



**A FINAL PROJECT**

**THE CORRELATION BETWEEN STUDENTS'  
UNDERSTANDING OF SENTENCE PATTERNS AND  
THEIR LISTENING COMPREHENSION  
ACHIEVEMENT**

**(A Case of the Tenth Grade Students of SMA N 1 Ungaran in the Academic  
Year of 2015/ 2016)**

a final project

submitted in partial fulfillment of the requirements

for the degree of Sarjana Pendidikan

in English

by

Wicu Ruci Bunga Pertiwi

2201411114

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY  
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## PERNYATAAN

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Fakultas Bahasa dan Seni Universitas Negeri Semarang, menyatakan dengan sesungguhnya bahwa Skripsi/ Tugas Akhir / Final Project yang berjudul:

**THE CORRELATION BETWEEN STUDENTS' UNDERSTANDING OF  
SENTENCE PATTERNS AND THEIR LISTENING COMPREHENSION  
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Year of 2015/ 2016)**

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan atau ujian. Semua kutipan baik yang langsung maupun tidak langsung, ataupun dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugas akhir/final project ini telah membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

Semarang,

Yang membuat pernyataan



Wicu Ruci Bunga Pertiwi

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## APPROVAL

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*Not only having ideas is important,  
but to express them, share them, and implement them  
is what makes a difference in this world.*  
- Vern Houle -



To  
My beloved mother,  
My beloved father,  
brother, and sister,  
Rombel Lima,  
Ella Kholillah Fakhri,  
Gustin Zora Aveline,  
Aini Winaryoga.

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## ABSTRACT

Pertiwi, Wicu, Ruci, Bunga. 2015. *The Correlation between Students' Understanding of Sentence Patterns and Their Listening Comprehension Achievement (A Case of the Tenth Grade Students of SMA N 1 Ungaran in the Academic Year of 2015/2016 )*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. The first advisor Rohani, S.Pd, M.A, and the second advisor Dra C.Murni Wahyanti, M.A.

Keywords: *Correlation Study, Sentence Patterns Understanding, and Listening Comprehension.*

This final project is carried out in order to find out whether or not there is a significant correlation between students' understanding of sentence patterns and their listening comprehension achievement. The subjects of the study were thirty six tenth grade students of SMA N 1 Ungaran. The method of investigation was conducted through a descriptive quantitative of a correlation research. Fifty items of listening comprehension test and fifty items of sentence patterns were tried out. The scores of the tried out test were analyzed. The valid and reliable tests were tested to the subjects.

After conducting the research, the coefficient correlation of Pearson Product Moment was 0.305 by the significant level 0.071, whereas the critical values of the  $r$  Product Moment of 36 subjects was 0.329 with 95% confidence level. It means that the correlation coefficient between students' understanding of sentence patterns and their listening comprehension achievement was not significant because  $r_{xy} < r_{table}$  ( $0.305 < 0.329$ ). The result showed that the average score of students' understanding of sentence patterns was 80, and for listening comprehension was 91. The average of sentence patterns test was classified into good level and for listening comprehension was classified into excellent level.

Based on the research, the tenth grade students of SMA N 1 Ungaran have a good ability on listening comprehension, but not with sentence patterns. It is suggested that teachers implement teaching techniques and medias which improve students' listening comprehension and sentence patterns.

