



**IMPROVING THE GRADE X-F STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT USING SCHEMA THEORY
AT MAN JEMBER I
IN THE 2008/2009 ACADEMIC YEAR**

THESIS

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
DEDICATION.....	ii
MOTTO	iii
CONSULTANT’S APPROVAL	iv
APPROVAL OF EXAMINATION COMMITTEE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	vii
THE LIST OF TABLES AND DIAGRAM	x
THE LIST OF APPENDICES	xi
SUMMARY	xii
 CHAPTER I. INTRODUCTION	
1.1 Research Background.....	1
1.2 Research Problem.....	3
1.3 Research Objective.....	3
1.4 The Significance of the Research.....	4
1. For The English Teacher	4
2. For The Students	4
3. For The Researchers.....	4
1.5 Operational Definition	4
1. Schema Theory.....	4
2. Students’ Listening Comprehension Achievement.....	5
 CHAPTER II. REVIEW OF RELATED LITERATURE	
2.1 The Nature of Listening Comprehension.....	6
2.2 Modes of Listening Process.....	7

2.3 Factors Affecting Listening Comprehension	8
2.4 The Nature of Schema Theory	10
2.5 The Use of Schema Theory in Teaching Listening Comprehension	13
2.6 Activate the Students' Schema.....	14
A. Pre-Listening Stage	14
1. Showing Picture	16
2. Giving guided – question.....	17
3. Playing tic-tac-toe Games.....	18
B. While-Listening and Post-Listening Stage.....	19
2.7 Action Hypotheses	20

CHAPTER III. RESEARCH METHOD

3.1 Research Design.....	21
3.2 Area Determination Method	23
3.3 Subject Determination Method	23
3.4 Data Collection Method	24
3.4.1 Listening Test.....	24
3.4.2 Observation	25
3.4.3 Interview	27
3.4.4 Documentation.....	27
3.5 Research Procedures	27
3.5.1 The Planning of the Actions.....	27
3.5.2 The Implementation of the Actions	28
3.5.3 Observation and Evaluation of the Actions	28
3.5.4 Data Analysis and Reflection of the Actions	29
a. Data Analysis	29
b. Reflection	30

CHAPTER IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Results of Actions Cycle I	31
4.1.1 The Results of Observation in Cycle I.....	31
4.1.2 The Results of Listening Comprehension Test in Cycle I....	33
4.1.3 The Result of Reflection in Cycle I.....	33
4.2 The Results of the Actions Cycle II	35
4.2.1 The Results of Observation in Cycle II.....	35
4.2.2 The Result of Listening Comprehension Test in Cycle II	36
4.2.3 The Result of Reflection in Cycle II	36
4.3 Discussion	37

CHAPTER V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion	41
5.2 Suggestions	42
5.2.1 The English Teacher	42
5.2.2 The Students.....	42
5.2.3 The Other Researchers	42

REFERENCES

APPENDICES

SUMMARY

Improving the Grade XF Students' Listening Comprehension Achievement by Using Schema Theory at MAN Jember I in the 2008/2009 Academic Year; Renggo Ayu Singgih Prahesti, 030210401124; 2008; 42 Pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This classroom action research was intended to improve the grade X-F students' listening comprehension achievement using schema theory at MAN Jember I in the 2008/2009 Academic Year. It was begun by conducting informal interview with the English teachers of the grade X of MAN Jember I. There were 7 classes at the school. Class XF was chosen purposively as the subject of this research because of their lowest score in the listening skill among other classes. Its mean score was 56 that was below the standard mean score (65).

Schema theory was chosen as the teaching technique that could help the students to direct and manipulate their mind in recalling their prior knowledge to comprehend the new knowledge easily. The schema theory consists of several methods which can be applied in teaching listening. They were brainstorming, mind-mapping, discussion, games, guide-questions, picture/ diagram, prediction, elimination and skimming. These knowledge-oriented activities aim to prepare the students by encouraging them to activate relevant types of schema.

This research adopted the model of Kemmis and McTaggart Action Research design. They were planning of the action, implementation of the action, monitoring (by observation) and evaluation, and analysis and reflection.

This research was done in two cycles in which there were three meetings of each cycle in which listening test was conducted in the third meeting. Listening test score and observation were used as the primary data collection method in each cycle.

Meanwhile, documentation and interview was used to get the secondary data. The observation contained observation of students' participation and teacher's activity. In addition, the reflection was done based on the findings during the observation and compared to the criteria of the students' success that were the standard mean score 65 was reached by 75% of the students and 75% of the students were actively involved in the teaching learning process.

In the first cycle, the students' mean score of listening test was 64.09 and it was achieved by 59.09% of the students (26 students). Meanwhile, the results of the observation showed that 28 students (63.6%) in meeting one and 31 students (70.45%) in meeting two were actively involved in the teaching learning process. Moreover, the teacher also completed the activity stated in the lesson plan. From the results of cycle I, it could be said that it was necessary to conduct cycle II because the students' mean score had not met the target of the research yet.

In cycle two, the students showed their improvement. The mean score of students' listening test was 70,3. It was achieved by 81.8% of the students. Besides, in the first meeting, there were 35 students (79.5%) who were active and in the second meeting, there were 35 students (86.36%) actively involved in the teaching learning process. The teacher also completed all the activities stated in the lesson plan. It means that in the second cycle the students listening achievement and the students' participation improved significantly.

From the results of cycle two, it can be concluded that the schema theory could improve the students' listening comprehension achievement and the students' participation in the teaching and learning process. Therefore, the teacher was suggested to use schema theory as one alternative technique in teaching listening.