



**THE EFFECT OF ACTIVATING THE EIGHTH GRADE STUDENTS' SCHEMATA WITH
PICTURES IN PRE-LISTENING STAGE ON THEIR LISTENING COMPREHENSION
ACHIEVEMENT AT SMPN 2 BALUNG IN THE 2011/2012 ACADEMIC YEAR**

THESIS

By

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**THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2012



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THESIS

Composed to fulfill one of the requirements to obtain S1 Degree
at The English Language Education Study Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education
Jember University

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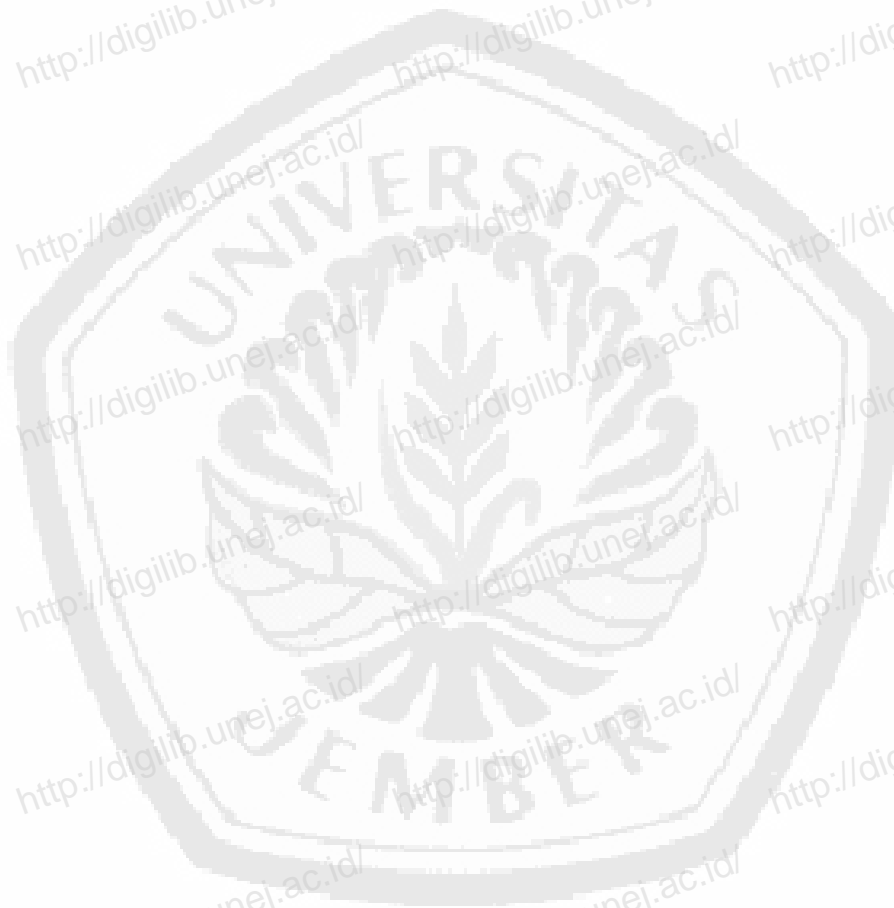
THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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DEDICATION

This thesis is honorably dedicated to:

