.,* p. 40

In addition, Nunan cited in Brown divided two types of spoken language that should be known before planning listening instruction. They are as follow:[10]

1) Monologue

In monologue the listener does not require to respond to message. It is also called an informational listening. This is where information is communicated to the listener. Monologue can be planned such as speech, news report, weather forecast or other prewritten materials or unplanned such as description of something, emergency announcement etc. Monologues are example of one way communication. The speaker usually uses spoken language for any length of time, as in speeches, lectures, news etc. The stream of the speech will go on whether or not the listeners comprehend.

2) Dialogue

Dialogue involves two or more speakers and can be subdivided into those which exchange expressions that promote social relationship (interpersonal) and those which purpose is to convey propositional or factual information (transactional). Both types of dialogues can be between or among familiar people or unfamiliar. Dialogue requires listeners to respond to what is being communicated. The goal of dialogue is to develop interaction

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[10] H. Douglas Brown, *Op.Cit.,* p. 237

between people. The listener communicates something back to the speaker. For example, greetings between friends, a discussion at a business meeting, and giving or receiving instructions at work.

In this research, the researcher focuses to use monologue type in teaching listening because the teaching listening material provided by the school is by kinds of genre text, like narrative, descriptive, expository, and so on. Those kinds of texts are form of monologue texts. The students will hear information and comprehend the content of the text without to respond what is being communicated or to make interaction between people.

d. Listening Processing

In listening, students as a listener use different processing to comprehend what they are listening to. The processing are buttom-up, top-down, and interactive processing. According to Richards, the processes are in the following:[11]

1) Bottom-Up Processing

Bottom-up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization, sounds, words, clauses, sentences, texts – until meaning is derived. Comprehension is viewed as a process of decoding.

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[11] Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice [Electronic Version],* 2008, p. 4-5. http://www.library-nu.com Retrieved on February 25th, 2011

2) Top-Down Processing

Top-down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts" – plans about the overall structure of events and the relationships between them.

3) Interactive Processing

Additionally, John and Miller explained that interactive process involves both bottom-up and top-down processing.[12] Listening comprehension is the result of the interaction between both processes.

For this research, the researcher will use one process to be researched, which is top-down process. Top-down process is used in semantic mapping strategy because to start this strategy the teacher should invite the students' schemata or their background knowledge. Then, inviting the schemata or the background knowledge is the core of top-down process.

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[12] John Flowerdew and Lindsay Miller, *Second Language Listening: Theory and Practice [Electronic Version],* 2005, p. 26. http://www.library-nu.com
Retrieved on February 25th, 2011

e. Types of Listening Activities

Ur suggested to consider different types of activities to help students to improve their listening comprehension skill. They are as below:[13]

1) No response, the learners do not do anything in response to the listening; however, facial expression and body language often show if they are following or not. For examples, stories, songs, and entertainment: films, video, theatre.

2) Short responses, for examples obeying instructions, ticking off items, true/false, detectting mistakes, cloze, guessing definitions, skimming and scanning.

3) Longer responses, for examples, answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.

4) Extended responses, the listening is only a jump-off point for extended reading, writing, or speaking. In other words, these are combined skills activities. For examples, problem-solving and interpretative listening.

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[13] Penny Ur, *Teaching Listening Comprehension,* London: Cambridge University Press, 1984, p. 51- 148

f. Teaching Listening

In teaching listening, there are three stages that should be applied by a teacher. These stages make the teaching listening process effective and successful. Those stages are:[14]

1) Pre- listening Stage

Before listening, students should be 'tuned in' so that they know what to expect, both in general and for particular tasks. It is a preparatory work.

2) While-listening Stage

Activities are done during the time that they are listening to the text. It helps the students to develop the skill of eliciting messages from spoken language.

3) Post-listening Stage

Post-listening activities embrace all the work related to a particular listening text which is done after the listening is completed. It purposes to reflect on why some students have failed to understand or missed parts of the message.

2. Students' Listening Comprehension

According to the newest curriculum (KTSP), listening is taught through kinds of text genre. In syllabus, students' listening comprehension, especially the second grade, is the students that are required to comprehend meaning of short functional text and essay namely narrative, report, analytical

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[14] Mary Underwood, *Op.Cit.,* p. 30 - 75

exposition, spoof, and hortatory exposition accurately, fluently, and acceptable in meaningful context of daily life.[15] In this research, students' listening comprehension focuses on comprehending hortatory exposition text only.

According to Sudarwati, hortatory exposition text purposes to persuade the listeners that something should or should not be the case.[16] In addition, Eka described that this text represents the attempt of the speaker to have the addressee do something or act in a certain way.[17]

Moreover, hortatory exposition text has three components which are usually called as the generic structure. They are thesis, arguments and recommendation. Eka explained about the generic structure as follow:[18]

a. Thesis

Introduces a topic, main idea or point of view to be presented (thesis statement).

b. Arguments

Provides the evidence (arguments) to support the thesis statement. Each paragraph identifies a particular point. The elaboration may be further description, analysis, justification, giving examples, comparing and contrasting.

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[15] "Syllabus of SMAN 3 Pekanbaru 2011/2012", Unpublished, 2011
[16] Th. M. Sudarwati and Eudia Grace, *Look Ahead: An English Course for Senior High School Students Year XI Science and Social Study Program*, Jakarta: Erlangga, 2007, p. 204
[17] Eka Mulya Astuti, *English Zone for Senior High School Students Year XI,* Jakarta: Erlangga, 2006, p. 203
[18] *Ibid.*

c. Recommendation

Makes a recommendation for listeners.

Based on the explanation above, a hortatory exposition is a type of spoken text that is intended to explain the listeners that something should or should not be done. The speaker proposes one idea or his/her point of view about something. To strengthen the idea or point of view, the speaker gives some arguments as the fundamental reasons of given idea. In the last statement, the speaker gives advice or recommendation of what should or should not be done by listeners based on the given arguments.

In addition, hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Moreover, there are some characteristics of language feature of hortatory exposition text. It purposes to make the listeners easier to identify the text. They are as follows:[19]

a. Focusing on the writer

b. Using abstract noun; policy, advantage, etc

c. Using action verb

d. Using thinking verb

e. Using modal adverb; certainly, surely, etc

f. Using temporal connective; firstly, secondly, etc

g. Using evaluative words; important, valuable, trustworthy, etc

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[19] Th. M. Sudarwati and Eudia Grace, *Loc.Cit.*

h. Using passive voice

i. Using simple present tense

Moreover, to know how far the students' listening comprehension, it is assessed by using four indicators of listening comprehension provided in syllabus. These indicators are:[20]

a. The students are able to identify the topic of the text heard.

b. The students are able to identify specific information of the text heard.

c. The students are able to identify what the speaker's purpose in the text.

d. The students are able to identify the solution of the problem in the text heard.

