

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Previous Research

In this research, the writer will discuss the previous researcher to prove the originality of this research. The writer will describe some works which are relevant to this thesis to make the thesis arrangement easier and to avoid repeating the same study.

Thesis entitled *The Use of Series Pictures as Media in Writing Procedure Texts (The Case of Tenth Grade Students of SMA N 2 Pemalang in the Academic Year 2007/2008)* written by Turasih (2201403578), Language and Art Faculty of State University of Semarang, 2008 states that using series pictures to teach writing is a good innovation it can stimulate the students' interest in writing. Pictures can represent the real situation and the students can express their ideas more easily. This study is an experimental research. The research question of this study is how well pictures give contribution to students in writing procedure texts?. It tries to know how well picture give contribution to teach writing and to know if there is significant difference in the achievement between the students who are taught writing using pictures and the students who are taught writing without pictures as media. The data were collected through an essay test. Based on the try out and some revisions, the test was valid and reliable. The result of the research shows that series pictures can contribute greatly to students in writing especially procedure text. By looking at the pictures, the students were able to catch the idea of what had to be written. The writer also expected that it can be adapted to teach and improve listening skill.¹

¹Turasih (2201403578), “*The Use of Series Pictures as Media in Writing Procedure Text to Senior High School Student*” (*The Case of Tenth Grade Students of SMA N 2 Pemalang in the Academic Year 2007/2008*), (Semarang: UNNES, 2008), Unpublished.

Izul Arifia (2201403548), Language and Art Faculty of State University of Semarang, 2008 in her thesis entitled: *The Use of Sequential Pictures in Teaching Written Narrative Text (A case of the Eight Year Students of MTs.N Kendal in the Academic Year of 2007/2008)*. The background of the study is sequential pictures are chosen here because many english teachers haven't used this media yet. The data were collected through an essay test. Based on the try out and some revisions, the test was valid and reliable. The reliability was calculated by using *the alpha formula* and the validity was analyzed with *Pearson product moment*. To obtain the data the writer carried out three steps: pre test, activities in the experimentation, and post test. In the pre-test the result of the two groups were nearly the same. The mean score of the experimental group was 52,25 and the mean score of control group was 57,43. After receiving the different treatments, the two groups got the different result. The post test mean score of the experimental group was 79,90 while the mean score of control group was only 68,45. The significant differences between the two groups showed that the use of sequential pictures in teaching written narrative text was effective. The result showed that the sequential pictures give contribution in teaching written narrative text to the eight year students of MTs or Junior High School. The picture can motivate the students. They also can guide the students in composing a text.²

Abdul Mufid (3104217), Tarbiyah Faculty, State Institute for Islamic Studies Walisongo Semarang, 2009 in his thesis entitled: *The Effectiveness of Using Pictures in Teaching of Narrative Text Writing to Improve Student's Achivement (An Experimental Study at the Eight Grade Students of MTs Nurul Huda Banyuputih Batang in Academic Year 2008/2009)*. The background of the study is many english teachers face crucial problem to choose the suitable technique of teaching writing, especially narrative text.

²Izul Arifia (2201403548), "*The Use of Sequential Pictures in Teaching Written Narrative Text (A case of the Eight Year Students of MTs.N Kendal in the Academic Year of 2007/2008)*", (Semarang: UNNES, 2008), Unpublished

Sometimes the teachers still use a conventional technique that is makes the students bored. Using pictures can be one of media to cope with that problem. The research question in this research is what is the extent is the use of pictures in teaching narrative text effective?. This research is quantitative research using experimental method. The writer collected the data using test and observation. The data was analyzed by using descriptive statistical analysis technique and the hypothesis used t test. The result of test score shows that the experimental class got higher score that is 76,41 compared with the control class got score 69,95. Based on the t test there is real difference between result of study of learning using pictures as media and learning that is not using pictures as media. Consequently, learning writing narrative text using pictures as media is more effective when it is applied in the process of learning English than the conventional learning (a class which is not given the same treatment).³

From the previous research above, the similaritis with this thesis is using pictures as media but different in skill focus and some differences in collecting the data. In this research, the writer conducts the research dealing with the effectiveness of using pictures to improve listening comprehension skill of narrative texts for the eighth grade of SMP N 31 Semarang. The researcher also uses colorful and attractive pictures.