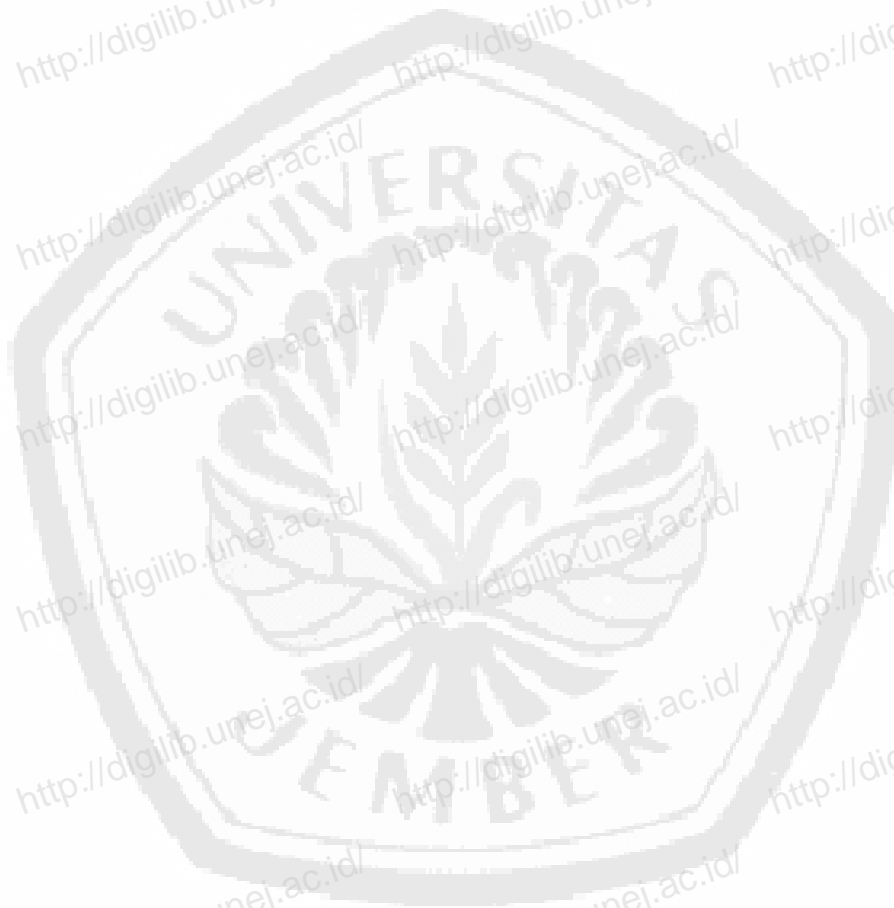
1. My beloved parents, Budiyo and Rini Winggiyanti.
2. My lovely little sister, Qatthrinada Zahrah Elysia.



MOTTO

The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.)*

*Picture can bring the outside world into the classroom.**)*



*) Nichols, R. G. 2009. *Quotes About Listening*. Available at <http://www.goodreads.com/quotes/tag/listening>. Retrieved on June, 17th 2012

**) Wright, A. 1989. *Pictures for Language Teaching*. Cambridge: Cambridge University Press

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This thesis entitled “The Effect of Activating the Eighth Grade Students’ Schemata with Pictures in Pre-Listening Stage on Their Listening Comprehension Achievement at SMPN 2 Balung in the 2011/2012 Academic Year” has been examined and approved by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

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SUMMARY

The Effect of Activating the Eighth Grade Students' Schemata with Pictures in Pre-Listening Stage on Their Listening Comprehension Achievement at SMPN 2 Balung in the 2011/2012 Academic Year; Rimbi Budi Setiarini, 070210401106; 2012:43 pages; The English Language Education Study Program of Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

In learning English, especially English as Foreign Language, learners still face many problems and difficulties in mastering the four language skills. Most students who learn EFL (English as a Foreign Language) consider that listening is relatively difficult. This condition also happens to Indonesian learners, especially at Junior High Schools. The problem of listening also occurs at the grade eight students who study at SMPN 2 Balung. The students often experience difficulties in grabbing the ideas from the spoken language, especially with unfamiliar topics. To help the students develop their listening comprehension, the researcher proposed to activate students' schemata with pictures in the pre-listening stage as one of the teaching techniques in teaching listening comprehension. By activating the students' schemata, the teacher can help the students to predict the materials that they will be heard. Besides that, the use of pictures to activate the students' schemata is very useful. They help the students to match the visual information with the audio. Therefore, using pictures to activate students' schemata helped the students to predict the text that they listened and then comprehended it. Sheerin (1987:127) states that the language teachers have to help and encourage the students to set up useful predictions and activate relevant concepts and experiences in their mind before they listen in the classroom because the listening materials and the listener's task are difficult and complex.

This research was conducted to investigate the effect of activating the eighth grade students' schemata with pictures in pre-listening stage on their listening

comprehension achievement at SMPN 2 Balung in the 2011/2012 academic year. The population of this research was all of the grade eight students of SMPN 2 Balung in the 2011/2012 academic year. The research respondents were determined by homogeneity analysis. The homogeneity analysis was conducted by taking the grade eight students final exam score in the first semester. The total number of the respondents was 70 students, consisting of 32 students of grade VIII-A as the experimental group. The experimental group received treatment that was teaching listening comprehension by activating students' schemata with pictures in pre-listening stage, while the control group consisted of 38 students of grade VIII-B taught by using question and answer technique in CLL approach.

