



**PROBLEMS THAT STUDEDENTS FACE IN LISTENING AT ELEVENTH
GRADE OF SMA NEGERI 1 PADANGSIDIMPUAN
2014/2015 ACADEMIC YEAR**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate
of Islamic Education (S.Pd.I) in English*

Written by:

SURYANI HARAHAAP
Reg. No. 10 340 0032

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



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PADANGSIDIMPUAN**

2015

Term : Thesis
a.n. Suryani Harahap

Padangsidempuan, February 20th 2015

Appendix : 7 (seven) Exemplars

To:
Dean Faculty of Tarbiyah and Teacher
Training
in-
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Suryani Harahap, entitle "**Problems that Students Face in Listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan in 2013 / 2014 Academic Year**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Islamic Educational Scholar (S.Pd.I), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

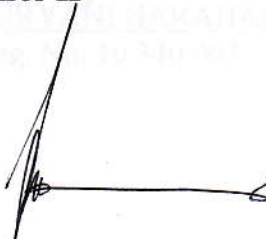
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DECLARATION OF SELF THESIS COMPLETION

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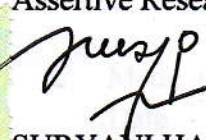
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Had written this thesis with consultative aids of advisors, dividing plagiarism and others' un-registered advice based on students' code case 14 verses 2.

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Padangsidempuan, Feb 20th 2015
Assertive Researcher




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Date : 20th February 2015

The Signed



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SCHOLAR MUNAQOSYAH EXAMINATION

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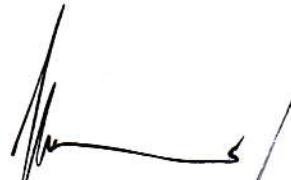


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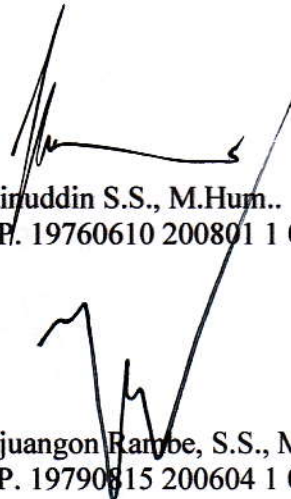
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11. All the people who have helped me to finish my study that I can't mention one by one.

This thesis is still so far from being perfect based on the weakness of me. Therefore, I expect the constructive criticism and suggestions from the readers in order to improve this thesis.

May Allah, The Almighty bless them all, Amin

Padangsidempuan, February 20th 2015

Researcher,



SURYANI HARAHAP

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ABSTRACT

The research was taken based on fact that students at eleventh grade of SMA Negeri 1 Padangsidimpuan have problems in listening English. Many students did not have high motivation in listening class, facility of teaching listening has not been complete yet, students were rarely given listening material, and the students' achievement in listening was low. Based on those problems that the researcher found before doing the research, so the researcher limited to analyze the real problems that students face related with their skill in listening. The objectives of the research were to describe problems that students face in listening at eleventh grade of SMA Negeri 1 Padangsidimpuan, and to explain the efforts of teachers to overcome those problems.

This research used Descriptive Quantitative Method. The data was taken by using questionnaire. The questionnaire was used to get information about the problems that students face in listening through written questions, while the type of questionnaire was Likert scale. Beside the questionnaire, the researcher took the data from getting interview with the English teacher also in which it was used guided interview.

The result of the research has found that problems that students face in listening was categorized enough, specifically it reached 58%. The students found problems in listening because of the using of a long English text in listening class, a fast delivering of speaker, unclear accent of the speaker, the using of linking words, repetition, incomplete utterances, idiom/slang/reduced forms, background noise, forgetting what have already listened, finding difficulty in guessing speakers' utterances, limitation of vocabulary, and a noisy surrounding in listening class. After analyzing the data, it was concluded that problems that students face in listening at Eleventh Grade of SMA Negeri 1 Padangsidimpuan was categorized enough, in which it reached 58%.

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Appendix 1

ANGKET TENTANG MASALAH – MASALAH YANG DIHADAPI SISWA DALAM MENDENGARKAN BAHASA INGGRIS

Nama :
Kelas/ Semester :
Hari/tanggal :

A. Pengantar

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai penelitian tentang “**Problems that students face in listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan in 2014 / 2015 Academic Year**”.
2. Informasi yang dipeoleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang masalah siswa dalam mendengarkan bahasa inggris.
3. Partisipasi anda memberikan informasi yang sangat kami harapkan.
4. **Jawaban anda tidak mempengaruhi nilai Bahasa Inggris anda**, jawablah dengan jujur sesuai dengan keadaan anda.

B. Petunjuk Pengisian

1. Baca dan pahamiilah setiap pernyataan dengtan baik.
2. Pertimbangkan jawaban anda, dan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pernyataan, lalu berikan tanda “cek (√)” pada kolom yang tersedia.

Keterangan Pilihan jawaban:

SS = selalu / sering sekali
S = sering
KD = kadang - kadang
J = jarang
TP = tidak pernah

No	Pernyataan	SS	S	KD	J	TP
1.	Saya sering menemukan banyak kalimat-kalimat yang tidak lengkap saat mendengarkan percakapan bahasa Inggris.					
2.	Pengulangan kata juga sering saya dengar saat mendengarkan bahasa Inggris.					
3.	Ujaran-ujaran yang tidak perlu dan tidak memiliki arti sering saya temukan ketika mendengarkan bahasa Inggris.					
4.	Saat belajar listening, sering sekali topik pembicaraannya tentang hal yang tidak saya ketahui.					

5.	Logat yang digunakan speaker sulit sekali dipahami.					
6.	Saat belajar listening, suara yang didengar adalah suara native speaker aslinya.					
7.	Saya menemukan banyak idiom, kalimat <i>slang</i> , dan singkatan-singkatan ketika mendengar bahasa Inggris.					
8.	Speaker yang digunakan saat belajar listening berbicara dengan cepat.					
9.	Sering mendengar teks panjang berbahasa Inggris ketika belajar listening.					
10.	Saya sering menemukan penggunaan tenses yang salah ketika mendengar percakapan berbahasa Inggris.					
11.	Speaker sering menggunakan kata penghubung ketika berbicara.					
12.	Speaker berbicara dengan nada rendah dan nada keras.					
13.	Speaker menggunakan intonasi yang sesuai.					
14.	Tekanan suara speaker sangat cocok dengan yang ia ucapkan.					
15.	Saya tidak bisa mendengar apa yang diucapkan speaker karena terdengar sangat ribut ketika speakernya berbicara.					
16.	Pengucapan speaker jelas didengar.					
17.	Sulit bagi saya menebak apa yang dibicarakan oleh speaker.					
18.	Saya sering sekali tidak mengetahui arti dari kata-kata bahasa Inggris yang saya dengar.					
19.	Saya tidak bisa menyimpulkan apa yang telah diucapkan speaker.					
20.	Mendengar bahasa Inggris masih asing bagi saya.					
21.	Sering sekali saya tidak memahami maksud/topik dari dialog/teks bahasa Inggris yang saya dengar.					
22.	Setelah mendengarkan speaker berbicara, tetapi saya sering lupa apa yang telah mereka ucapkan.					
23.	Saya paling tidak suka belajar <i>Listening English</i> .					

24.	Suasana di kelas saat belajar <i>listening</i> sangat ribut, sehingga saya merasa kesulitan untuk mendengarnya.					
25.	<i>Tape</i> yang digunakan tidak bagus, sehingga suara speaker tidak jelas.					

Appendix 2

Students' Answers in the Questionnaire of Problems that Students Face in Listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan

No	No. of Sample	Items' Number																									Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	22	J	S	J	S	SS	SS	S	S	KD	J	S	SS	SS	SS	J	KD	S	KD	KD	J	J	KD	S	J	J	25
2	6	KD	KD	J	S	S	SS	SS	S	S	KD	S	S	S	S	KD	KD	KD	KD	KD	J	KD	S	J	S	S	25
3	9	J	J	KD	S	SS	SS	S	SS	J	SS	S	SS	SS	SS	SS	KD	S	KD	KD	J	J	KD	KD	KD	S	25
4	41	SS	KD	KD	SS	KD	SS	J	KD	KD	J	KD	KD	S	KD	J	S	J	KD	KD	TP	KD	KD	J	J	TP	25
5	38	S	S	KD	SS	KD	SS	J	SS	S	J	KD	S	S	KD	KD	SS	KD	KD	KD	J	J	KD	TP	KD	KD	25
6	59	S	S	KD	SS	S	S	KD	SS	S	KD	KD	S	S	KD	KD	SS	KD	KD	S	KD	KD	KD	J	KD	KD	25
7	54	J	TP	TP	KD	S	S	TP	SS	SS	KD	S	S	S	S	KD	KD	KD	J	KD	TP	J	KD	J	S	S	25
8	44	KD	J	J	TP	KD	S	KD	TP	S	KD	S	SS	SS	SS	TP	J	TP	J	TP	TP	TP	S	TP	S	KD	25
9	45	KD	KD	KD	KD	SS	S	S	S	S	KD	S	KD	KD	KD	SS	KD	SS	KD	SS	J	KD	S	J	S	S	25
10	47	KD	S	J	TP	J	KD	KD	S	SS	TP	J	KD	SS	S	J	KD	TP	J	J	TP	KD	S	TP	SS	S	25
11	91	J	KD	KD	S	KD	S	SS	J	S	J	KD	S	J	KD	J	KD	S	KD	KD	J	J	S	TP	KD	KD	25
12	86	KD	SS	SS	KD	S	KD	KD	J	SS	SS	KD	KD	SS	S	KD	S	J	J	J	TP	J	J	TP	S	S	25
13	96	SS	SS	SS	KD	TP	KD	KD	J	SS	SS	KD	KD	SS	S	KD	S	J	J	J	TP	J	J	TP	S	S	25
14	67	KD	SS	SS	KD	S	KD	KD	J	SS	SS	KD	KD	SS	S	KD	S	J	J	J	TP	J	J	TP	S	S	25
15	79	S	S	J	KD	S	S	SS	S	S	S	S	S	KD	KD	KD	KD	J	KD	J	TP	J	KD	TP	KD	J	25
16	71	S	S	J	KD	KD	KD	J	KD	S	KD	KD	KD	S	S	KD	KD	S	KD	J	TP	KD	KD	J	J	J	25
17	89	S	KD	KD	J	J	S	SS	KD	S	KD	S	S	S	S	KD	S	KD	J	S	TP	J	KD	KD	S	KD	25
18	72	S	KD	KD	J	S	KD	KD	S	S	S	KD	S	S	KD	KD	KD	KD	S	KD	KD	KD	S	J	S	KD	25
19	87	KD	S	J	J	S	S	KD	S	KD	J	S	S	KD	KD	S	KD	S	KD	KD	TP	KD	S	KD	KD	KD	25
20	101	S	S	KD	J	KD	KD	J	S	S	KD	KD	KD	KD	KD	S	KD	S	J	J	TP	J	KD	J	KD	KD	25
21	127	SS	KD	SS	SS	SS	J	TP	SS	KD	J	KD	SS	SS	KD	SS	J	SS	SS	SS	S	SS	SS	SS	SS	J	25
22	121	S	S	KD	KD	S	KD	J	KD	KD	J	J	KD	S	KD	KD	S	S	KD	J	KD	KD	J	KD	KD	J	25
23	124	KD	S	KD	TP	S	S	J	KD	KD	J	S	KD	S	KD	J	KD	TP	TP	TP	TP	TP	TP	TP	KD	KD	25

24	106	S	S	KD	S	S	KD	J	SS	S	KD	SS	S	KD	SS	S	S	S	S	SS	S	KD	SS	S	KD	SS	25
25	120	KD	S	TP	S	SS	SS	J	SS	SS	TP	S	S	S	SS	J	SS	SS	J	J	TP	J	S	TP	SS	TP	25
26	116	J	J	J	J	J	J	J	KD	KD	KD	J	KD	KD	KD	KD	KD	J	KD	J	TP	TP	TP	TP	J	KD	25
27	128	KD	KD	KD	J	KD	S	KD	S	S	J	S	KD	S	KD	S	KD	KD	S	KD	TP	KD	S	TP	S	KD	25
28	108	KD	KD	J	J	KD	KD	J	KD	J	KD	KD	KD	KD	KD	KD	J	KD	KD	J	TP	J	KD	TP	SS	KD	25
29	126	KD	KD	S	J	KD	S	J	J	SS	J	J	KD	S	KD	KD	S	J	J	KD	J	J	J	TP	J	J	25
30	192	J	S	KD	J	S	S	J	KD	S	KD	S	S	KD	KD	S	KD	KD	SS	KD	KD	KD	KD	J	J	TP	25
31	150	KD	S	KD	KD	KD	S	KD	S	KD	KD	S	S	S	S	KD	KD	KD	KD	KD	J	J	KD	KD	S	KD	25
32	132	S	S	J	J	J	TP	J	KD	KD	S	KD	SS	SS	SS	SS	J	S	KD	S	KD	KD	S	S	SS	TP	25
33	159	TP	KD	J	SS	S	KD	SS	J	SS	TP	S	J	SS	TP	TP	TP	SS	SS	KD	TP	J	S	SS	S	TP	25
34	158	J	S	KD	KD	J	KD	KD	S	S	S	KD	S	S	S	KD	S	KD	KD	J	J	KD	S	KD	J	J	25
35	156	J	J	KD	KD	S	KD	TP	KD	J	S	J	S	SS	S	KD	KD	J	KD	J	TP	J	TP	J	S	J	25
36	145	SS	KD	S	SS	SS	KD	S	SS	SS	J	KD	S	J	KD	KD	J	SS	SS	S	S	J	S	KD	S	KD	25
37	141	S	S	S	KD	KD	KD	KD	KD	S	KD	S	S	SS	S	KD	S	KD	KD	KD	J	KD	KD	J	KD	J	25
38	151	SS	S	J	KD	KD	KD	S	TP	SS	J	TP	SS	S	S	S	KD	S	S	S	TP	KD	J	TP	KD	TP	25
39	134	J	KD	S	J	SS	J	KD	SS	TP	S	KD	J	SS	S	J	S	S	S	SS	SS	S	S	KD	S	S	25
40	131	TP	TP	TP	TP	TP	SS	SS	SS	SS	TP	S	SS	SS	SS	TP	SS	TP	TP	TP	TP	TP	TP	TP	SS	TP	25
41	161	S	KD	KD	S	S	S	SS	SS	S	J	S	KD	S	S	KD	KD	S	S	S	KD	KD	S	KD	SS	J	25
42	184	J	S	S	J	S	KD	SS	SS	S	J	S	KD	S	S	J	KD	KD	S	S	KD	KD	S	KD	SS	J	25
43	182	J	S	KD	KD	KD	KD	J	S	KD	KD	S	SS	KD	KD	S	TP	KD	KD	KD	TP	J	J	KD	SS	J	25
44	180	KD	J	J	TP	S	S	S	S	KD	KD	KD	S	S	J	S	S	KD	S	S	J	KD	KD	J	SS	S	25
45	167	KD	KD	KD	S	KD	KD	SS	S	S	KD	S	S	KD	J	S	KD	S	S	KD	KD	KD	SS	TP	SS	TP	25
46	168	KD	KD	J	KD	S	KD	KD	S	S	J	S	S	SS	KD	KD	KD	S	SS	SS	KD	KD	SS	KD	SS	KD	25
47	185	KD	S	SS	J	J	KD	S	J	KD	KD	S	S	SS	KD	S	KD	KD	J	KD	TP	TP	TP	TP	SS	S	25
48	169	J	S	KD	KD	KD	S	J	SS	S	TP	SS	SS	SS	SS	KD	KD	J	J	TP	TP	TP	KD	TP	S	J	25