3. Factors Influencing Students' Listening Comprehension

According to Goh, there are twenty factors that influence students' listening comprehension. These factors are organized into five categories according to their common characteristics. The factors are below:[21]

a. Text. It is divided into eight factors:

1) Phonological Modifications

Features that might make it difficult to divide streams of speech, such as linking, stress. Phonology is the study of how sounds

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[20] Syllabus of SMAN 3 Pekanbaru, *Loc.Cit.*

[21] Christine Goh, *How Much do Learners Know about the Factors that Influence Their Listening Comprehension?*, National University of Singapore, 1999
http:/www.nclrc.org/essentials/listening/startlisten.htm Retrieved on July 15th, 2012

are organized and used in natural languages. The teacher needs to use a clear voice with good articulation and sufficient projection to be heard by all the students. It includes stress, strong form, weak form, intonation incomplete plosive consonant, affricate consonant, syllable and so on.

2) Vocabulary

It concerns to the presence of familiar/unfamiliar content words. This includes English idiom, jargon and academic terms. It means that students should mastery in vocabulary to make them easy in comprehending the material.

3) Speech rate

The perceived of speed or slowness at which words are produced. The teacher should know the capability of students how to understand the meaning of listening material by giving them the kind of speech rate based on student's level. It is clear that the reading speed of a material also affects in comprehending the idea of listening material.

4) Type of input

Effects of features related to specific text types, such as lectures, TV/radio news broadcast, stories, and face-to-face conversations. Type of input here means that what kind of material

that we can give to them such as news, announcement or conversation. And teacher can choose the easy one based on students needed.

5)   Sentence length and Complexity

Sentence types, such as simple sentences or long complex ones with embedded clauses. Students need to know how to comprehending long sentence and complexity. Because in face listening material students will find not only short conversation or news but also long conversation.

6)   Visual support

Pictures, handouts, captions, subtitles that support the spoken text. Sometimes students need to see the picture to more comprehending listening material. Nevertheless, audio-visual resources are increasingly available and the integration of listening skills into the language programmed is now a real possibility.

7)   Signposting and organization

The presence of macro and micro discourse markers.

8)   Abstract and non abstract topic

Abstract topics dealing with concepts compared with those that describe events, people or objects. Students should get the

knowledge how to distinguish between abstract and non abstract topic.

b. Speaker. It is divided into two factors:

1) Accent

This is related to where a speaker comes from. Many students felt particular problems in understanding English speakers in Singapore who spoke English.

2) Competence in speaking

The speaker's command of English, overall fluency, and their ability to interest listeners or facilitate their comprehension. Speaker's pronunciation can influence students in comprehending or not about the material.

c. Listener. It is divided into eight factors:

1) Interest and Purpose

This is related to whether the information is crucial to the listeners or can generate sufficient interest in them to continue listening. We can use contemporary material which will interest student in listening like talk about movie or hobby.

2) Prior knowledge

This includes specific knowledge and experience about the topic being talked about. Teachers can give students more

knowledge about everything that in future can help students in comprehending listening material. Encourage the students to read something in their spare time about geography, history, culture, and stories.

3) Physical and psychological states

Fatigue, nervousness, anxiety, impatience, feeling relaxed and calm. Feeling will influence students in stay cool or not when listening activities happen in the class room.

4) Knowledge of context

A general sense of what the spoken input is about. Students should have understanding how to get the main idea when one topic shows up.

5) Accuracy of Pronunciation

Listeners who do not pronounce certain words accurately may have problems recognizing these words when the speaker says them correctly. Teacher should considering about pronunciations that will hear by the students. Because it can be disturb student to comprehending listening material.

6) Knowledge of grammar

The ability to parse long complex sentences. Students need to master kinds of grammar to make them easy understand about the topic.

7) Memory

The ability to retain what is heard or processed. Students need to do seriously exercise to get a good way in memorizing what that they have listened.

8) Attention and concentration

The ability to direct one's attention to the task at hand and not to be distracted or discouraged when understanding is not immediately forthcoming. Students need full concentration and attention, and we should make the classroom far from noisy.

d. Task

Task is divided into one factor. The factor is sufficient time available for processing. Time available between processing is one part and the next or before responding. We should give exercise to the students how to use the limited time to comprehending listening material.

e. Environment

Environment is divided into one factor. The factor is physical conditions**.** It relates to the presence of noise, the acoustics in a room, or the loudness of input. Condition of around the class should be conducive such as the room must have good temperature, not so cool and not so hot.

4. The Nature of Semantic Mapping Strategy

a. Definition of Semantic Mapping

Semantic mapping is one of interactive strategies that can be used in improving listening achievement of students. There are some definitions of semantic mapping explained by some experts. Formal definitions can be given, such as: Antonacci in Zaid stated that semantic mapping is a visual representation of knowledge, a picture of conceptual relationship.[22]

Then, according to Sinatra, Stahl-Gemake, and Berg cited in Zaid, semantic mapping is a graphic arrangement showing the major ideas and relationships in text or among word meanings.[23] Furthermore, Johnson, Pittelman, and Heimlich in Zaid discussed that semantic mapping is a categorical structuring of information in graphic form.[24]

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[22] Mohammed Abdullah Zaid, Semantic Mapping in Communicative Language Teaching, *English Teaching Forum Journal*, Vol. 33, No. 3, July - September 1995. http://eca.state.gov/forum/vols/vol33/no3/p6.htm   Retrieved on March 19th, 2011

[23] *Ibid.*

[24] *Ibid.*

In addition, Rebecca defined semantic mapping is a strategy involves arranging concepts and relationships on paper to create a semantic map, a diagram in which the key concepts are highlighted and are linked with related concepts via arrows or lines.[25]

Moreover, Stuart said:[26]

> Semantic mapping is a technique used to explain concepts behind words, because for any word, there are at least three associations including class, property and example. In semantic mapping, the association of class shows the order the concept falls into; in other words, is it higher or lower than another concept. The property association shows the defining characteristics of the concept. The association of example shows things that are similar to the concept.