B. Pictures in Language Learning

F.L. Billows suggests that visuals can be divided into three main groups:

- a) 2-dimensional aids – include wide variety of pictures and drawings, such as all kind of pictures, postcards, posters and magazines, maps and plans, tables, charts, diagrams, graphs, mind maps and time lines,

³Abdul Mufid (3104217), “*The Effectiveness of Using Pictures in Teaching Narrative Text writing to Improve Student’s Achievement (An Experimental Study at the Eight Grade Students of MTs Nurul Huda Banyuputih Batang in the Academic Year of 2008/2009)*”, (Semarang: Faculty of Tarbiyah, State Institute for Islamic Studies, 2009), Unpublished.

picture stories, cartoons and comic strips, film, video, television, cinema and OHP transparencies and slides.

- b) 3-dimensional aids which mean teacher's and students' body language (mimes, gestures, facial expression, acting a situation, puppets)
- c) other visual aids - almost everything that presents information visually and is used in teaching process. These are realia such as a calendar, a clock, a mirror, toys and art: (paintings, albums, sculptures).

As has been already stated, visual aids have many different forms, but they have something in common – they mean all events of human communication which transcend spoken or written language. They are used as a medium of conveying a message in iconic code and play important role in a communication system.⁴

Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to understand a situation.⁵

Pictures is one of the variety of teaching aids which is used to explain language meaning construction, engage students in a topic, or as the basis of a whole activity. In teaching listening, teachers can use pictures whether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning.⁶

Pictures provide an interesting way to extend textbook activities. Due to space and cost limitations, a textbook might provide simple line drawings and three to five instances for learners to practice target language elements. Picture activities add variety and new ways of interaction in adult ESL classrooms. Furthermore, pictures provide a vehicle around which students

⁴F.L.Billows (translated by B.Jasińska, B.Pawłowska), *Technika nauczania języków obcych* (Warszawa: Państwowe Zakłady Wydawnictw Szkolnych, 1968), p. 138-163.

⁵Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), 3rd Ed., p. 322.

⁶Jeremy Harmer, *The Practice English Language Teaching*, 3rd ed, (London: Longman, 2001), p.134

can jump off into non-scripted, free form conversation as they discuss the pictures themselves or connections that pictures make to the learners' lives.⁷

According to the explanation above the writer concludes that picture as media are not new things in instructional world. They help arouse the idea imagination. The use of picture can give a great help to a teacher in a class. Picture is very simple; because it can be drawn, printed, or photographical processed in any size, and color and also it can be correlated with a lesson and real life. Picture which is used in formal instruction should be simple, clean, easily seen by the class and have one main point. Pictures are one recognized way of representing a real situation. By using pictures in teaching listening, it is expected that this method can give better result and can increase Junior High School student's motivation to master listening skill.

a. Types of Pictures

According to Jeremy Harmer, pictures can be in form of flashcard (it is a small card which we can hold up for students to see. Flashcard is particularly useful for "drilling" grammar items, for cueing different sentences, or practicing vocabulary), large wall pictures (it is big enough for everyone to see detail. Sometime teachers use large wall pictures when pointing to detail of a picture to elicit response), cue cards (it is small card which students use in pairs or group work. Teachers put students in pair of groups and give them some cards so that when a student picks up the top cue card in a pile he or she will say a sentence that the card suggests), photographs or illustrations (it is a photo or an image that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.), and projected slide (in multimedia class, the teacher also uses it to teach. Sometimes the teacher uses it to show the images in the big form).⁸

⁷Jane C. Miller, *Picture-Based Activities for English Language Learning*, (East Colfax Ave Denver: Colorado Departement of Education, 2007), p. 7

⁸Jeremy Harmer, *The Practice English Language Teaching*, 1st Ed., p. 136-137.

b. Pictures as Media

Teacher always used pictures or graphics, whether drawn, taken from books, newspaper and magazine or photograph to facilitate their teaching and learning process .⁹

As a teaching media, pictures have important roles to create students' creativity. Teaching media is part of integral in the educational system. There are many kinds of media that is used during the teaching learning process. The use of media must be based on most appropriate choice. Consequently, it can increase meaning and function to support the effectiveness and efficient in learning process.

