

## ABSTRACT

Padmi, Dianing. 2008. *The Influences of Reading Texts as a Pre-Listening Material to Students' Understanding*. Yogyakarta: Sanata Dharma University.

Prior knowledge, among others, is one important part in the learning process. In this regard, students need to have prior knowledge to learn any subject. However, teachers should take part in preparing the students to construct prior knowledge in order to make the learning processes successful.

The present study investigated the implementation of reading text in extracurricular class of the third grade students of *SMA Stella Duce Bantul* as a strategy to help them to acquire listening skill. There were two questions formulated in the study. The first question discussed students' perception toward the implementation of reading text as pre-listening material, whereas the second question explored the influences of the text to the students while listening to the recording.

To answer the research questions, the researcher employed a qualitative method. Moreover, three instruments were used to obtain important data, namely observation sheet, questionnaire, and interview. There were two results obtained from the study. First, the students generally perceived the implementation of the reading text, both positively and negatively. Positively, the students thought that the text was helpful and needed for them. On the contrary, the students also negatively stated that the text was boring and gave no significant influences on comprehending the listening passage. Second, the result of the research showed that the students experienced the influences of the text toward their listening skill in class. Provided with the reading text before listening to the recording, the students felt more well-prepared and confident to follow the listening section. Besides, by reading the text, their ability to follow the plot of the story they listened to, to grab the detail of the story, and to answer the comprehensive questions were increased. In addition, the ability to spell the new words correctly was also better. Therefore, it was concluded that the text influenced the students in acquiring listening skill in three important aspects, namely (1) readiness, (2) comprehension, and (3) language.

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*Prior knowledge* merupakan bagian penting dalam proses belajar para murid. Apapun yang akan dipelajari, murid sebaiknya memiliki prior knowledge yang cukup untuk memahami materi baru yang akan dipelajarinya. Dalam upaya untuk memberikan prior knowledge yang cukup kepada para murid, guru bidang studi hendaknya turut ambil bagian.

Studi ini mengkaji proses belajar Listening murid-murid kelas tiga SMA Stella Duce Bantul yang menggunakan teks bacaan sebagai media untuk membangun prior knowledge para murid. Ada dua permasalahan yang penulis kemukakan dalam penelitian ini. Permasalahan pertama membahas persepsi para murid dengan diterapkannya teks bacaan tersebut, sedangkan permasalahan kedua memaparkan pendapat para murid mengenai pengaruh teks bacaan tersebut terhadap kemampuan mendengarkan mereka.

Peneliti menggunakan metode penelitian kualitatif. Ada tiga alat yang digunakan untuk memperoleh data-data penting, yaitu lembar observasi, kuesioner, dan wawancara. Ada dua hasil yang diperoleh. Pertama, secara umum, para murid menanggapi penerapan teks bacaan, baik secara positif maupun negatif. Secara positif, para murid menanggapi bahwa teks bacaan tersebut sangatlah membantu dan diperlukan. Sedangkan dari sisi negatifnya, murid mengatakan bahwa teks bacaan tersebut membosankan dan tidak membawa pengaruh yang signifikan. Kedua, para murid mengalami sendiri pengaruh teks bacaan tersebut terhadap kemampuan mendengarkan mereka di kelas. Dengan adanya teks bacaan, para murid menjadi lebih siap dan percaya diri untuk mengikuti pelajaran mendengarkan di kelas. Di samping itu, dengan membaca teks bacaan terlebih dahulu, kemampuan mereka untuk mengikuti alur cerita, memahami detail cerita, dan menjawab pertanyaan meningkat. Di sisi lain, kemampuan menulis para murid pun menjadi lebih baik. Dengan kata lain, teks bacaan mempengaruhi kemampuan mendengarkan murid dalam tiga aspek penting; (1) kesiapan, (2) pengertian, (3) kebahasaan.