In teaching listening, semantic mapping can be used to improve students' listening comprehension. Rebecca said that this strategy is valuable for improving both memory and comprehension of new expressions.[27] She added, semantic mapping can help students to understand and remember vocabulary that will be heard and it can be used as the basis for an entire listening activity as well.[28]

Furthermore, Nation and Newton added that before listening activities, it is worth drawing students' attention to some of the

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[25] Rebecca L. Oxford, *Language Learning Strategies*, New York: Newbury House Publishers, 1990, p. 61-62

[26] Laura Stuart, *How to Create a Semantic Map [online].* http://www.ehow.com/how_5152738_create-semantic-map.html Retrieved on March 19th, 2011

[27] Rebecca L. Oxford, *Loc.Cit.*

[28] *Ibid.*

vocabulary that will occur. It can be done by doing a semantic mapping activity.[29]

Therefore, semantic mapping is a strategy to improve srudents' listening comprehension because some reasons. Firstly, it engages students' prior knowledge before listening so that the students become active students. Prior knowledge has important role to get comprehension in listening. As Brown stated:[30]

> One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension. Prior knowledge is organized in schemata: abstract, generalized mental representations of our experience that are available to help us understand new experiences. Activating prior knowledge, in addition to helping comprehension, motivates students by bringing their lives into the lesson.

Secondly, this strategy can be as prelistening activity. It can help students to know the vocabularies relate to what they are going to hear so that they can predict the content of what the speakers are going to tell. So, they have preparation before listening. It makes them more comprehend what they hear.

According to Underwood, pre-listening support students so that they can achieve a high level of success and thus become confident that

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[29] I. S. P. Nation and Jonathan Newton, *Op.Cit.,* p. 135
[30] Steven Brown, *Teaching Listening [Electronic Version],* 2006, p. 2. http://www.library-nu.com Retrieved on February 25th, 2011

they can listen effectively.[31] Pre-listening activities usually have two goals, those are to bring to consciousness the tools and strategies that students use when listening, and to provide the necessary context for that specific listening task. Studies show that learners comprehend more of a text if they are familiar with the text from experience or they have known something about the topic before or they know in advance what the listening passage concerns.[32]

In conclusion, semantic mapping is able to make the students as listeners comprehend the content of text because it is one of pre-listening activities that makes the students predict what the content of the text by inviting their schemata and by knowing the vocabularies.
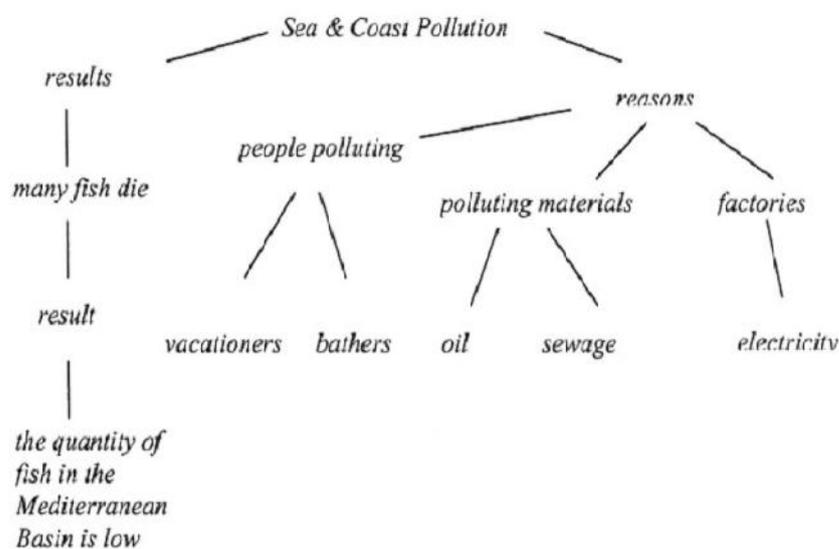
Figure 2.1: Example of Semantic Mapping

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[31] Mary Underwood, *Op.Cit.,* p. 30

[32] Ji Lingzhu, Listening Activities for Effective Top-Down Processing, *The Internet TESL Journal*, Vol. IX, No. 11, November 2003. http://iteslj.org/Techniques/Lingzhu-Listening.html Retrieved on March 19th, 2011

b. Advantages of Semantic Mapping

Semantic mapping has some advantages when it is applied in teaching English process, especially in teaching listening. The advantages are as follow:[33]

1) Semantic mapping is interactive because in drafting the map, students work with each other both before and after the targeted language topic. Its creation entails total student involvement; the students are active participants throughout the development of the map. Their brainstorming allows the map to take its first shape; and their output during and following the assignment determines the final shape the map will have.

2) Semantic mapping allows for sequential negotiation. First, there is interpersonal negotiation through students' suggestions and categorization. Then, there is reflective intrapersonal negotiation while each student is listening about the topic-in essence shaping her/his own personal semantic map. Finally, there is a return to interpersonal negotiation as the class modifies the pre-assignment and personalized maps into the post- assignment map. The interactive process of student negotiation of meaning has merged the interpersonal or social aspect of language development with the intrapersonal, reflective aspect of language learning.

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[33] Mohammed Abdullah Zaid, *Log.Cit.*

3) It is an information-gap activity because students must fill in gaps in the map and in their personal schemata of the topic as the map takes shape.

4) It is a predictive activity because in the prelistening stage, the students' discussion basically anticipates what will appear in the listening material. Being allowed to make brainstorming and categorizing predictions about what are going to hear.

5) It is student centered because the semantic map makes use of the students' prior knowledge and because students control the input at each stage of the map's building.

6) It is teacher-friendly because it allows the teacher unobtrusively to pre-assess the students' readiness to do an assignment, take immediate steps (as in vocabulary introduction) to enhance their preparation, and to post-evaluate how well the students integrated or synthesized what they had studied.

5. Using Semantic Mapping Strategy towards Students' Listening Comprehension

There are some steps that should be applied by teacher in using semantic mapping strategy in teaching listening. The steps are in the following:[34]

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[34] National Centre of Literacy and Numeracy for Adults, *Building on Prior Knowledge [online]*. http://literacyandnumeracyforadults.com/The-Learning-Progressions/Listen-and-Speak-to-Communicate/Activities-table/Building-on-prior-knowledge.htm Retrieved on March 19th, 2011

a. Explain the purpose of the strategy and discuss it with the students.

b. Introduce the topic of the talk they will listen to and ask the students what they know about the topic.

c. Start a semantic map on the whiteboard by drawing a central circle with lines coming from it. Write the topic in the circle and model how students could 'map' key words and ideas that they would expect to hear in a talk about the topic. For example, for a lecture on whales, students might expect to hear about their size, where they are found, different kinds, breeding, killing of whales and so on.

d. Map those items by drawing lines from the circle and writing words on the lines. Some lines will branch out into finer or related details. Ask the students to suggest other ideas for the topic and add them too.

e. Ask the students to use the semantic mapping that have been constructed as they listen to the lecture. Play the lecture.

f. With the students, review the map in the light of what they have just heard. Were all our ideas covered? What important ideas did we miss out? How did the map help you to understand the talk?

g. Students can now work in pairs or groups (at a whiteboard or on a large sheet of paper) to make their own semantic maps of the topic, adding, deleting or moving words to make a more complete and accurate 'map' of what they have heard. By doing this, they are

combining what they already knew and what they actually heard to get a more accurate understanding of the topic.

h. Students can listen again (if they haven't got enough detail on their semantic maps) and continue to add detail.

i. The pairs/groups can share their findings with another group and add or change details to their maps if necessary.

j. Discuss the ways in which this strategy helps students to prepare for and understand the content of the lecture.