Appendix 3

The Description of Students' Answer for each Item of the Questionnaire

No. of Item	The Total and Percentage of Students for Each Questions										Total	
	SS	%	S	%	KD	%	J	%	TP	%	Total of Student	%
1	5	10,4	12	25	17	35,4	12	25	2	4,2	48	100
2	3	6,2	22	45,8	16	33,3	5	10,4	2	4,2	48	100
3	5	10,4	5	10,4	21	43,7	14	29,2	3	6,2	48	100
4	6	12,5	8	16,6	16	33,3	13	27,1	5	10,4	48	100
5	7	14,6	18	37,5	15	31,2	6	12,5	2	4,2	48	100
6	7	14,6	16	33,3	21	43,7	3	6,2	1	2,1	48	100
7	9	18,7	7	14,6	14	29,2	15	31,2	3	6,2	48	100
8	13	27,1	15	31,2	11	22,9	7	14,6	2	4,2	48	100
9	11	22,9	21	43,7	12	25	3	6,2	1	2,1	48	100
10	4	8,3	6	12,5	18	37,5	15	31,2	5	10,4	48	100
11	2	4,2	23	47,9	17	35,4	5	10,4	1	2,1	48	100
12	9	18,7	21	43,7	16	33,3	2	4,2	-		48	100
13	17	35,4	19	39,6	10	20,8	2	4,2	-		48	100
14	8	16,6	16	33,3	21	43,7	2	4,2	1	2,1	48	100
15	4	8,3	10	20,8	23	47,9	8	16,7	3	6,2	48	100
16	4	8,3	12	25	25	52,1	5	10,4	2	4,2	48	100
17	5	10,4	14	29,2	16	33,3	9	18,7	4	8,3	48	100
18	5	10,4	9	18,7	20	41,7	12	25	2	4,2	48	100
19	5	10,4	8	16,6	18	37,5	13	27,1	4	8,3	48	100
20	1	2,1	3	6,2	9	18,7	11	22,9	24	50	48	100
21	1	2,1	1	2,1	21	43,7	19	39,6	6	12,5	48	100
22	4	8,3	16	33,3	16	33,3	7	14,6	5	10,4	48	100

23	2	4,2	3	6,2	12	25	12	25	19	39,6	48	100
24	13	27,1	16	33,3	12	25	7	14,6	-	-	48	100
25	1	2,1	11	22,9	15	31,2	13	27,1	8	16,6	48	100

Appendix 4

Students' Score in the Questionnaire of Problems that Students Face in Listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan

No	No Butir																									Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	2	4	2	4	5	1	4	4	3	2	4	1	1	1	2	3	4	3	3	2	2	3	4	2	2	68
2	3	3	2	4	4	1	5	4	4	3	4	2	2	2	3	3	3	3	3	2	3	4	2	4	4	77
3	2	2	3	4	5	1	4	5	2	5	4	1	1	1	5	3	4	3	3	2	2	3	3	3	4	75
4	5	3	3	5	3	1	2	3	3	2	3	3	2	3	2	2	2	3	3	1	3	3	2	2	1	65
5	4	4	3	5	3	1	2	5	4	2	3	2	2	3	3	1	3	3	3	2	2	3	1	3	3	70
6	4	4	3	5	4	2	3	5	4	3	3	2	2	3	3	1	3	3	4	3	3	3	2	3	3	78
7	2	1	1	3	4	2	1	5	5	3	4	2	2	2	3	3	3	2	3	1	2	3	2	4	4	67
8	3	2	2	1	3	2	3	1	4	3	4	1	1	1	1	4	1	2	1	1	1	4	1	4	3	54
9	3	3	3	3	5	2	4	4	4	3	4	3	3	3	5	3	5	3	5	2	3	4	2	4	4	87
10	3	4	2	1	2	3	3	4	5	1	2	3	1	2	2	3	1	2	2	1	3	4	1	5	4	64
11	2	3	3	4	3	2	5	2	4	2	3	2	4	3	2	3	4	3	3	2	2	4	1	3	3	72
12	3	5	5	3	4	3	3	2	5	5	3	3	1	2	3	2	2	2	2	1	2	2	1	4	4	72
13	5	5	5	3	1	3	3	2	5	5	3	3	1	2	3	2	2	2	2	1	2	2	1	4	4	71
14	3	5	5	3	4	3	3	2	5	5	3	3	1	2	3	2	2	2	2	1	2	2	1	4	4	72
15	4	4	2	3	4	2	5	4	4	4	4	2	3	3	3	3	2	3	2	1	2	3	1	3	2	73
16	4	4	2	3	3	3	2	3	4	3	3	3	2	2	3	3	4	3	2	1	3	3	2	2	2	69
17	4	3	3	2	2	2	5	3	4	3	4	2	2	2	3	2	3	2	4	1	2	3	3	4	3	71
18	4	3	3	2	4	3	3	4	4	4	3	2	2	3	3	3	3	4	3	3	3	4	2	4	3	79
19	3	4	2	2	4	2	3	4	3	2	4	2	3	3	4	3	4	3	3	1	3	4	3	3	3	75
20	4	4	3	2	3	3	2	4	4	3	3	3	3	3	4	3	4	2	2	1	2	3	2	3	3	73
21	5	3	5	5	5	4	1	5	3	2	3	1	1	3	5	4	5	5	5	4	5	5	5	5	2	96
22	4	4	3	3	4	3	2	3	3	2	2	3	2	3	3	2	4	3	2	3	3	2	3	3	2	71
23	3	4	3	1	4	2	2	3	3	2	4	3	2	3	2	3	1	1	1	1	1	1	1	3	3	57
24	4	4	3	4	4	3	2	5	4	3	5	2	3	1	4	2	4	4	5	4	3	5	4	3	5	90
25	3	4	1	4	5	1	2	5	5	1	4	2	2	1	2	1	5	2	2	1	2	4	1	5	1	66
26	2	2	2	2	2	4	2	3	3	3	2	3	3	3	3	3	2	3	2	1	1	1	1	2	3	58
27	3	3	3	2	3	2	3	4	4	2	4	3	2	3	4	3	3	4	3	1	3	4	1	4	3	74
28	3	3	2	2	3	3	2	3	2	3	3	3	3	3	3	4	3	3	2	1	2	3	1	5	3	68
29	3	3	4	2	3	2	2	2	5	2	2	3	2	3	3	2	2	2	3	2	2	2	1	2	2	61
30	2	4	3	2	4	2	2	3	4	3	4	2	3	3	4	3	3	5	3	3	3	3	2	2	1	73

31	3	4	3	3	3	2	3	4	3	3	4	2	2	2	3	3	3	3	3	2	2	3	3	4	3	73
32	4	4	2	2	2	5	2	3	3	4	3	1	1	1	5	4	4	3	4	3	3	4	4	5	1	77
33	1	3	2	5	4	3	5	2	5	1	4	4	1	5	1	5	5	5	3	1	2	4	5	4	1	81
34	2	4	3	3	2	3	3	4	4	4	3	2	2	2	3	2	3	3	2	2	3	4	3	2	2	70
35	2	2	3	3	4	3	1	3	2	4	2	2	1	2	3	3	2	3	2	1	2	1	2	4	2	59
36	5	3	4	5	5	3	4	5	5	2	3	2	4	3	3	4	5	5	4	4	2	4	3	4	3	94
37	4	4	4	3	3	3	3	3	4	3	4	2	1	2	3	2	3	3	3	2	3	3	2	3	2	72
38	5	4	2	3	3	3	4	1	5	2	1	1	2	2	4	3	4	4	4	1	3	2	1	3	1	68
39	2	3	4	2	5	4	3	5	1	4	3	4	1	2	2	2	4	4	5	5	4	4	3	4	4	84
40	1	1	1	1	1	1	5	5	5	1	4	1	1	1	1	1	1	1	1	1	1	1	1	5	1	44
41	4	3	3	4	4	2	5	5	4	2	4	3	2	2	3	3	4	4	4	3	3	4	3	5	2	85
42	2	4	4	2	4	3	5	5	4	2	4	3	2	2	2	3	3	4	4	3	3	4	3	5	2	82
43	2	4	3	3	3	3	2	4	3	3	4	1	3	3	4	5	3	3	3	1	2	2	3	5	2	74
44	3	2	2	1	4	2	4	4	3	3	3	2	2	4	4	2	3	4	4	2	3	3	2	5	4	75
45	3	3	3	4	3	3	5	4	4	3	4	2	3	4	4	3	4	4	3	3	3	5	1	5	1	84
46	3	3	2	3	4	3	3	4	4	2	4	2	1	3	3	3	4	5	5	3	3	5	3	5	3	83
47	3	4	5	2	2	3	4	2	3	3	4	2	1	3	4	3	3	2	3	1	1	1	1	5	4	69
48	2	4	3	3	3	2	2	5	4	1	5	1	1	1	3	3	2	2	1	1	1	3	1	4	2	60
Total	150	163	139	141	166	119	148	174	182	133	164	107	93	116	148	133	151	147	141	90	116	151	101	179	128	3480
Ideal Score	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	240	6000
Lowest Score	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	
Percentage	63	68	58	59	69	50	62	73	76	55	68	45	39	48	62	55	63	61	59	38	48	63	42	75	53	
Criteria	B	B	E	E	B	E	B	B	B	E	B	E	S	E	B	E	B	B	E	S	E	B	E	B	E	
Total	58%																									
	Enough																									

The researcher calculated the score by using the formula:

$$a = \text{Jumlah Skor Kriteria} \times \text{Jumlah Item} \times \text{Jumlah Responden}$$

$$a = 5 \times 25 \times 48$$

$$a = 6000$$

Finally, it was continued by using the formula in the following below:

$$\text{Cumulative score} = \frac{\text{Jumlah skor pengumpulan data}}{a} \times 100\%$$

$$= \frac{3480}{6000} \times 100\%$$

$$= 58\%$$

Appendix 5

Interview

Getting Interview with the English Teachers

- a. Do your students have high interest in listening class?

Apakah murid Bapak/ Ibu antusias saat belajar listening?

- b. When teaching listening, what did you do if it was found many reduced forms, idioms, slang words, and repetitions on speakers' utterances?

Saat mengajarkan listening, apa yang Bapak/ Ibu lakukan ketika dalam perkataan speaker banyak terdapat seperti singkatan-singkatan, idiom, kata-kata slang dan pengulangan kata?

- c. If the speakers spoke too fast, how did you solve it Sir/Mam?

Bagaimana cara Bapak/ Ibu mengatasinya jika suara speaker terlalu cepat sehingga sulit untuk dipahami murid-murid?

- d. If it was found unclear pronunciation and bad intonation of the speakers, what did you do Sir/Mam?

Apa yang Bapak/ Ibu lakukan jika pengucapan dan intonasi yang digunakan oleh speaker tidak jelas?

- e. If the topic of listening material is too high for your students, what will you do Sir/ Mam?

Saat topik pembicaraan speaker terlalu sulit dan tidak sesuai dengan kemampuan murid Bapak/ Ibu, apa yang Bapak/ Ibu lakukan?

- f. What will you do Sir/Mam if your students cannot understand what they have already listened?

Apa yang Bapak/ Ibu lakukan ketika murid Bapak/ Ibu tidak bisa memahami Listening material yang Bapak/ Ibu bawakan?

- g. What media did you use in teaching listening Sir/Mam?

Media apakah yang Bapak / Ibu gunakan saat mengajar listening?

- h. If your students find some difficult words, what will you do Sir/ Mam?

Apa yang Bapak/ Ibu lakukan jika murid-murid Bapak / Ibu menemukan kata-kata sulit saat mendengarkan bahasa Inggris?

- i. When your students are lack of interest in listening class, how do you solve it Sir/ Mam?

Ketika murid Bapak/ Ibu tidak bersemangat belajar listening, apa yang Bapak/ Ibu lakukan?

- j. Where did you teach listening class Sir/Mam?

Dimanakah Bapak /Ibu mengajar listening class?

- k. How do you solve students' problems in listening Sir/Mam?

Bagaimana cara Bapak/ Ibu mengatasi kesulitan-kesulitan murid dalam mendengarkan bahasa Inggris?