ESL best practices support the use of pictures with adult learners. In their article *Beginning to Work with Adult English Language Learners: Some Considerations* MaryAnn Cunningham Florez and Miriam Burt described instructional approaches that support second language development in adults. They write:

Use visuals to support your instruction. English language learners need context in their learning process. Using gestures, expressions, pictures, and realia makes words and concepts concrete and connections more obvious and memorable.

Similarly, Grace Massey Holt, in her article, *Teaching Low-Level Adult ESL Learners*, includes “*pictures or photographs: personal, magazine, and others*” as the third item in her list of appropriate classroom materials for beginning level ESL learners.¹⁰

From the explanation above, the writer concludes that it is very important for the teachers to select media in teaching and learning process. The pictures as a media are going to be used to see the students' reactions especially in improving their ideas in learning process. Teachers can know

⁹Jeremy Harmer, *How to Teach English*, p. 134.

¹⁰Jane C. Miller, *Picture-Based Activities for English Language Learning*, p.4.

about how far students can improve their idea, for example in the listening class, pictures can be used to explore students' ability in listening comprehension of a story, passage or text.

Pictures is one of the media that can be used in language teaching. It means that pictures also can be used for teaching listening. In this study the writer use pictures that are appropriate with Junior High school because those kinds of pictures are colorful, interesting and it can make students feel curious with the materials.

Pictures are kind of media that can help the teachers draw the students interest and arise their motivation to learn. If the students are motivated, they will participate actively and will learn active during the teaching learning process. Pictures may used for individual study, for display on bulletin board and flannel board, in exhibits, and for projection when group of students need to look at some pictures at the same time. Pictures may tell a story, present an event, describe a scence, reveal person, or show how to do something. This research is implementation of pictures that tell a story.

Because of the object of this research is Junior High School students and the teacher needs something that is interesting and attracting in teaching them. By showing pictures, students can focus on their activities or they will be interested in learning or they should be able to try to understand picture about. It can be used to create situation for English classroom more freely. Picture can help the students to understand the material easily and motivate the students in teaching and learning process also. So the writer using pictures as their media in this research. That is can make the students interesting and can improve their listening comprehension.

c. Teaching Listening with Pictures

There are several methods in teaching learning listening. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the magazine, newspaper, book, calender, etc.

Picture can play a key role in motivating students, contextualizing the language they are used, giving them a reference and in helping to discipline the activity. Pictures are one kind of media that can help the teacher draw the students' interest and built their motivation. If the students are motivated, they will participate actively and will learn hard during the teaching learning process.

According to Gerlack and Elly, there are some advantages of the pictures as follows: Pictures are inexpensive and widely available, they provide common experiences for an entire group, pictures can help to prevent and correct misconceptions, they help to focus attention and to develop critical judgment, they are easily manipulated. Besides giving advantages in teaching and learning process, pictures or photography have also some weakness as follows: Sometimes smaller to show in big class, it could not show move, the children not always know how to read picture (interpretation), teacher needs extra time to prepare pictures, teacher should give handout the photocopied pictures to the students.¹¹

d. The Relationship Between Using Pictures with Listening Comprehension Skill

Picture is description that gives you an idea in your mind of what something is like, give somebody the information they need to be able to to understan a situation.¹²Pictures as media that can be used in teaching learning process. Pictures is one of the media that can be used in language teaching. It means that pictures also can be used for teaching listening.

Listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic units (phoneme, words, grammatical stucture) as well as the role of the listener's

¹¹VS. Gerlack and Elly. DP, *Teaching and Media a Systematic Approach*, Online at http://www.gerlack_elly.com/teachmeth.htm, accessed on Friday, November 25th, 2011

¹²Oxford University, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University press, 2003), 3rd Ed., p. 322.

expectations, the situation and context, background knowledge and topic. Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are try to express.¹³

From the explanation above, pictures have relationship with listening comprehension skill as media in teaching learning process. Using pictures as a treatment in the learning activities can be applied by understanding some steps. Firstly, the teacher explains the narrative text itself, then shows a picture while telling the picture containing the material especially narrative texts. After that the teacher asks the students to listen the teacher's story telling in order to they understand what the teacher tell. Secondly, the teacher devides the students into several groups and gives the picture to each group. Then the teacher tells the story for the second time and the students listen while rearranging the pictures. The last step, the teacher evaluates the students' assignments.¹⁴

Based on the explanation above, it can be concluded that pictures have an important role and advantages in teaching learning process in order to make the students still focus and understand the material easily. That is also can make the students interest to learn the material. Picture is one of the media in teaching learning process to support the presentation of the material by emphasizing the students' visual sense. With the exercise that is designed to develop particular skills in listening, picture can be used to provide either the general context or to illustrate particular points. In addition, picture can be used by the students to help their understanding non verbally.

Therefore, the writer chooses picture as media. Pictures are more understandable than words. The responses to pictures are often considerably faster than words. Picture gives so many advantages in teaching and learning process for both teacher and students.

¹³Marc. Helgesen and Steven Brown, *Practical English Language Teaching: Listening*, p. 3

¹⁴Helen Kornblum, *New Ways in Teaching Listening*, p. 24

C. Listening Comprehension Skill

Listening comprehension skill can be defined as the ability to recall and understand information might be presented orally. This information might be presented through a book , filmstrip, video, or felt board set. Listening comprehension is an act of information processing in which the listener is involved in bidirectional communication, or unidirectional communication, and/or autodirectional communication.¹⁵

Listening is the first skill that is learnt since we were born. Listening is an active purposeful processing of making sense what we hear, listening is different from hearing.¹⁶ Listening and speaking are oral skill while reading and writing are written skill. On one hand listening skill and reading are receptive skill because focuses on receiving information from the outside source.

Listening plays an important role in language acquisition. The achievement of listening skill will help students to develop the other language skill. Rost states that progress in listening will provide a basic for development of other language skill.¹⁷

Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manuals listening, and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.¹⁸As the foundation for other skills, listening is being the important skill to teach.

¹⁵Marianne Celse – Murcia, *Teaching English as a Second or Foreign Language, 3rd Ed.*, (United States : Heinle & Heinle, 2001), p. 76

¹⁶Marc Helgenson, *Practical English Language Teaching*, p.24.

¹⁷Michael Rost, *Teaching and Researching Listening*, p.76.

¹⁸Jack C Richards, *Teaching Listening and Speaking from Theory to Practice*,(New York: Cambridge University Press, 2008), p.10

Hegelson stated that listening is an active purposeful processing of making sense what we hear; listening is different from hearing.¹⁹

From the explanations above the writer concludes that listening comprehension is understand information might be presented orally. Listening is activity of hearing attentively to comprehend sound and words from the speaker. Listening is the first skill that is learnt by young learners or students in language learning. Listening comprehension is important for students, especially in a communicative language environment where activities often revolve around interactions between English language learners.

a. Teaching Listening Comprehension

Teachers should encompass the four skills: speaking, listening, reading and writing. Listening skill as the basic for the development of speaking, plays an important role in order that communication will take place. Appropriate responses cannot be given unless listeners understand what someone else is saying. Progress in listening will provide a basic for the development of other language skills. By becoming aware of the links between the listening and other skills and by consistently pointing out these links to the students, teachers can assist the students in their overall language development. Listening is a receptive skill. Listening is an independent skill that must be learned and practiced regularly. Many people think that listening is passive, but it is not true. Students can be active in listening activities.²⁰

Listening comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. A typical lesson sequence in current teaching materials involve a three part lesson

¹⁹Marc Hegelson, *Practical English Language Teaching*, p.26.

²⁰M. Helgesen and S Brown, *Practical English Language Teaching: Listening*, (New York: Mc Graw Hill, 2007), p.5

sequence consisting of pre-listening, while listening and post-listening and contains activities which link bottom-up and top-down listening.²¹

When teaching Junior High school students, the teacher should make the learning process enjoyable because children love to play and learn best when they are enjoying it. By using pictures the writer expects that students can improve their listening skill with learning by playing. So, they will enjoy and find it easy to receive the material.