B. Relevant Research

There are some previous researches which have relevancy to this research. They are as follows:

1. A research conducted by Cahyadi entitled "The Influence of Using Semantic Mapping Technique on Students' Writing Ability at the Second Year of SMAN 2 Rokan IV Koto".[35] Quasi experimental research was a kind of his reseach design. The location of his research was in Senior High School 2 of Lubuk Bendahara Timur village Rokan IV Koto in Rokan Hulu Regency. This reasearch was conducted in March until July 2009. The number of population was 43 students from the second grade which was divided into 2 classes. Furthermore, for the sample, he took all of the population. For data collection, he used writing test and t-test to

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[35] Cahyadi, "The Influence of Using Semantic Mapping Technique on Students' Writing Ability at the Second Year of SMAN 2 Rokan IV Koto", Thesis, Pekanbaru: UIN Suska Riau, 2010, p. 55

analyze the data. The result of his research was semantic mapping technique that had significant influence on students' writing ability. It was shown by the value of t_o higher that t-table at 5% or 1%. Eventhough, the writer's research has the same independent variable as Cahyadi's research, that is using of semantic mapping; but, the writer's research focuses on the use of semantic mapping toward students' listening comprehension.

2. Another relevant research to this research was conducted by Dian Riza Kartina entitled "Factors Influencing Students' Ability in Listening Comprehension at the Second Year of SMK Muhammadiyah 2 Pekanbaru".[36] The location of that research was at SMK Muhammadiyah 2 at KH. Ahmad Dahlan street No. 94 Pekanbaru on December 2009. The population was 282 students from 4 classes. She used proportional random sampling to get the sample. She took 67 students as sample. It was 25% of all population amount. Technique for collecting data was field note and questionnaire. Meanwhile, technique for analysing data, she used descriptive quantitative with percentage. At the end of research, she concluded that many factors which influence students' listening comprehension. But, the most influencing factor was understanding about speaker pronunciation.

3. A research conducted by Antonius Eka Putera has also relevancy with this research. The research entitled "Students' Difficulties in Listening

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[36] Dian Riza Kartina, "Factors Influencing Students' Ability in Listening Comprehension at the Second Year of SMK Muhammdiyah 2 Pekanbaru", Thesis, Pekanbaru: UIN Suska Riau, 2010, p. 57

Comprehension at the Third Year of Madrasah Aliyah Diniyah Puteri Pekanbaru".[37] This research was conducted on July 2008. The participants were the third year students of Madrasah Aliyah Diniyah Puteri Pekanbaru. Tho total were 26 students included in one class. For sample, he took all of the participants. For collecting the data, he used questionnaire and test. Questionnaire was used to know the students' difficulties in listening. Otherwise, test was used to know how the students' difficulty level is in listening comprehension. Moreover, percentage was used to analyze the data. The result, he concluded that the students' difficulty in listening comprehension was categorized into middle level. The difficulties were most of students did not understand most of vocabularies used in the recording, most of students were not able to follow speed of the utterances in the recording, and most of students were not able to interpret utterances in the recording.

4. Samsimar conducted a research entitled "A Comparison of the Second Year Students' Ability in Listening in the Language Laboratory and Classroom at Senior High School of Babussalam Pekanbaru".[38] The research was held in June to September 2007. The population of the research was the second year students (74 students). She used proportional random sampling to take the sample. The total sample was

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[37] Antonius Eka Putera, "Students' Difficulties in Listening Comprehension at the Third Year of Madrasah Aliyah Diniyah Puteri Pekanbaru", Thesis, Pekanbaru: UIN Suska Riau, 2009, p. 49

[38] Samsimar, "A Comparison of the Second Year students' Ability in Listening in the Languge Laboratory and Classroom at Senior High School of Babussalam Pekanbaru", Thesis, Pekanbaru: UIN Suska Riau, 2008, p. 55

37 students that was a half of the total population. Furthermore, test was a technique for collecting the data. To analyze the data, she used t-test. The conclusion of this research was the students who studied in the language laboratory had higher ability in listening than the students who studied in the classroom. It was shown by the result of $T_o > T_t$ in 5% or 1%. The result was $2,03 < 7,766 > 2,72$.

C. Operational Concept

Operational concept is a concept that guides the readers to avoid misunderstanding. It should be interpreted into particular words in order to be easier measured. It gives clear description of the variables. Syafi'i explaines that all related theoritical frameworks can be operated in the operational concept.[39]

There are X and Y variables in this research. The X variable or independent variable is the use of semantic mapping strategy. In other hand, the Y variable or dependent variable is students' listening comprehension.

1. Indicators of variable X or the use of semantic mapping strategy:

   a. Teacher explains the purpose of the strategy.

   b. Teacher introduces the topic of the talk they will listen to and ask the students what they know about the topic.

   c. Teacher starts a semantic mapping on the whiteboard by drawing a central circle with lines coming from it.

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[39] M. Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purposes,* Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), p. 122

d. Teacher makes map by asking the students to suggest other ideas for the topic.

e. Teacher asks the students to use the semantic mapping that have been constructed as they listen to the lecture. Play the lecture.

f. Teacher reviews the map with the students in the light of what they have just heard.

g. Teacher asks the students to work in pairs or groups to make their own semantic maps of the topic, adding, deleting or moving words to make a more complete and accurate map of what they have heard.

h. Teacher can replay the lecture if the students haven't got enough detail on their semantic maps.

i. Teacher asks the pairs/groups to share their findings with another group and add or change details to their maps.

j. Teacher and students discuss about the strategy that help students to prepare for and understand the content of the lecture.

2. Indicators of variable Y or students' listening comprehension:

a. The students are able to identify topic of a short functional text heard.

b. The students are able to identify specific information of the text heard.

c. The students are able to identify purpose of a short functional text heard.

d. The students are able to identify solution of the problem in text heard.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the researcher assumes that (1) students' ability in listening is various, and (2) the better using semantic mapping strategy, the better students' listening comprehension will be.