Appendix 6

The Result of interview

A. The Fragment of Interview with the English Teachers of Eleventh grade SMA Negeri 1 Padangsidempuan

1. Interviewing Mr. Ajudan S.Pd.

Date / Day : 08th of December 2014
Time : 02.10 p.m. – 02.40 p.m.
Location : Teachers' room

- Researcher : Do your students have high interest in listening class?
Teacher : Yes.
Researcher : When teaching listening, What did you do if in the speaker's speech was found many reduced forms, repetitions, idiom, and slang words?
Teacher : I will give explanation. But, sometimes they know, but sometimes not.
Researcher : If the speaker spoke too fast, and make your students could not understand it, what did you do Sir?
Teacher : I repeat again and again to them and I asked them to model. As we know language is habit, so we must practice again and again all many times.
Researcher : What would you do if the speaker spoke with unclear pronunciation and bad intonation also?
Teacher : That's why we must train them to model about how to pronounce that.
Researcher : If the topic of listening material was too high or unfamiliar to be heard, what would you do Sir?
Teacher : Yes, that's why sometimes I chose from the cassette such as "follow me" with the native speaker in listening.
Researcher : What did you do if your students could not comprehend well what they have listened?
Teacher : I repeat again and again to them.
Researcher : How about the media that you used in listening Sir?
Teacher : Actually, we have lack media in this school, that especially about listening. So, we need the more media, the complete one.
Researcher : If your students found some difficult words / unknown words, what would you do Sir?
Teacher : First, I asked them to discuss one each other, and consult the dictionary. Then, I give the explanation.
Researcher : If your students were lack of interest in listening class, what would you do Sir?
Teacher : I get them and I persuade them to study and I suggest them to

study more about English. I explain that English is very important as the window for other knowledge

Researcher : Where did you teach listening class Sir?

Teacher : Just in the class, That's why cause of the lack of facilities in laboratory. I must practice the pronunciation in the class.

Researcher : How did you solve your students' problems in listening Sir?

Teacher : Getting about English subject, the frequency for teaching English must be added. The other things, we have to ask them to need the point, meet with the native speakers, to improve the lesson that given to them.

2. Interviewing Mr. Jecson P. Sihombing S.Pd.

Date / Day : 06th of February 2015

Time : 11.00 a.m. – 11.30 a.m.

Location : Teachers' room

Researcher : Do your students have high interest in listening class?

Teacher : Actually, they don't have high interest in listening class. They found difficulties to understand listening English, only 25% for each class who interested in listening class.

Researcher : What are your students' problems in listening Sir?

Teacher : Actually they had some difficulties in listening. First, the **pronunciation**, because the pronunciation make them getting confuse, get the meaning of the word. Second, some specific terms of English is different from Indonesia. Something like the idioms, some phrases that have special meaning. They can't get the meaning just from dictionary, but they have to learn some cultures, habits, and about some tribes, or I mean some traditions in speaking.

Researcher : If in listening material, it's used a long English text, what will you do Sir so your students will not be confused about this long English text?

Teacher : First, I don't do it (such as) just turn on the audio, and etc. May be I'll separate some texts. For a long listening text, I'll divide it may be for four stages. Some paragraphs will be done for some stages. May be I'll turn twice, one not enough, twice, three times, until they get the context of the text.

Researcher : Where did you do listening class actually Sir?

Teacher : In all classes.

Researcher : Just in class room or in laboratory?

Teacher : Actually, our laboratory is used by the headmaster because of the process of this building (some classes was still renovating),

so the listening class is done in class room.

Researcher : Is the class noisy Sir?

Teacher : Actually it is not so noisy. But in the upstairs it is bit quiet then downstairs because not so many students can be found in upstairs.

Researcher : When the students made noisy in class, what will you do Sir?

Teacher : Actually inside the class room is not noisy, but outside...that is why I always close the door, so it will be quiet.

Researcher : It is often that in listening material the speakers spoke too fast, so sometimes students cannot get the meaning what the speakers have said, how to solve it Sir?

Teacher : Actually, if I find the material from the native speakers, it will be spoken in a very fast. But, I always try to find the material from Indonesian speaker depend on the quality of the students in the class. For example, in eleventh science one (XI IPA 1), I can find the material from the native speaker because they had high quality in listening, but for other classes I always try to find Indonesian speaker. I must make difference between the leading class and other class.

Researcher : It's depend on the quality of the students?

Teacher : Yes, that's the point.

Researcher : Also related with the previous questions Sir, the accent of the speaker was difficult to be understood, so what will you do as a teacher Sir?

Teacher : Actually I always ask students to write down the word if it is difficult to be understood. Then, if they don't get the meaning , I'll write down those specific words on white board, and I'll tell them the meaning, and I'll show them the good pronunciation of the word. Because, you know, they can't understand the word because the pronunciation sometimes.

Researcher : Sometimes speakers often used linking words when speaking, and sometimes your students did not understand Sir. What will you do to inform them Sir?

Teacher : Ok, well. The material of listening section in Senior High School, most of them are related to functional skill and long functional text, something like genre or texts. So, related with this, each texts contain some linking words. That is why before presenting listening class, we must give them some language features inside the text. So, before listening they have got basic understanding for linking words. Ya, that's the point of listening.

Researcher : Speakers that used in listening material, sometimes they repeat their utterances, make many repetitions. Sometimes students

cannot get what the real purpose of the speaker Sir.

Teacher : That is why in listening class we would like to make the specific purpose of the listening material that presenting for students. That is why the students have to know the context of the listening material. For example, when it is talking about functional skill whether it's talking about..., reporting believe, satisfaction, and other things. We have to make the classification. So, even though there is repetition of utterances of speakers in that speaking or listening, the students have known the context, so some of them will not get confuse.

Researcher : After the listening material has been done, students forgot what they have already listened Sir

Teacher : I think problem forgot about the material commonly found for all students. That's why I ask them what they have concerned with the previous listening. If somebody doesn't know, I will ask somebody else to remind him or her.

Researcher : How about guessing? They can't guess what the speaker has said Sir.

Teacher : I think in guessing meaning of words, may be among of students will have different guessing. That is why I'll always ask students. For example: "You!, Can you guess the meaning of the words that you've listened just now?". "Yes, Sir. This one". "What about you, do you have the same guessing?". "No, Sir, different". "What about you?". I clarify and give them confirmation.

Researcher : Next, if in listening material is found incomplete utterances of the speaker. How do you solve that Sir, so your students will be able to understand Sir?

Teacher : Clarifying first I think. After they have listened the speakers said, incomplete utterances, I would like to clarify it to students. Because, you know, the dialect sometimes different. For example, Chinese man speaks English is different from Indian man. So, we have to clarify it to students. We have to tell them the standard of pronunciation. This is my effort, giving them clarification.

Researcher : Again, back to the physical setting, surrounding of the class. If the surrounding of the class is so noisy Sir, there was background noise also in the tape recorder may be. How do you solve it Sir?

Teacher : Ok, this is usually found in my listening class. Sometimes I thought that the speaker is good, but after being in the class, it is a problem. So, the next solution is doing the manual one. After looking for another material, but we can't find that. we

have to do the manual one. Because we have planned to give listening.

Researcher : And the last, like you have said Sir. There are so many idioms, slang words, reduced forms also that often found in listening material.

What will you do Sir, so your students will not be confuse anymore Sir?

Teacher : Talking about idioms, phrases, and other things like 'slang', it should be given special time for students to learn about it, the idiom. That is why before presenting the listening material for students, I my self have to listen the material first. And then I must note some idioms, some phrases that have got from the listening material. And after giving them to students, of course will difficult to understand some idioms.

I have got the note first, and that's why I write them on white board, and give them the real meaning, this is my solution for this case.

So, I don't dare to enter the class before listening first, and I note some idioms, some slang, some phrases because I have listened it first, and I have to find the meaning, and I give them.

Appendix 7

The Calculation

A. The calculation for making histogram

1. The score of students in the questionnaire

44	54	57	58	59	60	61	64	65	66
67	68	68	68	69	69	70	70	71	71
71	72	72	72	72	73	73	73	73	74
74	75	75	75	77	77	78	79	81	82
83	84	84	85	87	90	94	96		

2. Calculating the *range* (R)

$$\begin{aligned} R &= \text{The maximum score} - \text{minimum score} \\ &= 96 - 44 = 52 \end{aligned}$$

3. Determining the total of the class

$$\begin{aligned} k &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 48 \\ &= 1 + 3,3 \times 1,68 \\ &= 1 + 5,54 \\ &= 6,54 \\ &= \text{It was got the completion became } \underline{7} \end{aligned}$$

4. Counting the class interval

$$\begin{aligned} i &= \frac{\text{rentang } (R)}{\text{banya kelas } (k)} \\ &= \frac{52}{7} = 7,43 \\ &= \text{getting the completion became } \underline{7} \end{aligned}$$

5. The table of frequency distribution

Table 4.2

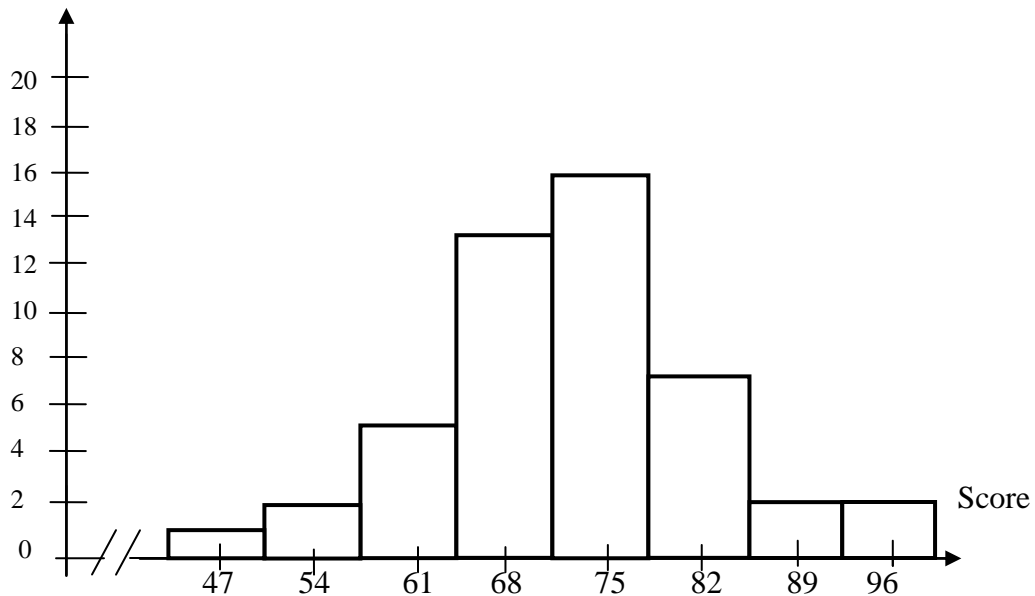
Frequency Distribution of Students' Problems in Mastering Listening Skill

No	Interval	Median	Frequency (F)	Percentage (%)
1	44 – 50	47	1	2,1 %
2	51 – 57	54	2	4,2 %

3	58 – 64	61	5	10,4 %
4	65 – 71	68	13	27,1 %
5	72 – 78	75	16	33,3 %
6	79 – 85	82	7	14,6 %
7	86 – 92	89	2	4,2 %
8	93 – 99	96	2	4,2 %
Total			N = 48	100

7. The histogram graph of “Students Problems in Mastering Listening Skill at Eleventh Grade of SMA Negeri 1 Padanbgsidimpuan 2014/2015 Academic Year”

Frequency



Graph 4.1: The Histogram of Students’ Problems in Mastering Listening Skill at Eleventh Grade SMA Negeri 1 Padangsidimpuan.

B. The calculation of the central tendency

1. Counting the “mean”

As has been noted on Appendix 4, the total score was 3480

$$\begin{aligned}
 \bar{X} &= \frac{\sum fX}{\sum f} \\
 &= \frac{3480}{48} \\
 &= 72,5
 \end{aligned}$$

2. Counting the “median”

Based on the table of frequency distribution, it could be known that:

$$B = 71,5$$

$$(\sum f_2)_o = 21$$

$$C = 7$$

$$f_{Me} = 16$$

$$Me = B + \frac{\frac{1}{2}n - (\sum f_2)_o}{f_{Me}} \times C$$

$$= 71,5 + \frac{\frac{1}{2} \cdot 48 - 21}{16} \times 7$$

$$= 71,5 + \frac{24-21}{16} \times 7$$

$$= 71,5 + 1,33$$

$$= 72,8$$

$$= \underline{\underline{73}}$$

3. Counting the “mode”

$$L = 71,5$$

$$d_1 = 3$$

$$d_2 = 9$$

$$C = 7$$

$$Mo = L + \frac{d_1}{d_1 + d_2} \times C$$

$$= 71,5 + \frac{3}{3 + 9} \times 7$$

$$= 71,5 + \frac{3}{12} \times 7$$

$$= 71,5 + 1,75$$

$$= 73,25$$

$$= \underline{\underline{73}}$$

Appendix 8**The Name List of Eleventh Grade Students of SMA Negeri 1 Padangsidempuan
2014/2015 Academic Year**

1. The Students' name of XI IPA 1

NO	NIS	NAME	KET
1	11911	ARDIAN AZMI HASIBUAN	XI IPA 1
2	11913	AULIA ANNISA LUBIS	
3	11931	DENNY MARDIANSYAH	
4	11932	DERI PRATAMA FAISAL	
5	11945	FANNISA	
6	11952	GISTYA FAKHRANI	
7	11964	IHSKA MELATI SRG	
8	11968	INDAH RAHMADANI SIHOMBING	
9	11971	IRAMA SUKMA FUTRIANI	
10	11976	JOSUA ELFRENDI	
11	11977	JULIYANTI RITONGA	
12	11981	LINTANG SAH PUTRA HARAHAP	
13	11984	MAHYUNI WARDI CHAN	
14	11987	MASRIVO IBROHIM WARDI	
15	11991	MELDA RIZKI INDRIANI SIREGAR	
16	11986	MARULI IBRAHIM BATARA DAULAY	
17	11997	MUHAMMAD RIZKY PRATAMA SIREGAR	
18	12000	MONICA DWI GITA	
19	12007	MUHAMMAD ILYASYAH SIREGAR	
20	12010	NADHIRA UTAMA	
21	12011	NADYA NURSITI PANGGABEAN	
22	12014	NENG RIZKI SARI PUTRI LUBIS	
23	12020	NUR MEI SARI HASIBUAN	