In every language, listening is important to convey the messages to the others in communication, so we can express wants, desires, and feelings. Listening is one of the components, which support the speakers in communication, whenever we want to communicate with others using a language, we should listen to the speaker. So listening is very crucial to convey ideas, thoughts, and also feelings.

b. Teaching Listening For Junior High School

Listening as one of the four language skills has always formed part of the syllabus in the teaching of English. The process of listening itself is the invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. And the product of listening is an spoken or written response from the students that indicates correct or incorrect auditory processing.²²

It is important to have much practice in listening besides speaking, reading and writing. Every teacher of language knows that one's oral production ability other than monologues, speeches, reading aloud, and the like is only as good as one's listening comprehension ability.²³

²¹Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 1998), p. 242

²²H. D Brown, *Language Assessment Principles and Classroom Practices*, (New York: Pearson Education, Inc. 2004),p.118

²³H. D Brown, *Language Assessment Principles and Classroom Practices* , p. 119

Teaching listening for Junior High School is not an easy job, because the range of age of Junior High School students varies between thirteen to fifteen years old. They can be named teenagers. Teens are in between childhood and adulthood, so it is the period of transition and growing. In this period, they will experience the confusion, self-consciousness, and changing bodies and minds. They will be very sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by: Avoiding embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, encouraging small-group work where risks can be taken more easily by a teen.²⁴

Based on the statement above, the writer concludes that the teacher's role is very needed to motivate students in teaching learning process while students in a transition period. Therefore they will have good discipline and responsibility, if a teacher encourages their students to learn in writing in the target language.

Therefore, teens are a period of change, new experiences learning, and instability life. Teacher should provide them with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them be aware of constructing idea, then let them to resolve it by themselves even though still with the teacher's guidance.

The methods for teaching should maintain the characteristic of students in the order that the students can learn the target language optimally. In language learning context, it is believed that children will learn a foreign language more effectively under certain conditions. Teaching learning should be fun and natural.

²⁴H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Pearson Education Company, 2001), 2nd Ed., p. 92.

c. Types of Listening

According to Michael Rost, there are three types of listening: *Intensive listening*, refers to listening for precise sounds, words, phrases, grammatical units and pragmatic units. Although listening intensively is not often called for in everyday situations, the ability to listen intensively whenever required is an essential component of listening proficiency. The prototypical intensive listening activity is dictation, the transcription of the exact words that a speaker utters. Dictation is often claimed to be an excellent integrative test because it involves listening, vocabulary, grammar, and the ability to make inferences from context. *Selective listening*, selective listening tasks encourage learners to approach genuine spoken texts by adopting a strategy of focusing on specific information rather than trying to understand and recall everything. Reconstruction of the spoken material based on selective listening tasks can help students link selective to global listening. *Interactive listening*, refers to listening in collaborative conversation. Collaborative conversation, in which learners interact with each other or with native speakers, is established as a vital means of language development.²⁵

d. Skill Required to Have Good Listening Skill

In order to have good listening skill, there are some important things that must be concerned, they are:

1. Considering the context is essential to understanding the message
2. The ability of paraphrasing and use the own words in verbalizing to understand the message
3. Don't respond to just the meaning of the words, look for the feelings or intent beyond the words
4. Know when to quit using active listening.
5. Focus on the speaker's said and control your own emotions²⁶

²⁵Michael Rost, *Teaching And Researching Listening*, p. 137-144

²⁶Helen Wilkie, *Essentials Writing, Speaking, Listening* (United Kingdom: How To Books Ltd, 2001), p. 70

D. Narrative Texts

A first attempt at a minimalist definition of narrative might be a perceived sequence of non randomly connected events. Narrative may have several definitions according to its context such as in the term of genre or in the term of sequence of activity. These are several definitions of narrative. The first definition is narrative from sequence of activity; narrative is a recounting of things spatiotemporally like the present teller and addressee which refers to reader or listener. Besides, there is distance between tale and topic.²⁷