2. The Hypothesis

a. Alternative Hypothesis (Ha)

There is significant effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru.

b. Null Hypothesis (H_0)

There is no significant effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is an experimental research. The experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship.[1] Since the students at the school have been grouped into some classes, then the researcher can't create new participant groups for this experiment. So, the researcher used quasi-experiment. Creswell stated that quasi-experiment is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.[2]

Moreover, there were two variables in this research. The first was independent variable and the second one was dependent variable. The use of semantic mapping strategy was independent variabel symbolized by "X" and the students' listening comprehension was dependent variable symbolized by "Y". Then, in conducting this research, there were two classes involved. The first was experimental class. The second one was control class.

Furthermore, the researcher applied pre-test and post-test to this quasi-experimental design. Creswell explained that a pre-test provides a measure on

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[1] L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and application Sixth Edition,* New Jersey: Prentice Hall Inc., 2000, p. 36

[2] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* New Jersey: Pearson Education Ltd., 2008, p. 313

some attribute or characteristic that will be assessed for participants in an experiment before they receive a treatment.[3] Meanwhile, a post-test is a measure on some attribute or characteristic that will be assessed for participants in an experiment after a treatment.[4]

Thus, in the beginning the students of two classes were administered by giving pre-test. In the middle, they were treated but by giving different treatment. For experimental class, the students were treated with semantic mapping strategy. In other hand, the students of control class were treated with conventional strategy. At the end, they were given post-test. In short, the research design can be illustrated as follows:[5]

Pre-and Post-test Designs		Time	
Control Class	Pre-test	Conventional Strategy	Post-test
Experimental Class	Pre-test	Semantic Mapping Strategy	Post-test
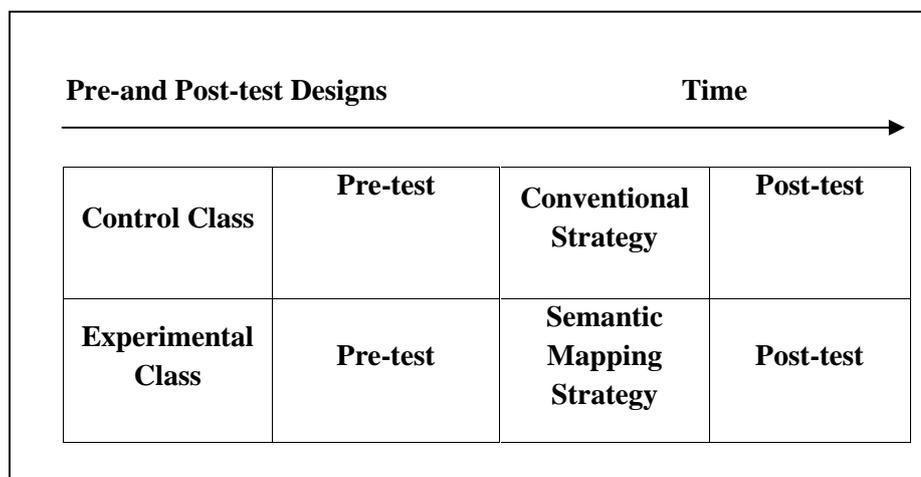
Figure 3.1: Research Design

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[3] *Ibid.,* p. 301
[4] *Ibid.*
[5] *Ibid.,* p. 314

B. Location and Time of the Research

This research was conducted at Senior High School 3 Pekanbaru at 100 Yossudarso Street, Rumbai - Pekanbaru. It was held on February until March 2012.

C. Subject and Object of the Research

This research subject was the second year students at Senior High School 3 Pekanbaru. Whereas, the object was the effect of using semantic mapping strategy towards students' listening comprehension.

D. Population and Sample of the Research

The population was the second year students of Senior High School 3 Pekanbaru in 2011/2012 academic years. The total numbers of this population were 253 students divided into 8 classes. There were 4 classes of science program and 4 classes of social program.

Moreover, the researcher took two classes for samples. They were XI Science 1 (32 students) and XI Science 2 (32 students). The total samples were 64 students.

The technique sampling used was purposive sampling technique because the students of two classes were taught by the same teacher. So, they were assumed to have the same ability. To identify the class, the researcher used lottery technique, that was by using rolled-papers. Therefore, it was chosen XI Science 1 as control class and XI Science 2 as experimental class.

Table III.1

Population and Sample of the Research

No.	Class	Population	Sample
1	XI Science 1	32	Control class
2	XI Science 2	32	Experimental class
3	XI Science 3	33	-
4	XI Science 4	32	-
5	XI Social 1	31	-
6	XI Social 2	31	-
7	XI Social 3	31	-
8	XI Social 4	31	-
	Total	253	64

Actually, the total samples of this research were 64 students, but not all of the students could be the sample. It was because there were two students either in control class or experimental class seldom attend to the class during the meeting because of sickness, absent, etc. Therefore, the samples of this research were 60 students.

E. Technique of Collecting Data

The technique used for collecting the data was listening test. In this research, the test was designed to provide information about how well the students comprehend of what they listened to. This test was designed into two tests, those were pre-test and post-test. Then, the tests were contributed into two classes, namely experimental class and control class. In order to get information about the effect of the strategy, the test was arranged based on the indicators of listening that have been stated in operational concept.

To measure the test, it was done by using listening assessment used by the English teacher at SMAN 3 Pekanbaru, as follows:

$$\text{Final Score} = \frac{Obtained\ Score}{Total\ Score} \times 100$$

F. Instrument of the Research

1. Description of the Instrument

To conduct the data, the researcher constructed 16 items of test from 4 indicators of listening comprehension that were quoted from school syllabus. Each indicator had 4 items. In the test, there were 4 topics about hortatory exposition text. The test was designed in Short-Answer Question form. So, the students must answer the questions based on what they heard in short. All of the topics and the questions were taken from the student's handbooks used by the English teacher. In short, items distribution of the instrument illustrated on the following table:

Table III.2

Items Distribution of the Instrument

Indicator	Item
1	1,6,12,15
2	2,5,11,14
3	3,8,10,13
4	4,7,9,16

2. Validity and Reliability of the Instrument

The test used for testing students' listening comprehension had to have validity and reliability in order to get an accurate data. According to Gay, validity is concerned with the appropriateness of the interpretations made from test scores.[6] It means that validity is the test can measure what is measured.

To know the validity of the test in this research, the researcher used content validity because the topics and the questions that were tested were taken from the materials in student's handbooks used by the English teacher. It refers to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.[7] Because the materials of the test were based on the books provided by the school, the test had fulfilled the validity of the content.