24	12022	PANGERAN M. SYARIF	
25	12030	RAIHAN PRATAMA PUTRA	
26	12034	RIANSYAH PUTRA GUNAWAN	
27	12038	RISA SEPRIANI	
28	12045	SAKINAH	
29	12050	SILVIA DEWI SIREGAR	
30	12062	USMAN RALIH MUIS	
31	11940	ELSY EMALIA	
32	12097	SALIMAH PUTRIANA SIREGAR	

2. The students' name of XI IPA 2

NO	NIS	NAME	KET
33	11899	AHMAD HABIBUN NASUTION	XI IPA 2
34	11902	AHMAD SYARIF HARAHAP	
35	11906	ANATALYA OCTAVIANI	
36	11907	ANDI RAHMAD	
37	11910	ANWAR RASYID HARAHAP	
38	11926	DANI HARDIANTI	
39	11928	DHARMA SHUBITA DEVI HARAHAP	
40	11930	DELVI PUTRI ARJUNI	
41	11941	EMILA RAMADHANI HASIBUAN	
42	11959	HARTHANA JOGI A.HARAHAP	
43	11961	HENDRA ALAMSYAH	
44	11970	INDRA AULIA	
45	11983	M.SANI SIREGAR	
46	11990	MEI DWI ZHRANI SIAGIAN	
47	11992	MELVA LIANUR RITONGA	

48	11994	MIRA AYU LESTARI HASIBUAN	
49	12012	NAJMI ZAHRAINI	
50	12019	NURAFIZAH HASIBUAN	
51	12025	PUTRI SHEILA PANE	
52	12029	QHOLIVA YUNI FADILLA	
53	12031	RANTI WINDRIANI	
54	12033	RESKI AMALIA NASUTION	
55	12035	RIKA AMELIA HASIBUAN	
56	12041	RIZAL A. RAHMAN NASUTION	
57	12049	SIDRO ARASTA PULUNGAN	
58	12065	WAHYUDI LUKE FERNANDO TAMBUNAN	
59	12071	YENI CHOLIDAH LUBIS	
60	12076	YUNISRAH	
61	12079	YUSRIZAL REZKI TANJUNG	
62	12085	NUR ANISA	
63	12088	NURLAILI PRISMAWATI	
64	12095	GITA MARA HARAHAP	

3. The students' name of XI IPA 3

NO	NIS	NAMA	KET
65	11901	AHMAD REZKY RAMADHANU DAULAY	XI IPA 3
66	11912	ARMANSYAH PUTRA	
67	11915	AZIZAH NUR LUBIS	
68	11916	AZMI SRI RAHAYU	
69	11920	BOBY RAHMAN BUNGA VIOLITA	
70	11923	BUNGA VIOLITA	
71	11936	DITA IRENDA	

72	11939	DYAH NANDA AMALIA	
73	11943	ERISKA FITRI DALIMUNTHER	
74	11948	FENNY ELFIRA	
75	11960	HELANDRI PERDANA RITONGA	
76	11966	ILHAM RAS HARAHAP	
77	11972	ISMI RALDA	
78	11973	JAMALUDDIN RITONGA	
79	11979	NENI TRIA HARAHAP	
80	11989	MAY INDAH JELITA PUTRI	
81	12001	MUHAMMAD ARYAN FADLI	
82	12005	MUHAMMAD HANAFIAH HASIBUAN	
83	12017	NILA APRILLIA RIZKI LUBIS	
84	12021	NURUL AZIZAH HASIBUAN	
85	12032	RENDI EKA PUTRA PANGGABEAN	
86	12051	SRI AGUSNA	
87	12056	SURYA HABIBI SITOMPUL	
88	12059	TAUFIQ HASBI HASIBUAN	
89	12060	TEGUH AMANDA NASUTION	
90	12069	YANA SAPARINDAH	
91	12072	YOLLA RAHMAH FITRI	
92	12074	YULIA INDAH PRATIWI NASUTION	
93	12086	M.WANDA SAPUTRA	
94	12089	IQBAL AL-FARIZY SIREGAR	
95	12092	PUTRI SAPRILLIA SARI	
96	12096	INDAH SUNDARI	

4. Students' name of XI IPA 4

NO	NIS	NAMA	KET
97	11895	AFFANY WAHYUDI DAULAY	XI IPA 4
98	11908	ANDINI PUTRI AMALIA PULUNGAN	
99	11909	ANGGI JUHRO NASUTION	
100	11914	AULIA WARDHANI NASUTION	
101	11919	BERKAH HASUDUNGAN NASUTION	
102	11921	BOBY ADITYA	
103	11924	CHOIRUNNISA	
104	11935	DISTA MUTIA HASIBUAN	
105	11937	DODY PERMANA RAMBE	
106	11938	DWI AJENG SUKMAWATI	
107	11956	HANNUM ANGGINA DIA	
108	11978	KHOIRIYAH SORMIN	
109	11985	MARTUA SAHALA DAULAY	
110	11996	MUHAMMAD IQBAL	
111	12002	MUHAMMAD BATARA AULIA NASUTION	
112	12003	MUHAMMAD DZUHTI HARAHAP	
113	12004	MUHAMMAD HABIBI ARMAHYA SIMANUNGKALIT	
114	12006	MUHAMMAD ICHSAN	
115	12013	NAULY ANNISA DALIMUNTE	
116	12018	NOVIA MARITO	
117	12024	PUTRI RAHMADANI	
118	12029	RAHMAT ANDREANSYAH TANJUNG	
119	12036	RINA RISKI RITONGA	
120	12039	RISKA NURHAMIDAH	
121	12042	RIZKY RAMADHANI HASIBUAN	
122	12043	RIZMA SONYA	

123	12063	VIVI AFRIDA	
124	12067	AINUN AMALIYAH SIREGAR	
125	12075	YULIZAH HABIDIN MATONDANG	
126	12077	YUNITA CITRA SARI HARAHAHAP	
127	12084	RIVALDA AZIZAH LUBIS	
128	12094	NURUL HIDAYAH TANJUNG	

5. Students' name of XI IPA 5

NO	NIS	NAMA	KET
129	11898	AHMAD FAHREZA	XI IPA 5
130	11922	BUNGA SYAHFITRIANI	
131	11925	CORNELIUS TOHO SULIANTO SINAGA	
132	11927	DARA SUCITA	
133	11929	DEDY ROSADI LUBIS	
134	11933	DIMPU HAMONANGAN HARAHAHAP	
135	11934	DINDA NIRWANA	
136	11942	ENGRAENI TEDJA	
137	11944	EVAN CRISMAN DONGORAN	
138	11950	FITRI LESTARI	
139	11951	FITRI YANTI LUBIS	
140	11953	GUNTUR	
141	11955	HAMDAN SUKRI LUBIS	
142	11957	HARDIANSYAH NASUTION	
143	11958	HARISA WAHYUNI PANGGABEAN	
144	11962	HENNY ELIZABETH	
145	11963	HERLINA YUSMARITO	
146	11965	IKA ARIYANTI DAULAY	

147	11967	INDAH JULIANTI	
148	11974	JESRON MARUDUT HATUAN	
149	11975	JOE ANDREAN BANGUN	
150	11979	LAMTIUR PASARIBU	
151	12023	PANUSUNAN NAULI SIREGAR	
152	12027	RAHMA YANTI	
153	12048	SEHATIAMAN GULO	
154	12055	SULASTRI E. HABEAHAN	
155	12057	SUSWANTY E HABEAHAN	
156	12064	WAHYU HALOMOAN SIREGAR	
157	12066	WAJU PARINGA	
158	12073	YUDI ADI DIRYA PANDIA	
159	12078	YUSRINA RIZKI	
160	12081	ZULFAHMI	

6. Students' name of XI IPS

NO	NIS	NAMA	KET
161	11893	ADELYA HAFNI	XI IPS
162	11894	ADIL BONA HALOMONA SIREGAR	
163	11896	AGUSTINA	
164	11900	AHMAD KADIR SIREGAR	
165	12067	WIKA HARINA PULUNGAN	
166	11904	AINUN SELFIA PAKPAHAN	
167	11905	ALWI PERDANA PUTRA SIAGIAN	
168	11917	BAGAS EFFENDI	
169	11918	BELLA NANDA SUKMA	
170	11946	FEBY AYU PUTRI	

171	11948	FERDY AHMAD	
172	11954	HAFIZH FAHRAN TAMBUNAN	
173	11980	LEO HARDIANSYAH HARAHAHAP	
174	11982	LUKMAN ALWIN LUBIS	
175	11995	MHD.AL FARIZZI LUBIS	
176	11998	MIQRAJ SULAIMAN	
177	12005	MERY ROMAITO SIREGAR	
178	12008	MUHAMMAD LUTHFI SIREGAR	
179	12009	MUTIARA HARYANI HARAHAHAP	
180	12016	NIA YULITA SIKUMBANG	
181	12028	RAHMAD PARDOMUAN LUBIS	
182	12037	RINALDO HARAHAHAP	
183	12047	SARAH MATONDANG	
184	12052	SRI MULYA NINGSIH HARAHAHAP	
185	12053	SUBHAN YAKUB RAMADHANI PUTRA HARAHAHAP	
186	12054	SUCIAH PRATIWI NASUTION	
187	12091	RYAN IQBAL TRISAKTI	
188	12058	SYERLIANA IKHSANI HASIBUAN	
189	12061	ULVA ALAMSYAH HARAHAHAP	
190	12068	WINDA SARI	
191	12070	YAZID MUSTHOWI	
192	12080	ZULPADLI IMAM SYAPUTRA	

Note: The bold names became the sample of this research. They were chosen randomly. The total of the sample was 48 students.

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Since human was born to the world, they have learnt a lot of knowledge that very crucial for their life. One of them is language. Human needs language to build an effective communication system among of them. It can be understood that language is a humanity science. Human cannot live lonely, they need the others. By language, they can interact one another, share knowledge, culture, expression, and viewpoints. As a result, they are able to know and understand another people by using language. Now days, in global era, English is an international language that absolutely needed for everyone.

Actually, human uses language for giving and demanding information. Those cannot be separated. If someone acts as a speaker in one side, so it must be there a person as a listener in the other side. The major evidence to know people that they have or have not mastered a language is to look them how far they can communicate effectively each other. To create a good communication, language should be spoken fluently by the speaker in one side, and it must be comprehended well by the listener in the other side.

Speaking and listening have a close relationship. Listening is the natural precursor to speaking. It is the early stages of language development in a person's

first language. For native language, they seem to automatically know “how to listen” and “what they are listening for”. But, for language learners, listening is far more challenging. It is not hearing only, but it needs a high effort in the active contraction of meaning. Listening is very important. These following illustrations will present some significances of listening for our life.

First, people can get knowledge and information through listening. A lot of information is presented in spoken form such as teaching and learning process in class, conversation with colleagues, TV news, or a new music CD. Thus, people cannot get knowledge and information from these sources without listening them. Second, listening activates and develops human’s mind. As a listener listens, he combines what he heard with his own ideas and experiences, he is “creating the meaning”. In short, a listener doesn’t listen to words, but he listens to the meaning behind the words. The third, people can practice their language skill. The more people listen, their language skill will be better. People will not feel strange or confuse anymore if they often listen English. So, it will make a changing on their language skill.

Based on illustration above, it was undeniably that listening is necessary for everybody in variety of purposes and needs. However, after getting interview with the English teacher, the researcher found that students at eleventh grade of SMA Negeri 1 had problems in mastering their listening skill. The english teacher

said that students did not have high motivation in listening class in which only 25% students for each class that interested in listening class.¹

Then, the facility of teaching listening has not been complete yet, like language laboratory or another good media that can increase listening achievement of students. The English teacher taught listening in classroom only, not in laboratory.² Besides, some students that researcher interviewed, they admitted that they were rarely given listening material. The last, the students' achievement in listening was low.

So, it was needed some approaches that could be done in listening problems. First, increasing students' listening skill by applying a good learning strategy. Second, identifying the variables that related or caused this phenomena. The last, analyzing the learning strategies that has been done by the English teacher that has caused this phenomena.

From the three alternative approaches above, the researcher chose the second alternative, it was to identify the variables that related or caused this phenomena. There were three reasons why the researcher chose this approach. First, it was found that students' listening comprehension achievement was low, it might be caused by the poor quality of media, physical setting, the speaker that to be listened, the listening material, and problems from the listeners themselves. So,

¹ Jecson. P. Sihombing, S.Pd., The English Teacher of XIth grade, *Private Interview* (SMA Negeri 1 Padangsidempuan: February 08th, 2014 at 11.00 a.m.)

² Ajudan S.Pd, The English Teacher of XIth grade, *Private Interview* (SMA Negeri 1 Padangsidempuan: January 31th, 2014 at 10.30 a.m.)

it was very crucial to know what variables that caused it exactly. Second, the explanation of students' problems could be made as a ground to increase students' listening skill to be better. However, if we want to solve a problem, the first step that must be done is to find out the causes. By finding the real problems or causes, so teachers and students will be able to do the correct solution to solve the problems. The third, students' problems in listening that would be known from this research could be made as a good information for teachers and also students to improve teaching learning in class.

In view of above discussions, the researcher interested in conducting a descriptive quantitative research in which the purpose is to describe or reveal the problems that students face in developing listening skill. Therefore, this research was entitled **Problems That Students Face in Listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan in 2014/2015 Academic Year.**

B. The Identification of the Problem

As mentioned above there were many problems in learning listening English. They consist of lack of motivation of students, in which only 25% students for each class that interested in listening class. Then, it was found that facility in teaching listening was not complete. On the other hand, it was about the frequency of teaching listening, the students were rarely given listening material. The last, the students' achievement in listening was low.