The primary data of this research were collected from the students' scores of listening test. The primary data were collected from the post-test to compare the two different groups after treatment, and analyzed the result by using Independent sample T-Test (SPSS). Based on the calculation, the result of this research showed that the value of significant column of t-test table by using SPSS software, and the result was 0.017 which was lower than 0.05 (significant level of 5%). This means that the null hypothesis (H_0) formulated: "There is no significant effect of activating the eighth grade students' schemata with pictures in pre-listening stage on their listening comprehension achievement at SMPN 2 Balung in the 2011/2012 academic year" was rejected, thus the alternative hypothesis: "There is a significant effect of activating the eighth grade students' schemata with pictures in pre-listening stage on their listening comprehension achievement at SMPN 2 Balung in the 2011/2012 academic year" was accepted.

The research results proved that there was a significant effect of activating the eighth grade students' schemata with pictures in pre-listening stage on their listening comprehension achievement at SMPN 2 Balung in the 2011/2012 academic year.

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah, for all of His gift so I can finish my thesis entitled ***“The Effect of Activating the Eighth Grade Students’ Schemata with Pictures in Pre-Listening Stage on Their Listening Comprehension Achievement at SMPN 2 Balung in the 2011/2012 Academic Year”***.

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Language Education Study Program,
4. My first consultant, Mr. Sudarsono, and my second consultant, Mr. Annur Rofiq, for the guidance and valuable suggestions that have led me compile and finish my thesis.
5. My Academic Supervisor, Mrs. Musli Ariani.
6. The lecturers of the English Language Education Study Program who have taught and given me a lot of knowledge.
7. The Principal, the English teachers, and all of the eighth grade students of SMPN 2 Balung, especially class VIII-A and VIII-B, who helped and participated willingly to involve in this research.

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better.

I also hope that this thesis will be useful for the readers.

Jember, June 2012

Writer

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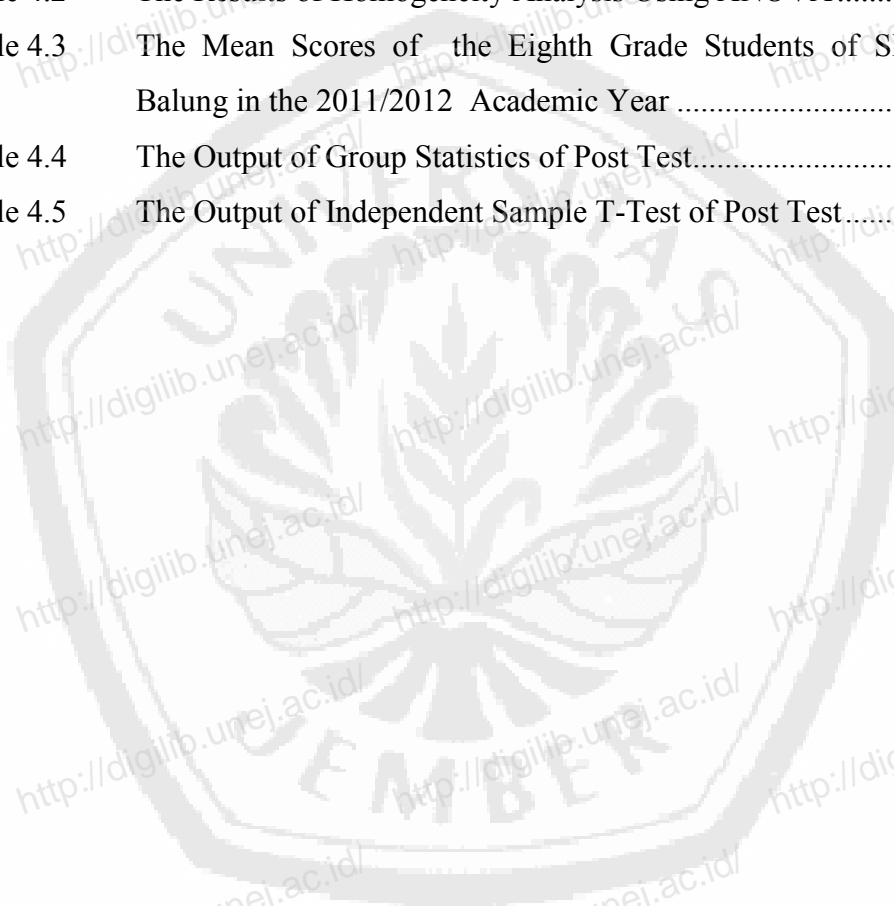
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