One kind of story text is narrative. It tells a story using spoken or written language. It can be communicated using radio, television, books, newspapers or computer files. Pictures, facial expressions, and camera angles can also be used to help communicate meaning.²⁸

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: Narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution. Based on competency-based curriculum 2004, the aim of narrative is to entertain and amuse the listeners and readers with the real experience or fancy.²⁹

A narrative tells a story, a series of connected incident, or an action. Narrative deals with problematic events lead to a crisis which in turn finds a resolution. Every genre has its own structure depends on the function of the text. It is because, language exists to fulfill certain functions and that these functions will determine the structure of the text and the language content.³⁰

²⁷Michael Toolan, *Narrative: A Critical Linguistic Introduction*, England: Routledge, 1988), p.1-6

²⁸Mark Anderson&Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education, 2003), p. 2.

²⁹Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*, (Jakarta:Depdiknas, 2004), p.50

³⁰David Nunan, *Language Teaching Methodology*, (UK: Prentice Hall International, 1991), p. 73

A narrative is a perceived sequence of non randomly connected events, typically involving, as the experiencing agonist, humans or quasi humans. Or other sentient beings, from whose experience we humans can 'learn'

This definition introduces;one or more foregrounded individuals as experiencers and the idea of addressees learning for narratives.³¹

One way in understanding narrative text is by identifying the generic structure of that text. The simple generic structure that is taught in Junior High School is divided into the following three elements, namely orientation, complication, and the last event or resolution. **Orientation**, in the introduction or orientation the writer or narrator explains where the story happened. In this level the writer also used to produce atmosphere so that make the readers are persuaded to follow the story. In other words, it also has a function as the stimulus to the readers the narrator's literature. By reading the the introduction of the text readers will understand first the contents of the text before they read it. **Complication**, in this part, the crisis arises. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented to reach his or her wanted. In this part narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved. And **the last event or Resolution**, after spelling many issues in the climax of the narrative, the narrator then narrates to the readers the resolution of issues or the problems.

According to the 2004 curriculum, last event (resolution) is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of

³¹Michael Toolan, *Narrative : A Critical Linguistic Introduction*, 2nd ed, p. 8

the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

There are also typical linguistic features common to narrative. Based on curriculum, those features are: They are sequenced in time and are often signaled by the conjunctions or connectives that are used, like once upon a time, one day, then, before, soon, and others. They usually use “action” verbs that describe what people do. It is usually past form, like stayed, climbed, carried out, and others. They often contain dialogue and saying verbs that explain how people spoke, said, replied, and others. They use adjectives that make a noun phrase like long black hair, two red apples, and others. They use adverbs and adverbial phrases that refer to setting of action like here, in the mountain, happily ever after, and others. They use nouns like stepsister, housework, and others.³²

Grammar is one of language competences which have an important role in communication. This is very reasonable since studying grammar is studying something which tells us how to speak and write correctly.

Narrative text is a story that tells about something in the past. Consequently, the correct tense to use is past tense. Simple past tense is the form of time that is used to explain the event at a certain time in the past simply, and the time has known. And time signals which are often used with the simple past tense are: yesterday, yesterday morning, the day before yesterday, last night, last week, last month, last year, last Sunday, last Friday, Last January, last March, a moment ago, an hour ago, a few minute ago, two days ago, several days ago, a few days ago, a week ago, a month ago, a year ago, this morning, this afternoon, just now.

E. Hypothesis

Hypothesis is the assumption that possibly true or possibly wrong. Hypothesis is the provisional answer to the problem of the research that can be proven through the data that was collected. It is should be tested and

³²Mark Anderson&Kathy Anderson, *Text Types in English*, p. 67

proven by the researcher.³³ Because the hypothesis is the provisional answer, it must be proven through investigation or analysis of the data to receive proof whether the hypothesis could be accepted or not received.

In this research, the hypothesis is there is a significant difference in listening comprehension skill of narrative texts improvement between students who have been taught using pictures and those who have been taught without using pictures. In this case the listening comprehension skill improvement of the students taught by using pictures is higher.

³³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta,2006), 13th Ed., p. 71.