Furthermore, according to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.[8] It is reflected in the obtaining how far the test or instrument test that enables to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the listening test, the researcher used stability reliability or also called test-retest reliability. This kind of reliability provides evidence that scores obtained on a test at one time

[6] L.R. Gay and Peter Airasian, O*p.Cit.,* p. 161
[7] Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif* Edisi Pertama, Yogyakarta: Graha Ilmu, 2006, p. 23
[8] L.R. Gay and Peter Airasian, *Op.Cit.,* p. 169

(test) are the same or close to the same when the test is readministered some other time (retest).[9] The data used to know the test reliability was pre-test and post-test scores of control class. Then, the scores were analyzed by using Pearson product moment correlation formula[10] through SPSS 16 Version.

r product moment can be obtained by considering the degree of freedom (df) as below:

$$df = N - nr$$

N = number of cases

nr = the total variable correlated

Statistically the hypotheses are:

$$H_0 : r_o < r_t$$

$$H_a : r_o \quad r_t$$

H_0 is accepted if $r_o < r_t$ or there is no significant correlation between pre-test and post-test.

H_a is accepted if $r_o \quad r_t$ or there is a significant correlation between pre-test and post-test.

The following table describes the correlation between score of pre-test and post-test.

[9] *Ibid.,* p. 171

[10] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik Edisi Revisi 2010,* Jakarta: Rineka Cipta, 2010, p. 222

Table III.3

Correlation between Pre-test and Post-test by Using Pearson Product

Moment Correlation

		Pre-test	Post-test
Pre-test	Pearson Correlation	1	.772[**]
	Sig. (2-tailed)		.000
	N	30	30
Post-test	Pearson Correlation	.772[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

From the table III.3 above, it can be seen that the coefficient of correlation product moment (r_o) between pre-test and post-test is 0.772. It would be compared to r table (r_t). Before comparing, we have to obtain the degree of freedom (df).

df = N – nr

df = 30 – 2

df = 28

After obtaining the degree of freedom (df), the coefficient of correlation product moment (r_o) is compared to r table (r_t) either at level 5% or 1%. At level 5%, r_t is 0.361 and at level 1%, r_t is 0.463. It means that the coefficient of correlation product moment (r_o) is higher than r table (r_t) either at level 5% or 1%. In other words, $0.361 < 0.772 > 0.463$. It can be concluded that H_0 is rejected and H_a is accepted. It means that there is significant

correlation between pre-test and post-test. Thus, the test used by the researcher is reliable.

G. Technique of Data Analysis

The aim of this research wants to find out whether there is or not the effect of semantic mapping strategy on students' listening comprehension; so, the researcher used regression formula to analyze the data. The researcher analyzed the scores of post-test between control and experimental class by using the formula. The analysis was done by using SPSS 16 Version.

$F_{calculated}$ is obtained by considering variable of *dk* as below:[11]

dk = N – independent variable – 1

N = Number of cases

The significant level chosen in analyzing the score $F_{calculated}$ through using SPSS 16 Version is 5% or 0.05.

Statistically the hypotheses are:

H_a : $F_{calculated}$ $F_{0.05}$

H_0 : $F_{calculated} < F_{0.05}$

H_a is accepted if $F_{calculated}$ $F_{0.05}$ or there is a significant effect of semantic mapping strategy toward students' listening comprehension of the second year students at SMAN 3 Pekanbaru.

H_0 is accepted if $F_{calculated} < F_{0.05}$ or there is no significant effect of semantic mapping strategy toward students' listening comprehension of the second year students at SMAN 3 Pekanbaru.

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[11] Hartono, *Statistik untuk Penelitian,* Yogyakarta: Pustaka Pelajar, 2008, p. 191

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

The data of this research were from the score of pre-test and post-test both experimental and control classes. The researcher gave the pre-test before doing treatment and the post-test after the treatment. The test was based on the indicators of listening comprehension that were provided by that school. The listening test was about hortatory exposition text that was quoted from the student's handbooks. Then, the test was evaluated based on the assessment provided by the school. The description of the data is presented as follows:

1. Description of Students' Pre-Test Scores

Table IV.1
Description of Frequency of Students' Pre-test Scores of
Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	20.0	20.0	20.0
	45	8	26.7	26.7	46.7
	50	9	30.0	30.0	76.7
	56	6	20.0	20.0	96.7
	63	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table IV.1 above, it can be seen that there are 6 students obtained score 40 (20%), 8 students obtained 45 (26.7%), 9 students obtained 50 (30%), 6 students obtained 56 (20%), and 1 student obtained 63 (3.3%).

Furthermore, the total frequency is 30. The highest score is 63 and the lowest score is 40. The highest frequency is 9 at the score of 50. The result statistics of this data is on the following table:

Table IV.2

Statistics of Students' Pre-test Scores of

Control Class

N	Valid	30
	Missing	0
Mean		48.30
Std. Error of Mean		1.124
Median		50.00
Mode		50
Std. Deviation		6.154
Variance		37.872
Range		23
Minimum		40
Maximum		63
Sum		1449

Table IV.3

**Description of Frequency of Students' Pre-test Scores of
Experimental Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	11	36.7	36.7	36.7
	45	10	33.3	33.3	70.0
	50	8	26.7	26.7	96.7
	56	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table IV.3 above, it can be seen that there are 11 students obtained score 40 (36.7%), 10 students obtained 45 (33.3%), 8 students obtained 50 (26.7%), and 1 student obtained 56 (3.3%).

Furthermore, the total frequency is 30. The highest score is 56 and the lowest score is 40. The highest frequency is 11 at the score of 40. The result statistics of this data is on the following table:

Table IV.4

Statistics of Students' Pre-test Scores of

Experimental Class

N	Valid	30
	Missing	0
Mean		44.87
Std. Error of Mean		.827
Median		45.00
Mode		40
Std. Deviation		4.531
Variance		20.533
Range		16
Minimum		40
Maximum		56
Sum		1346

2. **Description of Students' Post-Test Scores**

Table IV.5
Description of Frequency of Students' Post-test Scores of
Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	8	26.7	26.7	26.7
	56	14	46.7	46.7	73.3
	63	7	23.3	23.3	96.7
	69	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table IV.5 above, it can be seen that there are 8 students obtained score 50 (26.7%), 14 students obtained 56 (46.7%), 7 students obtained 63 (23.3%), and 1 student obtained 69 (3.3%).