C. The Limitation of the Problem

Based on the identification of the problem above, it could be seen that there were some problems that related with this research. But, in this research, it would be not described all problems. This research would only focus on problems that students face in listening, what factors that made them getting low score in listening achievement. So, that was why the researcher would describe about Problems that Students Face in Listening Skill at Eleventh Grade of SMA Negeri 1 Padangsidempuan in 2014/2015 Academic Year.

D. The Definition of Key Term

In this research, there were many terms that should be known, the terms as follow:

1. Problem

There were some definitions of problem, it would be explained in the following below:

- a. AS Hornby states that problem is a thing that is difficult to deal with or understand. It is defined also as a question to be answered or solved, especially by reasoning or calculating.³
- b. According to Komaruddin, problem is the source of confusion or difficulty; a problem that appear for research, consideration, or solution; a disturbing and difficult suspicion; a difficulty that needed to be solved or appointed.⁴

³ AS Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press 1995), p. 92.

- c. Mac Crimmon and Taylor define a problem as a gap between a current and a desired state of affairs, that is a gap between where you are and where you would like to be.⁵

Based on those definitions above, the researcher described problem as the source of confusion that very disturbing to reach purposes of what we would like to be..

2. Listening

There are some definitions of listening, it would be explained in the following below:

- 1) According to Bachman, listening is an interactive, dynamic, interpretive process in which the listener engages in the active construction of meaning.⁶
- 2) Buck points out listening as a constructing meaning based on a number of different knowledge sources.⁷
- 3) Thomlison states that listening is the ability to identify and understand what others are saying, it involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning.⁸

⁴ Komaruddin and Yooke Tjuparmah S. Komaruddin, *Kamus Istilah Karya Tulis Ilmiah* (Jakarta; Bumi Aksara, 2006), p.145.

⁵ *Ibid.*, p. 22.

⁶ J. Michael O, Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States of America: Addison-Wesley Publishing Company, 1996), p. 58.

⁷ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p. 24.

⁸ Arafat Homouda, "An Investigation of Listening Comprehension Problems Encountered by Saudi Students in the EL Listening Classroom," *International Journal of Academic Research in*

Based on those definitions, researcher concluded that listening is an active process to understand and construct the meaning of the information that the speakers are saying based on different knowledge source.

Thus, the meaning of the title “Problems in that Students Face in Listening” is the source of confusion that very disturbing for students that they might get or acquire to comprehend their potential in listening skill in constructing the meaning of the information that they have listened.

E. The Formulation of the Problem

The researcher formulated the problem as follows:

1. What are the real problems that students face in listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan?
2. What are the teachers’ efforts in solving problems that students face in listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan?

F. The Objective of the Research

Derived from the formulation above, the objective of the research were:

1. To describe the real problems that students face in listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan.
2. To describe the teachers’ efforts in solving problems that students face in listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan?

F. The Significances of The Research

This research was intended to be useful for:

1. This research would give contribution for the headmaster as an input for guiding his English teacher.
2. This research was useful for English teachers to have practical and theoretical information about problems that students have in mastering their listening skill, and try to solve them.
3. Further researcher, to get information and as a reference for them who interest in doing related research.

G. The Out lines of the Thesis

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one, consists of background of the problem, focus of the problem, definition of key term, formulation of the problem, objective of the research, and significances of the research.

Chapter two, consists of the theoretical framework, review of related finding, and conceptual framework.

Chapter three, consists of research methodology. They are research design, schedule and location of the research, source of data, the technique for collecting data, the technique of data analysis, and outline of the thesis.

Chapter four, consists of the result of the research which talking about data analysis, description of data, discussion, and the result of the research.

Finally, chapter five consists of conclusion and suggestion.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Listening Skill

a. Definition of Listening Skill

Every day we listen to many different things in many different ways. Whether it is conversation with a teacher, friends, the TV news, or a new music CD. Nunan claims that over 50 percent of the time that students spend functioning in a foreign language will be devoted to listening.¹²

Listening is an active, purposeful process of making sense of what we hear. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are “creating the meaning” in their own minds. As Buck points out, the assumption that listeners simply decode messages is mistaken, “(Meaning is not in the text (text = whatever is being listened to) — but is something that is constructed by listeners based on a number of different knowledge sources.” Among those sources are knowledge of language, of what has already been said, of context, and general background knowledge.

¹² I.S.P Nation and Jonathan Newton, *Teaching ESL / AFL Listening and Speaking* (New York: Roudledge, 2009), p. 37.

Listening is meaning based. When a listener listens, he is normally doing so for a purpose. It can be said a listener doesn't listen to the words, but to the meaning behind the words.¹³ However, listening is different with hearing. Hearing involves only the mechanism inside ears. Sound waves reverberate off eardrum, producing words that can be recognized, as well as other sounds must be interpreted. But that's not listening. Listening is a conscious act, and if we don't practise it actively and carefully, we simply cannot communicate effectively and fully.¹⁴

Listening is not a passive or receptive skill, as is commonly assumed. Research suggests listening is an interactive, dynamic, interpretive process in which the listener engages in the active construction of meaning. Anyone who has attempted to communicate in a foreign language knows how fatiguing it can be to listen for long stretches at a time because of the effort involved in trying to comprehend the incoming messages.¹⁵

Listening is often compared to reading. While the two do share some similarities, the two major differences should be noted from the start. Firstly, listening usually happens in real time. That is people listen and have to comprehend what they hear immediately. There is no time to go back and

¹³ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p. 24.

¹⁴ Helen Wilkie, *Writing, Speaking, Listening* (Oxford: How to Books Ltd, 2001), p. 70-71.

¹⁵ J. Michael O, Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States of America: Addison-Wesley Publishing Company), p. 58.

review, look up unknown words, etc. Secondly, listening happens in the midst of a conversation in which it requires productive, spoken responses.¹⁶

In the other hand, listening is often implied as a component of speaking also. How could you speak a language without also listening? Then, the overtly observable nature of speaking renders it more empirically measurable than listening. A good speaker is often valued more highly than a good listener. To determine if someone is a proficient user of a language, people customarily ask, "Do you speak English?" People rarely ask, "Do you understand and speak English?". But, in a typical day, we do measurably more listening than speaking. Whether in the workplace, educational, or home contexts, aural comprehension far outstrips oral production in quantifiable terms of time, number of words, effort, and attention.¹⁷

In addition, approaches that gave more importance to listening were based on different ideas. Nord expresses this view clearly:

Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind. These people believe that talking may indicate that the language was learned, but they do not believe that practice in talking is the best way to build up this "cognitive" map in the mind. To do this, they feel, the best method is to practice meaningful listening.¹⁸

¹⁶ David Nunan, *Loc. cit.*

¹⁷ H. Douglas Brown, *Language Assessment, Principles and Classroom Practices* (New York: Pearson Education, 2003), p 119.

¹⁸ *Ibid.*, p.38.

In this view language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills.

However, there are two facts about listening. Firstly, it shows that listening skills are as important as speaking skills; we cannot communicate face to face unless the two types of skill are develop in tandem. Rehearsed production is useless if we are unable to respond to the reply that it generates from our interlocutor (i.e. the person we are trying to talk to).

The second point about listening is that, under many circumstances, it is a reciprocal skill. We cannot practice listening in the same way as we can rehearse speaking, or at least the part of speaking that has to do with pronunciation, because we cannot usually predict what we will have to listen to.¹⁹

Based on explanation above, the researcher concluded that listening is an active process in which it requires a person to receive information and connect it to other information that he has already known to create the meaning in his own minds immediately.

¹⁹ Patricia Henry, et. all., *Foundation for Language Teaching* (Australia: Deakin University, 1994), p. 82-83.

b. Listening Purpose

Listening is one of skill that must be mastered in learning. Rost points out, listening is vital in language classroom because it provides input for the learner. Without understanding input at the tight level, any learning simply cannot begin.²⁰

Another important consideration in listening concerns the listener's purpose. Course book for teaching listening sometimes seem to imply that listeners grimly focus on every word. This is, of course, simply not true. When listening to television or radio news broadcasts, a listener usually tunes in to certain items and exclude others. The exclusion can be due to a lapse in concentration or to a lack of interest in certain topics, or to efficiency in listening.²¹

An important factor in interactive listening is whether or not listeners are taking part in the interaction. Eavesdropping on a conversation is very different from actually participating in one. Because of this, it may seem a waste of time to involve learners in classroom tasks in which they are involved in listening to conversations among other people. However, such tasks can be justified on at least two grounds. In the first instance, providing the conversations are authentic (that is, they were not specifically created or

²⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, an Anthology of Current Practice* (Cambridge: University Press, 2007), p. 238.

²¹ David Nunan, *Language Teaching Methodology, A Textbook for Teachers* (London: Pearson Education, 2000), p. 23-24.

the purpose of illustrating or teaching features of the language), they can provide learners with insights into ways in which conversations work. They can also provide learners with strategies for comprehending conversation outside the classroom in which they are not actively involved, but which may provide them with input to feed their learning processes.²²

Based on above explanation, listening purpose consist of providing input for the learners, and giving certain information that very important to know without listen the every words of the material.

c. Types of Listening

There are some types of listening. They will be distinguished in the following below:²³

- 1) One-way listening — typically associated with the transfer of information (transactional listening).
- 2) Two-way listening — typically associated with maintaining social relations (interactional listening).

Again, it is able to distinguish traditional, conventional views of listening from more contemporary views. Traditionally, listening was associated with transmission of information that is with one way listening. This can be seen in the extensive use of monologues in older listening materials.

²² *Ibid.*

²³ I.S.P. Nation and Jonathan Newton, *Op.cit.*, p. 40.

While this is fine if we are relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in our everyday interactions (two way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.²⁴

It could be concluded that listening comprehension is an act of information processing in which the listener is involved in two-way communication, or one-way communication. One way communication means transmission of information, for example listening to the monologues. While, two way communication means understanding the richness and dynamics of the information that has been already listened, for example daily dialogues.

d. Listening Process

There are three listening processes, they are bottom-up process, top-down process, and interactive process. It would be explained in the following below:

1) Bottom-up Process

The first model of listening to be developed was the bottom-up model. It was developed by researchers working in the 1940s and 1950s. According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual

²⁴ *Ibid.*

sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.²⁵

2) Top-down Process

Top-down processes involve the listener in going from the whole, their prior knowledge and their content and rhetorical schemata, to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.²⁶

3) Interactive Process

Interactive process is the combination of top-down and bottom up process. For example, learners brainstorm certain vocabulary related to a topic of their lesson. In the process, they base their information on their knowledge of life (top-down information) as they generate vocabulary and sentences (bottom-up data). The result is a more integrated attempt at processing. The learners are activating their previous knowledge. These combination processes is called interactive processing.²⁷

²⁵ John Flowerdew and Lindsay Miller, *Second Language Listening*, (New York: Cambridge University Press, 2005), p. 24.

²⁶ I.S.P. Nation and Jonathan Newton, *Loc. cit.*

²⁷ David Nunan, *Op.cit.*, p. 29.

Based on explanation above, it could be concluded that bottom up process is understanding the meaning of individual sentences and combining them to create ideas. While top-down process is using listeners' background knowledge and confirming them with the parts of information that has already listened. The last, interactive process is combination between bottom-up and top-down process, the listeners use their knowledge, simultaneously they generate vocabularies, and sentences.

e. Components of Listening

Before going to discuss about the components of listening, firstly that must be known is the meaning of components. In Cambridge dictionaries, component is a part that combines with other parts to form something bigger.²⁸ While, according to Meriam Webster, component is one of the parts of something (such as a system or mixture), an important piece of something.²⁹ So, component is some parts or a unity parts that has been had of something to form itself.

Based on definition above, the components of listening means some parts that unite each other to form listening process. Each of these parts has their own roles. Listening is composed of six distinct components, they are:

²⁸ Cambridge, "Cambridge Dictionaries Online" <http://dictionary.cambridge.org/dictionary/british/component> accessed at October 02 nd 2014 retrieved on 07:53 am)

²⁹ Meriam Webster, "Dictionary" (<http://www.merriam-webster.com/dictionary/component> accessed at October 02 nd 2014 retrieved on 08:12 am)

- 1) Hearing: The physiological process of receiving sound and/or other stimuli.
- 2) Attending: The conscious and unconscious process of focusing attention on external stimuli.
- 3) Interpreting: The process of decoding the symbols or behavior attended to.
- 4) Evaluating: The process of deciding the value of the information to the receiver.
- 5) Remembering: The process of placing the appropriate information into short-term or long-term storage.
- 6) Responding: The process of giving feedback to the source and/or other receivers.³⁰

In conclusion, the components of listening are receiving sound, then it will focus on external stimuli. After that, the symbol of the sounds will be decoded and the value of information is decided. Finally, the next component is remembering, the listeners try to remember the information that they have got before. The last is responding, it means that the listeners or the receivers give respond to the source or other listeners.

³⁰Elcamino, "Listening", (www.elcamino.edu/faculty/rwells/Listening.ppt, accessed at August 22th 2014 retrieved on 00:23 pm.

f. Kinds of Listening

The meaning of kinds is different with components like has been explained before. Kinds here is a noun, it means a group with similar characteristics, or a particular type.³¹ It is also can be called as a group of people or things that belong together or have some shared quality, or a particular type or variety of person or thing.³² So, kinds of listening means a group or variety of listening with similar characteristics that belong together in mastering listening. According to Wolvin and Coakely, there are five kinds of listening, it will be explained in the following below:

1) Discriminative listening

Discriminative listening is where the objective is to distinguish sound and visual stimuli. This objective doesn't take into account the meaning; instead the focus is largely on sounds. In a basic level class this can be as simple as distinguishing the gender of the speaker or the number of the speakers etc. As mentioned before the focus is not on comprehending, but on accustoming the ears to the sounds. If one thinks s/he can see that this is where L1 listening begins - the child responds to sound stimulus and soon can recognise its parents' voices amidst all other

³¹ Cambridge, "Cambridge Dictionaries Online" (<http://dictionary.cambridge.org/us/dictionary/american-english/kind> accessed at October 02 nd 2014 retrieved on 02:52 pm)

³² Meriam Webster, "Dictionary" (<http://www.merriam-webster.com/dictionary/kind> accessed at October 02 nd 2014 retrieved on 03:07 pm)

voices. Depending on the level of the students, the listening can be discriminating sounds to identifying individual words.³³

The main point of the idea above is discriminative means accustoming the sound. The information (that has been listened) has not been comprehended yet. But, it is only focus on recognizing the sounds.