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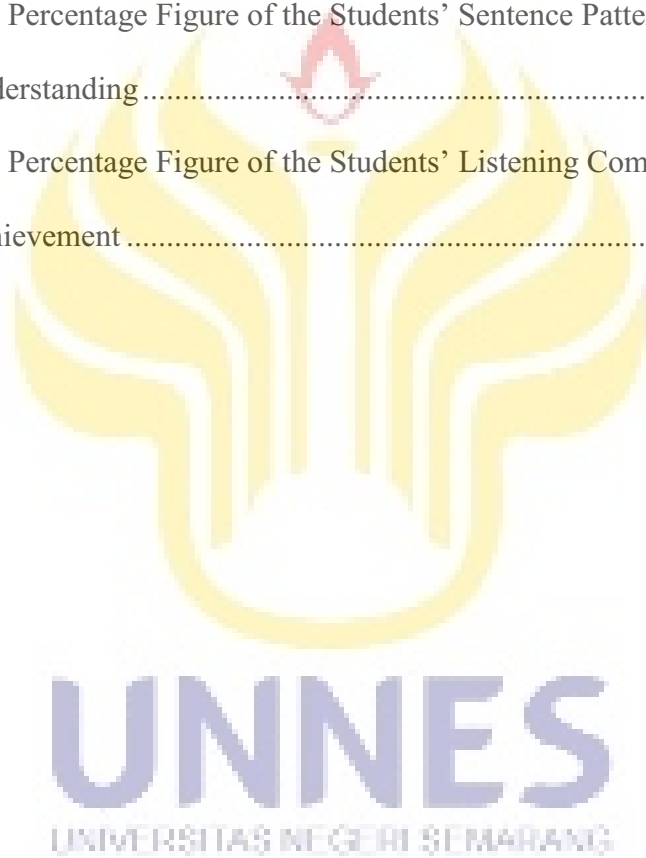
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# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the study. It elaborates background of the study, reasons for choosing the topic, research questions, objectives of the study, statement of hypothesis, significances of the study, limitations of the study, and outline of the research report.

### 1.1 Background of the Study

Of all the English skills taught at school, listening is the most difficult skill faced by the Indonesian students in mastering English. Listening has been relegated to a secondary position in the English language teaching classroom. Compared with speaking, reading and writing skills, there has been a lack of research interest into listening. It has not received wider attention although listening is actually the language skill most often used in everyday life. More than forty percent (40%) of our daily communication time is spent on listening, thirty-five percent (35%) on speaking, sixteen percent (16%) on reading, and only nine percent (9%) on writing (*Burely-Allen 1995*).

Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Some observation and researches in the field of English teaching in Indonesia have found that the teaching of listening skill is still

disappointing and needs to be improved. Although students have mastered the basic elements of English grammar and vocabulary, their listening comprehension is often weak. Through systematic study of basic English teaching stages at university, it has been recognized that while students' integrated skills in reading, writing, and translating have been improving; their listening and speaking capabilities have been left behind. The key factor that has been recognized in the preliminary studies is students' limited listening comprehension.

Based on the CDE Guidelines for identifying Students with Specific Learning Disabilities (2008), "Listening comprehension refers to the understanding of the implications and explicit meanings of words and sentences of spoken English".

There are several key components to listening comprehension and oral expression as they are highly related. Characteristics of a disability in listening comprehension could include a lack of proficiency in listening comprehension achievement. If a student lacks the understanding of these essential concepts of language then their comprehension will fall short as well.

There are also some basic skills that are needed in order for a student to be an effective listener. These include auditory attention, memory, and perception as well as the actual comprehension. Without these skills a student will struggle to understand and remember what he or she is hearing. Students who lack listening comprehension will struggle to follow oral instruction which is vital to being successful in the classroom setting.



According to Siahaan (2008:3), the ability (*identifying the rules of language*) s/he includes the identification of all the correct grammatical aspects of the language, the types of information, and the rhetoric is being conducted in a communicative event. By any means of that, word order is important in English sentences. Since we do not have many endings on our nouns, pronouns, and adjectives to indicate how they function in a sentence, we rely more heavily on word order and sentence patterns than other more highly inflected languages. **A knowledge of how groups of words function to convey units of thought further enhances students ability to communicate clearly.**

By the end of the research, the present study will carefully point out that the result of this investigation will give the answer to the relation between students' understanding of sentence patterns and their listening comprehension achievement, obviously in a case of the tenth grade students of SMA N 1 Ungaran.

## **1.2 Reason for Choosing the Topic**

In Indonesia, English as a foreign language has been learned at school, from elementary school until senior high school. It has four skills that have to be mastered by students. These skills are reading, listening, writing, and speaking. From these skills, listening is a skill that is difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material).