Furthermore, the total frequency is 30. The highest score is 69 and the lowest score is 50. The highest frequency is 14 at the score of 56. The result statistics of this data is on the following table:

Table IV.6

Statistics of Students' Post-test Scores of

Control Class

N	Valid	30
	Missing	0
Mean		56.47
Std. Error of Mean		.955
Median		56.00
Mode		56
Std. Deviation		5.231
Variance		27.361
Range		19
Minimum		50
Maximum		69
Sum		1694

Table IV.7

Description of Frequency of Students' Post-test Scores of

Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	8	26.7	26.7	26.7
	63	14	46.7	46.7	73.3
	69	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

Based on the table IV.7 above, it can be seen that there are 8 students obtained score 56 (26.7%), 14 students obtained 63 (46.7%), and 8 students obtained 69 (26.7%).

Furthermore, the total frequency is 30. The highest score is 69 and the lowest score is 56. The highest frequency is 14 at the score of 63. The result statistics of this data is on the following table:

Table IV.8

Statistics of Students' Post-test Scores of

Experimental Class

N	Valid	30
	Missing	0
Mean		62.73
Std. Error of Mean		.883
Median		63.00
Mode		63
Std. Deviation		4.835
Variance		23.375
Range		13
Minimum		56
Maximum		69
Sum		1882

However, generally the statistical description of data could be seen on the following table description:

Table IV.9

Description of Students' Pre-test and Post-test Scores

		Pre-test Control	Post-test Control	Pre-test Experiment	Post-test Experiment
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		48.30	56.47	44.87	62.73
Std. Error of Mean		1.124	.955	.827	.883
Median		50.00	56.00	45.00	63.00
Mode		50	56	40	63
Std. Deviation		6.154	5.231	4.531	4.835
Variance		37.872	27.361	20.533	23.375
Range		23	19	16	13
Minimum		40	50	40	56
Maximum		63	69	56	69
Sum		1449	1694	1346	1882

B. Data Analysis

The data analysis presented the statistical result followed by the discussion about the effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru. The data were divided into two classes; control and experimental scores. To obtain the effect of using the strategy toward students' listening comprehension, the researcher analyzed mean score (M) and the standard deviation (SD) of the data by using regression formula through SPSS 16 Version.

1. **Analysis Pre-test of Control and Experimental Class**

Table IV.10

Students' Listening Scores of Pre-test of Control and Experimental Class

No	Name	Control	Experimental
1	Student 1	50	45
2	Student 2	45	40
3	Student 3	40	45
4	Student 4	50	45
5	Student 5	45	40
6	Student 6	56	50
7	Student 7	50	56
8	Student 8	45	50
9	Student 9	63	40
10	Student 10	40	50
11	Student 11	45	50
12	Student 12	40	40
13	Student 13	50	50
14	Student 14	40	40
15	Student 15	56	40
16	Student 16	45	45
17	Student 17	56	50
18	Student 18	40	40
19	Student 19	40	45
20	Student 20	50	40
21	Student 21	45	40
22	Student 22	45	40
23	Student 23	45	50
24	Student 24	50	45
25	Student 25	50	45
26	Student 26	56	45
27	Student 27	56	50
28	Student 28	50	45
29	Student 29	56	45
30	Student 30	50	40
	Mean	**48.3**	**44.87**

The table above describes the comparison between the students' listening score of pre-test of control and experimental class. The mean score of control class is 48.3, while the mean score of experimental class is 44.87. The difference mean between two groups, control and experimental, is not far. It showed that listening ability of the two groups is almost similar. It means that the students' listening ability both control and experimental classes is homogenous. The difference means (M) of pre-test score between control and experimental classes above can be illustrated on the chart below:
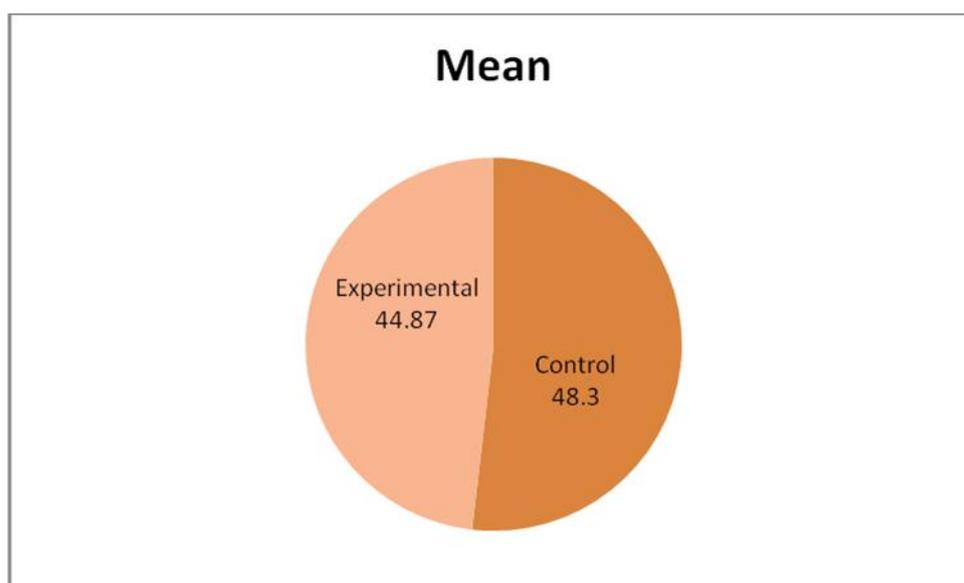

Figure 4.1: Chart of Students' Pre-test Scores of Control and Experimental Classes

2. Analysis Post-test of Control and Experimental Class

Table IV.11
Students' Listening Scores of Post-test of
Control and Experimental Class

No	Name	Control	Experimental
1	Student 1	56	63
2	Student 2	50	56
3	Student 3	50	56
4	Student 4	56	56
5	Student 5	50	56
6	Student 6	69	69
7	Student 7	63	69
8	Student 8	56	63
9	Student 9	63	63
10	Student 10	56	69
11	Student 11	56	69
12	Student 12	56	63
13	Student 13	56	69
14	Student 14	50	56
15	Student 15	56	56
16	Student 16	50	56
17	Student 17	63	69
18	Student 18	50	56
19	Student 19	50	63
20	Student 20	56	63
21	Student 21	56	63
22	Student 22	56	63
23	Student 23	50	69
24	Student 24	56	63
25	Student 25	63	63
26	Student 26	63	63
27	Student 27	63	69
28	Student 28	56	63
29	Student 29	63	63
30	Student 30	56	63
	Mean	**56.47**	**62.73**