2) Comprehensive listening

Comprehensive listening focus on understanding the message. The writers consider this as the basis for the next three types of listening. However, the problem can come in the form of 'understanding'. Depending on many factors (both individual and social) students can end up understanding the same message in different, different ways. Lot of work in teaching listening in the classroom has to happen here in facilitating the students to develop their comprehension skills.³⁴

For the inference, comprehensive listening is making sense of the sounds or sights. It means understanding well of the information that has already listened. So, both sounds and visual communication or body language must be understood when listening.

³³ Admin, "Teaching English, Five Types of Listening" (<http://www.teachingenglish.org.uk/blogs/admin/five-types-listening> accessed at August 22th 2014 retrieved on 00:07 pm)

³⁴ *Ibid.*

3) Therapeutic listening

Therapeutic listening is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. In this kind of listening the listener allows somebody to talk through a problem. This kind of listening is very important in building good interpersonal relations.³⁵

4) Critical listening

Critical listening is the fourth kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion.³⁶

5) Appreciative listening

Appreciative listening is one of kind listening where the focus is on enjoying what one listens. Here the students raised the point that when they listen to English music, even if they don't understand, they still enjoy thereby challenging the notion of comprehensive listening as the basis for other three types of listening. Then, students reflected on the practice of listening to songs in the language lab. Generally they listen to the songs once and try to make out the lyrics before listening a second time with the lyrics. Then they recalled that they appreciated the song better during the

³⁵ *Ibid.*

³⁶ *Ibid.*

second time and were able to see the relation between how one would enjoy something that s/he is able to make sense.³⁷

In conclusion, there are five kinds of listening. First, discriminative listening is used is when the objective is to distinguish sound and visual stimuli. Second, comprehensive listening where the focus is on understanding the message. Third, therapeutic listening, it is one kind of listening where the listener's role is to be a sympathetic listener without much verbal response. Fourth, critical listening is kind of listening where listeners have to evaluate the message. Listeners have to critically respond to the message and give their opinion. The last, appreciative listening where the focus is on enjoying what one listens.

g. Difficulties in Listening

These are a number of special characteristics of spoken language need to be taken into consideration that can make listening process difficult.

They are:

1) Clustering

Clustering means how the listeners can break down speech into smaller groups of words. Sometimes second language learners will try to retain overly long constituents (a whole sentence or several sentences), or they will err in the other direction in trying to attend to every word in an

³⁷ *Ibid.*

utterance. So, in teaching listening comprehension, therefore, teachers need to help students to pick out manageable clusters of words.³⁸

2) Redundancy

Spoken language, unlike most written language, has a good deal of redundancy. The redundancy may consist of rephrasings, repetitions, elaborations, and little insertions. Redundancy helps the hearer to process meaning by offering more time and extra information. Students can train themselves to profit from such redundancy by first becoming aware that not every new sentence or phrase will necessarily contain new information and by looking for the signals of redundancy. In the other side, students might initially get confused, but with some training, they can learn to take advantage of redundancies as well as other markers that provide more processing time.³⁹

3) Reduced forms

Reduction can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (contractions like “I’ll), syntactic (elliptical forms like “When will you be back?” “Tomorrow, may be.”), or pragmatic (phone rings in a house, “Mom! Phone!”). These reductions pose

³⁸ H. Douglas Brown, *Teaching by Principle*, p. 238.

³⁹ *Ibid.*

significant difficulties especially to classroom of students who may have initially been exposed to the full forms of the English language.⁴⁰

4) Performance variables

In spoken language, except for planned discourse (speeches, lectures. etc.), hesitations, false starts, pauses, ungrammatical forms, and corrections are common. Students have to train themselves to listen for meaning in the midst of all distracting performance variables.⁴¹

5) Colloquial language

Students who have been exposed to standard written English and/or “textbook” language sometimes find it surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, shared cultural knowledge are all manifested at some point in conversations. Colloquialisms appear in both monologues and dialogues.⁴²

6) Rate of delivery

Students will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Unlike reading, where a person can stop and go back to reread something, in listening the hearer may not always have

⁴⁰ *Ibid.*, p. 239.

⁴¹ *Ibid.*

⁴² *Ibid.*, p. 240.

the opportunity to stop the speaker. Instead, the stream of speech will continue to flow.⁴³

On the contrary, It's actually not because of the rate of speech but rather the rate of listening. Nonnative speakers are slow listeners. They need extra time to bring meaning to what they're hearing. They need to actively process the incoming language. It is not an easy thing to do especially while trying to pay attention to the flow of new words that continue to be spoken.⁴⁴

7) Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. As a stress-timed language, English speech can be a terror for some learners as mouthfuls of syllables come spilling out between stress points. Also, intonation patterns are very significant not just for interpreting such straightforward elements as questions and statements and emphasis but more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.⁴⁵

8) Interaction

To learn to listen is also to learn to respond and to continue a chain of listening and responding. Classroom techniques that include

⁴³ *Ibid.*

⁴⁴ Jodi Reiss, *Teaching Content to English Language Learners* (New York: Pearson Education, 2005), p. 100.

⁴⁵ H. Douglas Brown, *Op. cit.*, p. 240.

listening components must at some point include instruction in the two-way nature of listening. Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning, that is, to give feedback, to ask for clarification, to maintain a topic, so that the process of comprehending can be complete rather than being aborted by insufficient interaction.⁴⁶

It could be concluded that the characteristic of spoken language itself can make difficulties in listening. They are clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. So, as a good listener we must know all characters and understand each of them.

In summary, clustering means how to break down speech into smaller groups of words, so the utterances of the speaker can be understood. While, redundancy is often found also in spoken language, it may consist of rephrasings, repetitions, elaborations, and little insertions. Then performance variables, it may consist of hesitations, false starts, pauses, ungrammatical forms, and corrections. After that, Idioms, slang, reduced forms, shared cultural knowledge also must be known, it is about colloquialisms. The last, some characteristics of spoken language that common found are rate of delivery, stress, rhythm, intonation, and interaction.

⁴⁶ *Ibid.*, p. 240-241.

In addition, the spoken language of academic instruction is difficult for language learners for several reasons. First, oral language is ephemeral in nature. Words, once spoken, are gone. There is no way to rehear them for review.⁴⁷

The second reason is that the nonnative listener takes more time to process the incoming words than the speaker takes to deliver them. Concentrating on the meaning of one spoken sentence interferes with the ability to listen to the next one. Listening is such a complex task that even native speakers have occasional lapses in comprehension in instances like listening to TV news or to radio traffic reports.⁴⁸

The third factor that makes oral instruction difficult for language learners is that English, the language they are trying to learn, is the *medium* through which academic content is delivered. For ELLs, the language itself adds an additional burden of complexity to understanding the content. Understanding academic concepts depends not just on “what” the teacher says, but also on “how” the teacher says it. For ELLs, the “how” can help bring meaning to the “what”.⁴⁹

⁴⁷ Jodi Reiss, *Op.cit.*, p. 100-101.

⁴⁸ *Ibid.*

⁴⁹ *Ibid.*

2. Problems that Students Face in Listening

In our native language, we seem to automatically know “how to listen” and “what we are listening for”. But, for language learners, listening is far more challenging.⁵⁰ Graham finds that if students are asked to rate the relative difficulty of the four language skills, cite listening as the area about which they feel most insecure.⁵¹ Some experts has described students’ problems in listening, it will be explained in the following below.

According to Yagang, the problems in listening are accompanied with the four following factors: the message, the speaker, the listener and the physical setting.⁵² First, the message or the listening material brings a problem in listening comprehension. They are incomplete utterances, repetitions, hesitations, unfamiliar topics, different accents, authentic material, colloquial word, speed of speech, long listening, ungrammatical sentences, linking words etc.⁵³

Second, the speaker that has been listened. It has a big influence also, such as the tone of the voice, the intonation that the speakers use, rhythm, and background noise. All of these can make a great effect for listeners’ comprehension.⁵⁴

⁵⁰ David Nunan, *Op. cit*, p. 24.

⁵¹ John Field, *Listening in the Language Classroom* (Cambridge: Cambridge University Press, 2008), p. 4.

⁵² Lac Hong, “Difficulties and Strategies in Listening Comprehension”, (<http://ed.lhu.edu.vn/139/662/>, accessed at January 10th 2014 retrieved on 00:29 am)

⁵³ *Ibid.*, and Jeremy Harmer, *How to Teach English* (England: Longman, 2004), p.98.

⁵⁴ Jeremy Harmer, *Ibid.*

The third is the problem from the listeners. There are some problems that listeners have, the first is predicting what the speaker is going to say. In fact, the prediction brings about a number of advantages to students in their listening comprehension. According to Hasan, the problem is believed to cause by the habit of listening to word by word. They do not focus on any particular cues which help them predict what is going to be talked about. However, in every listening task, cues are provided indirectly that well-trained or experienced listener could recognize it naturally.⁵⁵

Then, the listeners' problem is the limitation of vocabulary power. Some listeners thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. Hasan says that on facing a new word, they tend to find out the meaning rather than infer it from the context.⁵⁶ The last, the listeners also find difficulties in recognizing the main points in listening comprehension. Many students cannot recognize the main points in a listening because they concentrate too much on listening to word by word. Thus they cannot identify the key words or the content words of the listening tasks.⁵⁷

The fourth, problems from physical setting. It can be the environment surrounding the students, or the poor quality of the tapes or disks that used in listening section. For an example, laboratory room is the best place for students to do the listening. This somehow will bring out the better result for the noises

⁵⁵ Lac Hong, *Op. cit.*

⁵⁶ *Ibid.*

⁵⁷ *Ibid.*

outside cannot get through the lab room. Then, a good cassette recorder or a CD player may give them the better rather than that of the old one.⁵⁸

In continuation, there are several possible explanations from Graham. One is the lack of tangible evidence that students are making progress in acquiring the skill. Another is the fact that listening takes place in real time. If a stretch of speech is not understood at the moment it is heard, it is extremely hard to relive it in memory. Failure at a basic level (matching speech to words under the pressure of time) often leads to a loss of confidence, and to the belief that listening is too difficult or that L2 speakers speak too fast. If teachers omit to address these and similar concerns, they create insecurity which may seriously affect learners' motivation for acquiring the second language.⁵⁹

All language learners face difficulties when listening to the target language. Nevertheless, the types and the extent of difficulty differ. The listeners' difficulties are influenced by a number of factors. They are speech rate, lexis, phonological features, and background knowledge.⁶⁰

In continuation, it is also related to listeners' difficulties themselves. These range from text structure and syntax to personal factors such as insufficient exposure to the target language, and a lack of interest and motivation. Brown

⁵⁸ *Ibid.*

⁵⁹ *Ibid.*

⁶⁰ Christine C. M. Goh, "A cognitive perspective on language learners' listening comprehension problems" vol. 28 no. 55, 2000 (<http://www.finchpark.com/courses/graddissert/articles/listening/listening-comprehension-problems.pdf>, accessed at May 07th 2014 retrieved on 08:48 pm).

points out that listeners' difficulties are also related to the levels of cognitive demands made by the content of the texts. Besides, problems arising from social and cultural practices have been suggested by Lynch in his study of two-way (interactional) listening.⁶¹

One of students' problems is not able to understand ordinary colloquial English as used by native speakers. It has a big influence such as the tone of the voice, the intonation that the speakers use, rhythm, and background noise. All of these can make a great effect for listeners' comprehension.⁶² However, Byrne and Walsh point out that supra segmental features of stress, rhythm, and intonation are much more difficult to learn, to teach, and to use because native speakers will vary the patterns with which they use these features according to circumstances.⁶³ Within British English, for example, there are many different dialects and accents. The differences are not only in the pronunciation of sounds but also in grammar.⁶⁴

The other students' problem is predicting what the speaker is going to say. In fact, the prediction brings about a number of advantages to students in their listening comprehension. According to Hasan, the problem is believed to

⁶¹ *Ibid.*

⁶² Jeremy Harmer, *Ibid.*

⁶³ David Nunan, *Language Teaching Methodology, A Textbook for Teachers, Op. cit.*, p.

⁶⁴ *Ibid.*, p.97.

cause by the habit of listening to word by word.⁶⁵ They do not focus on any particular cues which help them predict what is going to be talked about. However, in every listening task, cues are provided indirectly that well-trained or experienced listener could recognize it naturally.

In addition, Hasan says:⁶⁶

The length of time students listen may cause memory problems or even fatigue and this would distract listeners' attention from grasping the meaning of the text, and learners may miss the rest of the text when there is a lapse in concentration. This may be attributed to the short memory span for the target language.

Then, another problems that listeners face is the limitation of vocabulary power. Some listeners thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. Hasan says that on facing a new word, they tend to find out the meaning rather than infer it from the context.⁶⁷

In addition, Anderson and Links also address the problems posed by listeners' background knowledge and schemata.⁶⁸ Then, the listeners also find difficulties in recognizing the main points in listening comprehension. If students cannot obtain any main points, failure will be an inevitable result. Many students cannot recognize the main points in a listening because they

⁶⁵ Lac Hong, *Op. cit.*

⁶⁶ Lindsay Burford, "What problems do your learners have with listening?", (<http://idiomas.ens.uabc.mx/plurilingua/docs/v4/1/LindsayArticleWhatproblemsEN.pdf>, accessed at January 09th 2014 retrieved on 11:57 pm.)