As defined by Oxford (1993:206), listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes

comprehension of meaning words, phrases, clauses, sentences, and connected discourse. And to know the meaning of sentences, sentence should have a pattern to make the learners know the meaning. By any means of that, sentence pattern is the part of sentence. Thus, it is better to find out its correlation on how it is being the matter for the sentence pattern related to listening comprehension achievement.

### **1.3 Research Problem**

The problems will be discussed in this study are as follows:

- (1) Is there any correlation between students' understanding of sentence patterns and their listening comprehension achievement?
- (2) How significant is the correlation between students' understanding of sentence patterns and their listening comprehension achievement?

### **1.4 Objectives of the Study**

- (1) To find out whether there is a correlation between students' understanding of sentence patterns and their listening comprehension achievement of the tenth grade students of SMA N 1 Ungaran.
- (2) To find out how significant the correlation between students' understanding of sentence patterns and their listening comprehension achievement of the tenth grade students of SMA N 1 Ungaran.

### **1.5 Statement of the Hypothesis**

Based on the problems above, the working hypothesis of the study can be stated as follows:

(H<sub>i</sub>) there is a positive correlation between students' understanding of sentence patterns and their listening comprehension achievement.

However, since the way of testing is conducted by using statistics, the statement above is changed into the following null hypothesis (H<sub>o</sub>) that there is no positive correlation between students' understanding of sentence patterns and their listening comprehension achievement.

### **1.6 Definition of Terms**

Waddell (1993:53) states that sentence patterns is a knowledge of how groups of words function to convey units of thought further enhances the ability to communicate clearly.

The second term is the listening comprehension achievement. Mendelson (1998:112) believes, listening is a complex process of interpretation and construction of meaning in the mind of the listener. In order to process the speech and construct the meaning, the listener undergoes both bottom up and top down processing.

### **1.7 Significance of the Study**

By the end of the research, the present study will be significant for teaching English in Senior High School in theoretical, practical, and pedagogical aspects.

#### **1.7.1 Theoretical Significance**

This research has great significances for other researchers to get some references and points of view on the relation between students' understanding of sentence patterns and their achievement on listening comprehension. Furthermore, this research is

supposed to provide a description for the implementation of sentence patterns understanding in learning English for Senior High School.

### **1.7.2 Practical Significance**

This research has great significances for the improvement of listening comprehension achievement related to sentence patterns understanding or as in reverse. Furthermore, the step on this research can be used to find out other variable which is related to listening comprehension and or sentence patterns understanding. For the teacher, the result of the research will be useful as a reflection in order to improve and develop their method in language teaching and learning with regard to listening comprehension for senior high school.

### **1.7.3 Pedagogically**

For the students, this study provides the benefit of understanding sentence patterns to their their listening comprehension. It is expected that students will improve their listening comprehension by understanding sentence patterns.

### **1.8 Limitation of the study**

The writer limits the problem of this final project on the two variables, that is students' understanding of sentence patterns and listening comprehension achievement. The research subject is the ten grade students of SMA X. The correlation method is used to examine the coefficient of correlation between the variables.

### **1.9 Outline of the Research**

This report will be divided into five parts. They will be explained as follows:

Chapter 1 will introduce the background of the study, reasons for choosing topic, research question, objective of the study, hypothesis, significance of the study, limitation of the study and the outline of the research.

Chapter 2 will present the review of related literature. It consists of review of related literature, review of theoretical study and theoretical framework.

Chapter 3 will discuss about the method of investigation. It includes research design, participants of the study, data source, instrument, procedures of collecting the data, procedures of analysing data and the role of the researcher.

Chapter 4 will cover the result of the study. It presents the research finding and discussion about the result analysis.

Chapter 5 will give the conclusion and suggestions for the future study.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents some prior studies dealing with the theory of sentence patterns understanding and listening comprehension achievement and some theories underlying the topic of this study. The theories include review of previous studies and theoretical framework.