The table above describes the comparison between the students' listening score of both control and experimental classes after giving treatment. The mean score of control class is 56.47, while the mean score of experimental class is 62.73. Between control and experimental class has improvement. It can be seen from mean score of post-test is higher than mean score of pre-test. Even though, the difference of the improvement both classes are far enough. It is indicated by the mean score of experimental class is higher than control class. It means that there is a significant effect of the treatment toward the students' listening comprehension. The difference means of post-test score between control and experimental class above can be illustrated on the chart below:
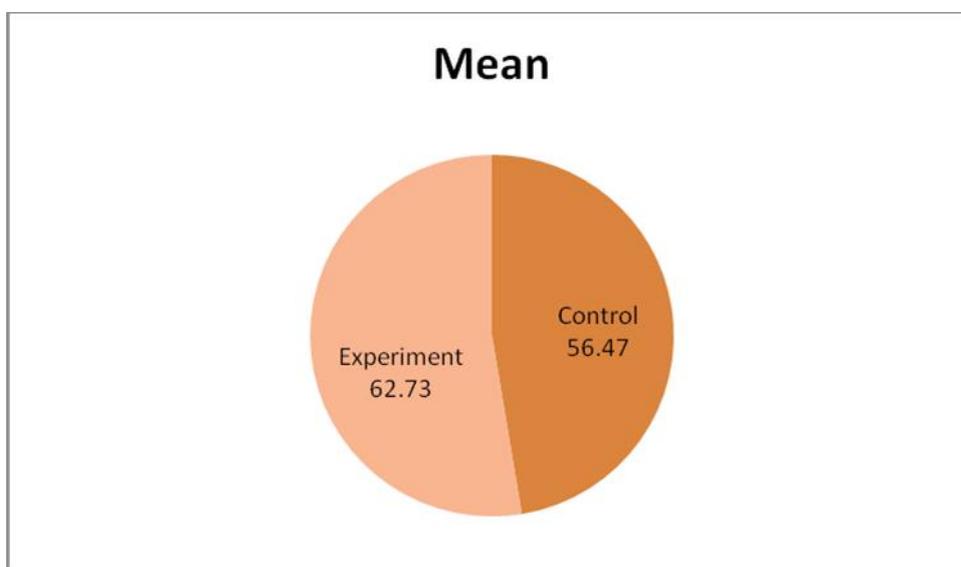

Figure 4.2: Chart of Students' Post-test Scores of Control and Experimental

Classes

3. **Analysis of Mean and Standard Deviation**

Table IV.12

Mean and Standard Deviation

		Pre-test Control	Post-test Control	Pre-test Experiment	Post-test Experiment
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		48.30	56.47	44.87	62.73
Std. Deviation		6.154	5.231	4.531	4.835

a. Pre-test

1) Mean and Standard Deviation of Pre-test of Control Class

Based on the table IV.12 above, it can be seen that the mean (M_x) of pre-test of control class is 48.30, and Standard Deviation (SD) of pre-test of control class is 6.154.

2) Mean and Standard Deviation of Pre-test of Experimental Class

Based on the table IV.12 above, it can be seen that the mean (M_x) of pre-test of experimental class is 44.87, and Standard Deviation (SD) of pre-test of experimental class is 4.531.

b. Post-test

1) Mean and Standard Deviation of Post-test of Control Class

Based on the table IV.12 above, it can be seen that the mean (M_x) of post-test of control class is 56.47, and Standard Deviation (SD) of post-test of control class is 5.231.

2) Mean and Standard Deviation of Post-test of Experimental Class

Based on the table IV.12 above, it can be seen that the mean (M_x) of post-test of experimental class is 62.73, and Standard Deviation (SD) of post-test of experimental class is 4.835.

4. The Analysis of Regression Formula

Table IV.13

Descriptive Statistics

	Mean	Std. Deviation	N
Post-test Control	56.47	5.231	30
Post-test Experiment	62.73	4.835	30

From the table IV.13 above, the mean of post-test of control class from 30 students is 56.47 and the standard deviation is 5.231, meanwhile the mean of post-test of experimental class from 30 students is 62.73 and the standard deviation is 4.835.

Table IV.14

Correlation

		Post-test Control	Post-test Experiment
Pearson Correlation	Post-test Control	1.000	.578
	Post-test Experiment	.578	1.000
Sig. (1-tailed)	Post-test Control	.	.000
	Post-test Experiment	.000	.
N	Post-test Control	30	30
	Post-test Experiment	30	30

From the table IV.14 above, it can be seen the correlation between post-test score of control class and post-test score of experimental class. The correlation is 0.578. It means that there is a positive correlation between two classes.

Table IV.15

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	Post-test Experiment[a]		. Enter

a. All requested variables entered.

b. Dependent Variable: Post-test Control

Table IV.16

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578[a]	.334	.310	4.345

a. Predictors: (Constant), Post-test Experiment

From the table IV.16 above, R = 0.578. It means that correlation between post-test score of control class and post-test score of experimental class is 0.578. Then, R square is 0.334. It is the quadrate result of the coefficient correlation (0.578 x 0.578 = 0.334). Moreover, Standard Error of the Estimate is 4.345.

Table IV.17

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	264.875	1	264.875	14.031	.001[a]
	Residual	528.592	28	18.878		
	Total	793.467	29			

a. Predictors: (Constant), Post-test Experiment

b. Dependent Variable: Post-test Control

From the table IV.17 above, it can be seen that $F_{table/0.05}$ = df (1/28) = 4.20. Then, $F_{calculated}$ = 14.031. It means that $F_{calculated} > F_{table}$ or 14.031 > 4.20. Moreover, the analysis can be seen from the value of Sig. = 0.001. It means that Sig. = 0.001 < = 0.05.

Thus, it can be concluded that H_0 is rejected and H_a is accepted. In other words, there is a significant effect of using semantic mapping strategy towards students' listening comprehension at the second year of SMAN 3 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation explained at the chapter IV, the researcher finally comes to the conclusion that is the answer of the formulation of the problem. The conclusion is as follows:

1. Mean of students' listening comprehension taught by using conventional strategy is 56.47.

2. Mean of students' listening comprehension taught by using semantic mapping strategy is 62.73.

3. From analysis of regression formula, H_0 is rejected and H_a is accepted. It can be seen from $F_{calculated} = 14.031 > F_{0.05,1,28} = 4.20$ and $= 0.05 > Sig. = 0.001$. It can be concluded that there is a significant effect of semantic mapping strategy toward listening comprehension of the second year students at SMAN 3 Pekanbaru.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using semantic mapping strategy can give significant effect toward students' listening comprehension. The suggestions are below:

1. It is hoped that the teacher at SMAN 3 Pekanbaru can implement this strategy in teaching listening because this strategy can make improvement in students' listening comprehension.

2. The teachers should be able to make their classroom interesting, enjoyable and comfortable.

3. The teachers should support their teaching technique with interesting media.

4. For the students, they must have high motivation in learning English and also they have to be active students that always make improvement in learning English.

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