⁶⁷ *Ibid.*

⁶⁸ Wu Xiao Juan and Mohamad Jafre Zainol Abidin, *English Listening Comprehension Problems of Students from China Learning English in Malaysia* (Penang: School of Educational Studies, Universiti Sains Malaysia)

concentrate too much on listening to word by word. Thus they cannot identify the key words or the content words of the listening tasks.⁶⁹

Similarly, another point of view has been expanded by Willis who lists a series of skills for listening dealing with problems, which she calls ‘enabling skills’. He adds that if students lack these skills, listening will always be a problem. To quote a few are:

- a. Predict what people are going to talk about
- b. Guessing at unknown words or phrases without panicking
- c. Using one’s own knowledge of the subject to help one understand
- d. Understanding inferred information, e.g., speakers’ attitudes or intentions.⁷⁰

In conclusion, there are four factors that may cause problems in listening. They are the message, the speaker, the listener, and the physical setting. First, the message or the listening material, it brings problems such as incomplete utterances, ungrammatical sentences, unfamiliar topics, and many more. Second, the speaker has a big influence also for comprehension of the listeners, such as the tone, intonation, background noise, pronunciation, etc. The third factor from the listener, it is related with the ability of the listeners’ themselves. Some problems that listeners face such as how to predict the speakers’ utterances, lack of vocabularies, cannot infer the real meaning of the information that has been listened, cannot understand ordinary colloquial

⁶⁹ Lac Hong, *Op. cit.*

⁷⁰ Lindsay Burford, *Op. cit.*

language that used by native speakers, having a little background knowledge, a weak memory span, lack of motivation in acquiring listening skill, etc. The last,, it comes from the physical setting, like noisy environment surrounding, poor quality of tapes or other tools that used in listening section.

3. Listening Material of SMA Negeri 1 Padangsidimpuan

Making this research more effectively, the researcher presented some listening materials that used for students in eleventh grade of SMA Negeri 1 Padangsidimpuan. These were listening materials of eleventh grade of SMA Negeri 1 Padangsidimpuan:

- a. Analyzing social function, text structure, and language elements of utterances about giving and offering suggestion, and the respond based on the context.
- b. Analyzing social function, text structure, language elements of utterances about giving thought and opinion based on the context.
- c. Analyzing social function, text structure, and language elements of utterances about expectation and prayer.
- d. Analyzing social function, text structure, and language elements to expressing and asking about action / activity / event without mentioning the actor in non-fiction text based on the context.

- e. Analyzing social function, text structure, and language elements to expressing and asking about conditional sentence if something happen in future based on the context.⁷¹

B. Review of Related Finding

There were researchers who have done the same research with this research problem. Firstly, a script of Hendra Irwandi Siregar (2011) “The Ability of Eleventh Grade Students of SMK Negeri 1 Padangsidempuan in Mastering Listening Comprehension” in which the kind of research is qualitative research. He took conclusion that the difficulties of students in mastering listening comprehension consist of the students’ skill itself, and the physical setting of listening media.⁷²

Secondly, a script of Syahfitri (2007) “The Comparison of Using Audiovisual and Audio on Students’ Ability in Listening at English Department of Tarbiyah Faculty IAIN-SU Medan” in which the kind of research is quantitative research, specifically it was a causal comparative research. She found that the students who taught by audiovisual having higher achievement than the students who taught by audio, it can be showed by the result of data analysis. The value of “t” observe is higher than “t” table ($7,80 > 2,05$).⁷³

⁷¹ Silabus SMA Kelas XI kurikulum 2013.

⁷² Hendra Irwandi Siregar, “The Ability of Eleventh Grade Students of SMK Negeri 1 Padangsidempuan in Mastering Listening Comprehension” (Thesis, STAIN Padangsidempuan, 2011), p. 63.

⁷³ Syahfitri, “The Comparison of Using Audiovisual and Audio on Students’ Ability in Listening at English Department of Tarbiyah Faculty IAIN-SU Medan” (Thesis, IAIN-SU Medan, 2007), p. 39.

Thirdly, a script of Masitoh Batubara (2011) “The Effect of Using Language Laboratory to Students’ Listening Comprehension at Eleventh Grade SMK Negeri 1 Padangsidempuan” in which the kind of research is causal-comparative. She found that using language laboratory could give positive effect in listening comprehension. It could be seen from the mean of experiment class was higher than control class (80,21 > 69,62).⁷⁴

Based on findings above, the researcher concluded that it is very important to encourage students to be able to listen English well. As one of skill that must be applied by students and it is very crucial in learning process, so everything that can influence or encourage students in listening English must be done for students. That was why every barriers must be avoided in listening class to get the better result of students’ achievement. Therefore, this research would be focus on problems that students face in listening.

C. Conceptual Framework

Listening is very active, as people listen, the process is not only about what the listeners hear but also connect it to other information that already know to create the meaning immediately. As a receptive skill, listening is different with reading. Firstly, listening usually happens in real time. That is people listen and have to comprehend what they hear immediately. There is no time to go back and

⁷⁴ Masitoh Batubara, “The Effect of Using Language Laboratory to Students Listening Comprehension at Eleventh grade SMK Negeri 1 Padangsidempuan” (Thesis, STAIN Padangsidempuan, 2011), p. 53.

review, look up unknown words, etc. Secondly, listening happens in the midst of a conversation in which it requires productive, spoken responses. Those are why listeners have problems in mastery listening skill. There are some problems in mastering listening skill. They can be from the listening material itself, the speaker, the physical setting, and from the listeners also. However, those three points that have been mentioned first will not be problems anymore if the listeners have high ability in listening. That is why it is very important to know first what the listeners' problems are before going to talk about others problems.

In continuation, the listeners or students' problems in listening include they are not able to understand the ordinary colloquial English that used by native speakers, cannot predict what the speakers are going to say because of their habit in listening to word by word, limitation of vocabulary power, and having limited background knowledge.

Based on explanation above, it could be seen that it was very important to describe students' problems in mastering listening skill. By knowing those problems, they could ignore their problems, and increased their ability to master listening skill.

CHAPTER III

THE RESEARCH METODOLOGY

A. Research Design

This research was conducted by using quantitative research. It was an analysis research, here the researcher observed one variable and the type of the research was descriptive method. Gay Airasian states that:

Descriptive method is a method that describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices, or interest some group of people. Descriptive method was not just asking some people with some questions and reporting answer, but descriptive method studies should have a set of basic steps, they are identify a topic problem, select an appropriate sample of participants, collect valid and reliable data and analyzed report conditions. On the other words descriptive studies involve a number of unique problems.⁷⁵

Finally, this research was aimed to naturally describe the students' problems in mastering listening skill at Eleventh Grade of SMA Negeri 1 Padangsidempuan in 2014/2015 Academic Year in which it was done collecting data of questionnaire first, analyzing non numerical data such as interview. Then, interpreting data and fact, and concluding the problems and causes in the field.

⁷⁵ L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 279.

B. The Time and Location of the Research

1. The time of the Research

This research has been conducted since September 2014, and finally it has been finished in December 2014.

2. The location of the Research

This research was conducted at SMA Negeri 1 Padangsidempuan located on Jl. Jend. Sudirman No. 188 Padangsidempuan. It was in the side of roadway, and so near from the central town, It was about 250 meters from the central town. The school was surrounded by schools, office, and roadway. This subject of research was done for Eleventh Grade of SMA Negeri 1 Padangsidempuan in 2014/2015 Academic Year.

C. The Population and Sample

1. Population

There are many perception about population that published by the experts. First, Suharsimi Arikunto states that population is a set (or collection) of all elements processing one or more attributes of interest.⁷⁶ The second is Sukardi, he points out that population is all members of good define class of people, events, or objects.⁷⁷ The last, Sugiono says that:

Populasi adalah wilayah generalisasi yang terdiri atas obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh

⁷⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 173.

⁷⁷ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2009), p. 53.

peneliti untuk dipelajari dan kemudian ditarik kesimpulannya. (Population is generalization area that consist of object or subject who has certain specific qualities and characteristics that chosen by the researcher to be studied and then concluded).⁷⁸

Based on the experts' definition above, it was concluded that population is all elements that have certain characters that chosen by the researcher. In this research the researcher chose all of students who study at XI th grade of SMA Negeri 1 Padangsidimpuan like has been noted as below:

Table 3.1
Population of the Research
The XI th grade of SMA Negeri 1 Padangsidimpuan

No.	Class	Total of Students
1	XI-IPA 1	32 students
2	XI-IPA 2	32 students
3	XI-IPA 3	32 students
4	XI-IPA 4	32 students
5	XI-IPA 5	32 students
6	XI-IPS 1	32 students
Total		192 students

2. Sample

According to Gay and Airasian “Sample is a number of individuals for a study in such a way that they represent the larger group from they were selected.”⁷⁹ While, Suharsimi Arikunto states that sample is a part or a substitution of the population that want to be researched. Moreover, he adds that if the subject less than 100, it is better to take all subjects, and if the subject

⁷⁸ Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 1994), p.45.

⁷⁹ L.R. Gay and Peter Airasian, *Op.cit.*, p. 121.

is more than 100, the sample can be took 10% - 15% or 20% - 25% or more based on researcher's ability.⁸⁰

The population of the eleventh grade of SMA Negeri 1 Padangsidimpuan was 192 students, so the researcher just took 25% from the whole of students, it was about 48 students. The sampling strategies that used in this research was random sampling. Random sampling means every individual or object in the population of interest has an equal chance of being chosen for study.⁸¹ Specifically, it was used by making lottery. First, listing all of students by numbers, then writing the all numbers in some pieces of papers. Finally, taking the number one by one randomly till getting the amount of sample in which it was needed 48 students. So, the number that has been chosen become the sample in this research. It was described in the following below:

Table 3.2
Sample of the Research
The XI th grade of SMA Negeri 1 Padangsidimpuan

No	Class	Total of Students
1	XI-IPA 1	3 students
2	XI-IPA 2	7 students
3	XI-IPA 3	9 students
4	XI-IPA 4	10 students
5	XI-IPA 5	11 students
6	XI-IPS 1	8 students
Total		48 students

⁸⁰ Suharsimi Arikunto, *Op. cit.*, p. 174.

⁸¹ Lorain Blaxter, et. all., *How to Research* (Buckingham: Open University Press, 2001), p. 162 – 163.

From the table above, it could be seen that each classes was took a number of students randomly until getting 48 students as the sample of this research.

D. Instrumentation

Intruments that has been employed in this research were questionnaire and interview. The questionnaire was administered to get the data of the students, while interview was administered to endorse the data from the teacher in teaching listening. Both instruments were conducted to discover in depth the students' problems in mastering listening skill.

The type of questionnaire in this research was scale. The Likert-type scale response was level of frequency, in which the scoring of them is divided into two based on the direction.⁸² The positive direction is called favorable, while the negative direction is called unfavorable. Both of them had their own scores. They were described in the following below:

Table 3.3

Likert Scale

No	Symbol	Explanation	Favorable Score	Unfavorable Score
1	SS	Sangat Sering/ Selalu	5	1
2	S	Sering	4	2
3	KD	Kadang-kadang	3	3
4	J	Jarang	2	4
5	TP	Tidak Pernah	1	5

⁸² Wage M. Vagias, "Likert-type scale response anchors" (<http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf> accessed at November 29th, 2014 retrieved on 09:25 pm).

In continuation, each items of the questionnaire was developed from indicator that has been described in the following below:

Table 3.4
Indicators

No.	Indicator	Sub Indicator	Item	
			(+)	(-)
1.	Message	1. Incomplete utterances	1	-
		2. Repetitions	2	-
		3. Hesitations	3	-
		4. Unfamiliar topics	4	-
		5. Accent	5	-
		6. Authentic material	-	6
		7. Colloquial word	7	-
		8. Speed of speech	8	-
		9. Long listening	9	-
		10. Ungrammatical sentences	10	-
		11. Linking words	11	-
2.	Speaker	1. Tone	-	12
		2. Intonation	-	13
		3. Rhythm	-	14
		4. Background noise.	15	-
		5. Pronunciation	-	16
3.	Listener's problems	1. Predicting	17	-
		2. Lack of vocabularies	18	-
		3. Concluding	19	-
		4. Comprehending colloquial language	20	-
		5. Background knowledge	21	-
		6. Memory span	22	-
		7. Motivation	23	-
4.	Physical setting	1. Noisy environment	24	-
		2. Poor quality of tapes	25	-
Total			20	5

E. The Techniques for Collecting Data

The technique that used in collecting the data were:

a. Questionnaire

The instrument which has been employed in this research was questionnaire. This questionnaire was given for students after they have already learned in listening class. Here, the students were asked to choose or sign every statement that related with their problem in listening, and it was asked to answer honestly based on their own problem in listening

b. Interview

An interview was needed in this research to explore and probe the responses of the sample to gather more in-depth data about their experiences and feelings.⁸³ The interview was done after getting the result of the previous instruments. Here the researcher wanted to know the information or the reason related to indicator in order to get a deep understanding about the research. The type of interview that used in this research was guided interview. The researcher had to prepare the questions that would be asked first , then each questions were asked for students and the English teachers. Finally, each interview would be recorded

⁸³ L.R. Gay and Peter Airasian, *Op. cit.*, p. 219.

F. The Techniques of the Data Analysis

The technique of data analysis would be described in the following below:

1. Calculating the maximal total score = the highest score x students' size
2. Calculating minimal total score = the lowest score x students' size
3. Getting the percentage =

$$a = \text{Jumlah Skor Kriteria} \times \text{Jumlah Item} \times \text{Jumlah Responden}$$

$$\text{Nilai Kumulatif} = \frac{\text{Jumlah skor pengumpulan data}}{a} \times 100\%$$

4. Consulting into the criteria score interpretation

Table 3.5
Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very Small
21% - 40%	Small
41% - 60%	Big Enough
61%- 80%	Big
81% - 100%	Very Big ⁸⁴

Note: The criteria was adapted according to requisite.