#### **2.1 Review of Previous Studies**

Goh (1999), in her study offered a cognitive perspective on the comprehension problems of second language listeners by identifying real time listening difficulties faced by a group of English as a second language (ESL) learners and examining the difficulties within the three-phase model of language comprehension proposed by Anderson (1995). Data were elicited from learners' self reports through the procedures of learners diaries, small group interviews and immediate retrospective verbalisation. Her analysis showed 10 problems which occurred during the cognitive processing phases of perception, parsing and utilisation. Five problems were linked to word recognition and attention failure during perceptual processing. There were also problems related to inefficient parsing and failure to utilise the mental representations of parsed input. A comparison of two groups of learners with different listening abilities showed some similarities in the difficulties experienced, but now ability listeners had

more problems with low-level processing. In the last part of the article, she highlighted the benefits of researching real-time cognitive constraints during listening and obtaining data through learners' introspection, and offer some practical suggestion for helping learners become better listeners.

Hans (2013), in his paper aimed to present an important skill and its various aspects of listening. The author wanted to show that good listening skills make workers more productive. One of the researchers is Azizah. The research was conducted at UIN Syarif Hidayatullah Jakarta in 2014 and exactly on English Education Department students (EED). The objects of the research were the third semester students of EED at UIN Jakarta. She used quantitative methodology. The object of the study was students of the third semester. The instruments that used are the documentation of listening III scores that got from the office of English education department and test of speaking. The test that was conducted was speaking test. The test was conducted in order to know to what extend the ability of 3rd semester students in speaking. The research finding showed that there was a significant correlation between listening comprehension mastery and speaking ability. The research showed that the correlation of the medium level, 0.46.

To bottom line, sentence patterns which is defining as a syntax matter gives a significant process as the way the listeners interact with the text. Listeners supposed to be aware on some organizational text pattern to get a better comprehension in case of elaborating between ideas, detailed information, and some context clues between sentences.

Furthermore, syntactic awareness also can be well integrated with the vocabulary mastery, working memory, semantic matter, morphological aspects, and obviously grammar rules as the head of the working structure. Then, what is important to know is that syntactic awareness of a sentence concerns the ability to define the *structure* rather than the *meaning*. Thus, the writer carefully carried on the research instrument (*as being task*) in sentence patterns by using adapted material and concerning the students' level in order to get significant findings.

## **2.2 Review of Theoretical Studies**

In order to get a good quality of research findings comprehensively, the present study will review some theoretical studies related to the case of sentence patterns understanding and reading comprehension.

### **2.2.1 General Concept of a Sentence Patterns in Syntactic Matter**

Generally, the concept of sentence patterns enhances into the case of grammatical aspects in the specification of syntactic matter. According to Gerot and Wignel (1995:5), there are three grammars which have had a major influence on school: (1) Traditional grammar; (2) formal grammar; (3) functional grammar. Formal grammars which are usually named as generative or transformational grammars are concerned to describe the structure of individual sentences. Furthermore, they add that this type of grammar emphasized the language level on syntax which conducted an analysis on the unit of sentence.



Related to this case, Carnie (2000:5) states:

The underlying thesis of generative grammar is that sentences are generated by a subconscious set of procedures (like computer programs). These procedures are part of our minds. The goal of syntactic theory is to model these procedures. Syntax, then, studies the level of language that lies between words and the meaning of utterances: sentences.

According to Brown (2004), Grammar has two major components: (1) syntax; (2) morphology. Syntax is an extensive and complex area of language, and nearly one-third of the textbook is devoted to the study of English syntax. Furthermore, Brinton (2010:12) defines syntax as the study of the order and arrangement of words into larger units, as well as the relationships holding between elements in these hierarchical units. It studies the structure and types of sentences (such as questions or commands), of clauses (such as relative or adverbial clauses), and of phrases (such as prepositional or verbal phrases).

#### ***2.2.1.1 The Parts of a Sentence***

Parts of sentence must be well correlated and logical in its construction of appropriate sentence. It declares on how the subject doing something through the predicate (*such as an act*) which involves the object and dealing with syntax.

According to Nakell (2010:90), parts of sentence tell us how each word *works together* with all the other words in a sentence. The two essential parts of a sentence are: (1) simple subject: tells us who or what does something in that sentence; (2) simple predicate: tells us what the subject does. In this point, we always make the simple subject from a noun and a simple predicate from a verb. These parts of sentence are important until they put together in a sentence and

7	<b>Subject</b>	<b>Predicate</b>	<b>Direct Object</b>	<b>Complement</b>
		<b>Verb (<i>Transitive</i>)</b>		
	<i>He</i>	<i>proved</i>	<i>her</i>	<i>wrong/ a liar</i>
8	<b>Subject</b>	<b>Predicate</b>	<b>Direct Object</b>	<b>Adverb</b>
	<i>He</i>	<i>Put</i>	<i>it</i>	<i>There</i>

O'hare and Kline (1993:140) explain that a sentence always contains at least one clause, consists of a subject and its verbs. The parts of sentence are explained as follow:

*(1) Subjects*

The subject of the sentence answer the question “who?” or “what” about the predicate, or verb. The subject is the part of the sentence about which something is being said. Subject can also be implied rather than stated in the form of command. Specifically, there are two types of subject as follow:

*a. The simple subject*

The simple subject is the main noun or noun substitute in the subject. A simple subject may take two or more nouns or noun substitutes (pronouns) that take the same predicate.

*b. The complete subject*

The complete subject consists of the simple subject and all the words that modify it.

*(2) Predicate*

The predicate of a sentence tells what the subject does or it is the part of the sentence that comprises what is said about the subject. The predicate consist of a verb (a word that expresses action or a state of being) and all the words that complete the meaning of the verb. Specifically, there are two types of predicate as follows:

*a. The simple predicate*

The simple predicate is the verb, which may consist of more than one word or may include two or more verbs that take the same subject.

*b. The complete predicate*

The complete predicate consists of the simple predicate and all the words that modify it and its complete meaning.

*(3) Complements*

A complement completes the meaning of a verb. The five major types of complements are the direct object, the indirect object, the objective complement, the predicate nominative, the predicate objective.

### **2.2.2 Sentence Patterns Understanding Task**

The human brain has limited capacity for the reception of information and, were there no such features built into the language, it would often be impossible to absorb information at the speed at which it is conveyed through ordinary speech. Such conversational features as repetition, hesitation and grammatical re-patterning are all examples of this type of redundancy, so essential for the understanding of spoken messages.

There are four tasks which are appropriately and commonly used by the previous researcher in measuring the sentence patterns understanding: (1) ordering task; (2) judgment task; (3) multiple choice.

### **2.2.3 General Concept of Listening Comprehension**

According to Morley (1991:82), listening is the most common communicative activity in daily life. Burely and Allen (1995) argue that more than forty percent (40%) of daily communication time is spent on listening, thirty-five percent (35%) on speaking, sixteen percent (16%) on reading, and only nine percent (9%) on writing.

Based on the statements above language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Some observation and researches in the field of English teaching in Indonesia have found that the teaching of listening skill is still disappointing and needs to be improved.

#### ***2.2.3.1 Listening Comprehension Skill and Strategy***

Listening is a basic skill in first language acquisition and is crucial in learning English as a second/foreign Language (ESL/EFL); however, inadequate consideration is allocated to the skill. These days on the basis of reserach studies and the opinion of different researchers such as Nunan (1998), listening is considered a very active components of language teaching and learning. However, careful observation of English classes reveals that listening skill is still the partly neglected aspect of language teaching. Traditionally, listening was considered as a

receptive skill which did not need instruction, but as Mendelson (1998) believes, listening is a complex process of interpretation and construction of meaning in the mind of the listener. In order to process the speech and construct the meaning, the listener undergoes both bottoms up and top down processing.

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. According to Underwood (1989:41) top-down strategies include

1. listening for the main idea
2. predicting
3. drawing inferences
4. summarizing

Underwood (1989:41) states that bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

1. listening for specific details
2. recognizing cognates
3. recognizing word-order patterns

#### 2.2.4 Correlational Study

There should be some variable closely related then the researcher will find out how significant it is. According to Simon (2011) in his article “Correlation Study”; the correlation researcher investigates one or more characteristics of a group to discover the extent to which the characteristics vary together.

In addition, the main purpose of correlation study is obviously to determine relationships between variables, if a relationship exists, to determine a regression equation that could be used to make predictions to a population. Correlation studies simply cannot produce in-depth descriptions or causality between certain phenomena. They can only specifically measure the predictive power of relationship between variables.

Cresweell (2008) states that a correlation research design is useful to researchers who are interested in determining to what degree two variables are related, however, correlation research does not “prove” a relationship; rather, it indicates an association between two or more variables. When a correlation research design is appropriate for study it can be designed by the following the steps outlined by Creswell (2008) and Lodico (2006):

- a) identify two variables that may be related; b) select a sample; c) select a method of measurement; d) collect necessary data; e) analyze the data interpret results

#### 2.3 Theoretical Framework

Sentence patterns and listening comprehension obviously give a feedback on the knowledge processing as it had been argued by a lot of researcher as a working

memory in language learning (*meta-cognitive skill*). This process happened when the listeners tried to infer ideas, detailed information, or any other clues from what the text says. Sentence patterns are put in together and developed to be a paragraph and it will gain through the content and context not only making meaning but also develop the knowledge of language; the process that the genre and grammar are constraints in a unit.

In this point, sentence pattern is being classified as syntactic matter from formal or generative grammars. As it has been elaborated before, sentences are generated by a subconscious set of procedures (like computer programs). These procedures are part of our minds. The goal of syntactic theory is to model these procedures. Syntax, then, studies the level of language that lies between words and the meaning of utterances: sentences. Then, this case will involve in the terms of *generating ideas in listening comprehension* for lower-grade level as they are dealing with the strategic listening.

In pedagogical aspects, this sentence patterns understanding is important for the listener to get a better comprehension, definitely for Senior High School students. Thus, the writer try to find out whether or not there is a correlation between students' sentence patterns understanding and their listening comprehension achievement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion, the pedagogical implication, and also the suggestion.

#### 5.1 Conclusion

According to the findings of the research, there is no significant correlation between students' understanding of sentence patterns and their listening comprehension achievement. From the result of Pearson product-moment, the coefficient correlation between students' understanding of sentence patterns and listening comprehension achievement was 0.305 at significance level 0.071, whereas the critical values of the  $r$  Product Moment with 95% confidence level and the number of subject 36 was 0.329. It means that the correlation coefficient between the students' understanding of sentence patterns and their listening comprehension achievement was not significant because  $r_{xy} < r_{table}$  ( $0.305 < 0.329$ ). This correlation was low by the range  $0.20 < 0.31 < 0.40$ .

The students' understanding of sentence patterns involved in simple present tense and simple past tense. Then, for listening comprehension, the students did not find any difficulties it is shown by their score (*see appendices*). The result shows that the average score of both variables were 80 and 91 which were classified into good category. Nevertheless, it shows that the students language proficiency of both variables need to be improved especially the sentence patterns.



## 5.2 Pedagogical Implication

This research was carried out to prove the hypothesis which was made by the writer. The hypothesis testing was carried out to be the evidence of the hypothesis. Based on the conclusion, the hypothesis was rejected. It could be seen from the coefficient correlation of the hypothesis. The coefficient correlation between sentence patterns understanding and listening comprehension was 0.305 with significance 0.071, whereas the critical values of the  $r$  Product Moment with 95% confidence level and the number of subjects 36 was 0.329. It means that the correlation coefficient between the students' sentence patterns understanding and their listening comprehension achievement was not significant because  $r_{xy} < r_{table}$  ( $0.305 > 0.329$ ).

## 5.3 Suggestion

First, it is suggested that teachers implement teaching techniques and medias which improve students' listening comprehension and sentence patterns.

What teacher should be aware is they need to diligently revise and modify their way until they find the best way in improving the students' listening comprehension.

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