5. Finally, the researcher took conclusion. It was done to conclude the discussion solidly and briefly.

⁸⁴ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

CHAPTER IV

RESULT OF THE RESEARCH

A. Data Description

1. Problems that Students Face in Listening at Eleventh Grade SMA Negeri 1

Padangsidempuan

Based on the result of the questionnaire which was given to the sample of the research, it could be seen that the score of the sample was between 44 up to 96. It was meant that the highest score was 96 and the lowest score was 44. In this case, the higher score that the student got, the much problems that she/he had in listening. Therefore the mean score was 72.5, median was 73, the mode was 73, and the class interval was 7. The data description of problems that students face in listening at eleventh grade of SMA Negeri 1 Padangsidempuan could be seen in the following table:

Table 4.1
The Summary of Statistic Listening Skill Variable

No	Statistic	Score
1	Minimum score	44
2	Maximum score	96
3	Range	52
4	Class Interval	7
5	Mean	72,5
6	Median	73
7	Mode	73
8	Sum	3480

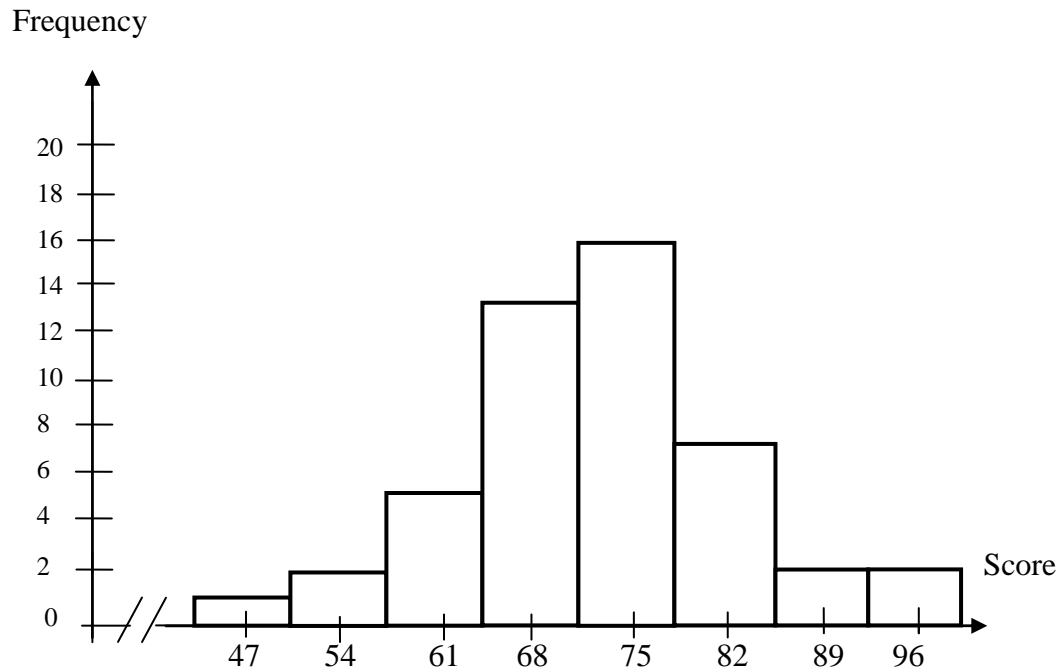
The table above showed that the highest score of the sample was 96. It was meant that there were students who found many problems in listening. On other words, they were poor in listening. While, the lowest score was 44, it showed that there were also students that did not find any serious problems in listening, they were good listeners.

As has been noted, the mean score was 72.5, the median was 73, and the score of mode was 73. The three data above constituted as central tendency of listening problems variable at eleventh grade SMA Negeri 1 Padangsidempuan. The distributing data above could be seen in the following table:

Table 4.2
Frequency Distribution Table of Problems that Students Face in Listening

No	Interval	Median	Frequency (F)	Percentage (%)
1	44 – 50	47	1	2,1 %
2	51 – 57	54	2	4,2 %
3	58 – 64	61	5	10,4 %
4	65 – 71	68	13	27,1 %
5	72 – 78	75	16	33,3 %
6	79 – 85	82	7	14,6 %
7	86 – 92	89	2	4,2 %
8	93 – 99	96	2	4,2 %
Total			N = 48	100 %

In continuation, the distribution data of problems that students face in listening at eleventh grade SMA Negeri 1 Padangsidempuan was drawn in the following histogram:



Graph 4.1: The Histogram of Problems that Students Face in Listening at Eleventh Grade SMA Negeri 1 Padangsidimpuan.

Based on the result of questionnaire above, it stated that problems that students face in listening at eleventh grade of SMA Negeri 1 Padangsidimpuan was categorized enough. This case was calculated by:

$$a = \text{Jumlah Skor Kriteria} \times \text{Jumlah Item} \times \text{Jumlah Responden}$$

$$a = 5 \times 25 \times 48$$

$$a = 6000$$

Finally, it was continued by using the formula in the following below:

$$\text{Cumulative score} = \frac{\text{Jumlah skor pengumpulan data}}{a} \times 100\%$$

$$= \frac{3480}{6000} \times 100\% = 58\%$$

Next, the result of cumulative score above was categorized based on the criteria below:

Table 4.3
Criteria score interpretation

Percentage	Criteria
0% - 20%	Very Small
21% - 40%	Small
41% - 60%	Big Enough
61%- 80%	Big
81% - 100%	Very Big ⁸⁶

In conclusion, the cumulative score was 58%. So, it could be categorized into enough criteria. It means that they still had some problems in mastering listening skill, but it was not a serious problem. Hopefully, they would be able to decrease their problems in listening English.

2. The Dominant Problems that Students Face in Listening at Eleventh Grade of SMA Negeri 1 Padangsidempuan

In the second chapter, it has been explained about students' problems in mastering listening skill. Among of those problems, there were some problems which dominantly faced by students. In order to know what problems they are, it would be presented the percentage of students' score for each item of questionnaire as follow:

⁸⁶ Riduan, *Op. cit*

Table 4.4
The Percentage of Students' Score for each Item of Questionnaire about Problems that Students Face in Listening

No	Indicator	No. of Item	Statement	(%)
1	Message	9	Students often listened a long English text in listening class.	75,8
		8	The speakers spoke too fast.	72,5
		5	The accent of the speaker was difficult to be understood.	69,2
		11	Speakers often used linking word when speaking	68,3
		2	Repetition was often listened when listening English.	67,9
		1	Finding incomplete utterances in English dialogue frequently.	62,5
		7	Idioms, slang words, and reduced forms were often found when listening English.	61,6
		10	Finding ungrammatical sentences when listening English dialogues.	55,4
		4	The topic of listening material was unrecognizable	58,7
		3	Finding hesitations when listening English.	57,9
		6	Using native speakers' sound in listening class.	49,6
2	Speaker	15	There was background noise when listening.	61,6
		16	The speakers' pronunciation was listenable clearly.	55,4
		14	The speakers used a good rhythm in listening class.	48,3
		12	The speakers used a good tone when speaking.	44,6
		13	The speakers used a good intonation when speaking.	38,7
3	Listeners' Problems	22	Students often forgot what they have already listened.	62,9
		17	Students found difficulty in guessing speakers' utterances.	62,9
		18	Students often did not know the meaning of words that they have listened.	61,2
		19	Students could not conclude what the speakers have said.	58,7
		21	Students had a little background knowledge.	48,3
		23	Students were dislike listening English.	42,1
		20	Students felt strange when listening English.	37,5
4	Physical Setting	24	The situation in listening class was so noisy.	74,6
		25	Using poor quality of tapes	53,3

Briefly, those problems were divided into four parts, the message (listening material), the speakers, the listeners' ability themselves, and also came from physical setting. Based on the table above, it could be seen that some problems in listening that faced by students dominantly are:

a. Problem from the message or listening material

1) Students often listened a long English text in listening class

The listening material that used in listening class was often a long English text. Based on the result of the questionnaire that has been given to students, the percentage of students' score reached 75,8 %, so this item was categorized "bad" (could be seen in Appendix 4 also). It was meant that this item as a one of the worst problem that students faced. Specifically, if it was seen from students' answer for each item of the questionnaire (see appendix 3), it was found that 11 students answered "always", 21 students answered "often", 12 students answered "sometimes", 3 students answered "rarely", and 1 students answered "never" (Appendix 3). So that, nearly half of students answered "often", they admitted that they often found a long listening text in listening class.

A long English text often found in listening monologue, but if it was too long, students would be bored and tired, and it would influence their comprehending. However, the approach for teaching English for Senior High School was GBLT (Genre Based Language Teaching), so it was undeniably that students should be closer with genre.

2) The speakers spoke too fast

There was variety rate of speed of speakers' speaking. However, it became a problem for listeners. From the whole sample that had received questionnaire, the percentage of their score for this item reached 72,5 %, it could be categorized "bad". it showed that a fast delivered of speaker became one of the worst problem for them. This thing had influenced their comprehension. Specifically, the result of students' answer of the questionnaire showed that 13 students answered "always", 15 students answered "often", 11 students answered "sometimes", 7 students answered "rarely", and 2 students answered "never". It could be seen that most of students answered that they often listened a fast speaker's delivering (see Appendix 3).

However, students need to be able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses, because there was no time to stop or to go back in listening. In fact, as a non-native speaker, language learners found difficulty to understand the speakers' utterances if they spoke too fast

3) The accent of the speaker was difficult to be understood

Besides using variety of speed, the speakers of listening material used some different accent also. Based on the previous table, it could be seen that the percentage of students' score for this item reached 69,2 %, it was categorized "bad". So, the accent of the speaker also became one of

their worst problem, they could not get what the speakers said because they did not understand the speakers' accent. In addition, if it was analyzed based on each students' answer, it had been found that there were 7 students answered "always", 18 students answered "often", 15 students answered "sometimes", 6 students answered "rarely", and 2 students answered "never". So, nearly half of students answered "often", there were 18 students (Appendix 3).

Based on the data above, it could be interpreted that students admitted that they found difficulty in understanding the speakers' accent. So, the accent of the speakers in listening of material is one of important part, if the speaker used unclear accent, so students could not get what the speakers talked about, although they actually know the words.

4) Speakers often used linking words when speaking

Based on questionnaire's result, it was found that 68,3 % became the percentage of students' score for this item. The percentage was categorized "bad". It showed that the using of linking words could be one of the worst problem also for students in mastering listening skill. Specifically, the data of questionnaire's result showed that 2 students answered "always", 23 students answered "often", 17 students answered "sometimes", 5 students answered "rarely", and 1 student answered "never" (Appendix 3). The majority of answers were "often", it reached

23 students. So, it could be seen that most of students admitted that they often found linking words on speakers' speaking.

The using of linking words can be as a good direction or a signal for students to comprehend the context of listening material. However, it could make students getting confuse also if they did not understand the meaning and function of the linking words

5) Repetition was often listened when listening English

The percentage of students' score for this problem reached 67,9%, it was categorized "bad". So, it could be interpreted that repetition in listening material was one of their big problem in listening. If it was described from each chosen's answer of students in the questionnaire, specifically there were 3 students answered "always", 22 students answered "often", 16 students answered "sometimes", 5 students answered "rarely", and 2 students answered "never". In this case, most of students answered "often", there were 22 students (Appendix 3). So, it could be interpreted that "nearly half" of students found some repetitions in listening material in which it could make them getting confuse.

However, the students who understood this repetition's part, he or she could make it as a rest time, and ready to listen the next part of listening section. But, a number of repetition could make students get confuse, and they would be hard to get the real meaning of the speakers' speaking. So, they must concentrate on what they are listening.

6) Finding incomplete utterances in English dialogue frequently

The previous table showed the percentage of students' score for each item. In this case was about incomplete utterances that usually found when listening English conversation. It could be seen that it reached 62,5%, so it was categorized "bad". Based on this percentage, it could be seen that incomplete utterances became one of their big problem in listening. If they found incomplete utterances when listening English, they would be confuse when listening, and would not get the real meaning of what they had listened.

If it was described specifically based on each chosen's answer of students in the questionnaire, it showed that from 48 students that had answered, there were 5 students answered "always", 12 students answered "often", 17 students answered "sometimes", 12 students answered "rarely", and 2 students answered "never (Appendix 3).

7) Idioms, slang words, reduced forms were often found when listening English

The next part related with the condition of message or the listening material itself. This about idioms, slang, and reduced forms that found when listening English. The data of questionnaire's result showed that the percentage of students' score for this item was 61,6 %, it was categorized "bad". It was meant that students found difficulty in understanding idiom, slang words, and reduced form in English.

In addition, the data of students' answer for this item were 9 students answered "always", 7 students answered "often", 14 students answered "sometimes", 15 students answered "rarely", and 3 students answered "never"(Appendix 3). However, colloquial language is one of character of oral language, and it is different with written English. In oral language there are so many idioms, slang, and reduced forms. So, students had to get closer with them, and understood the meaning.

b. Problem from the speaker

Based on the percentage of students' score in the questionnaire, it was found that the worst problem that related with speaker of listening material was about background noise in which it reached 61,6 %. It was categorized "bad". It was meant that students were often disturbed by background noise that found in their listening material, and this became one of their big problem in listening. Specifically, the students' answer related to this case were 4 students answered "always", 10 students answered "often", 23 students answered "sometimes", 8 students answered "rarely", and 3 students answered "never". So, it could be seen that most of students answered "sometimes", they were 23 students.

However, a clear sound was one of crucial aspect in listening. Although students had high quality in listening, but if the recording was unclear, so they would not be able to get the meaning what they had listened. Consequently, background noise influenced students' comprehension in

listening. They were not able to listen the utterances of the speakers well. That was why they missed some information. So, the media that would be used in listening class should be checked first to get the better result of listening.

c. Problem from the listener

1) Students often forgot what they have already listened

Talking about forgetting information that have already listened, it was found that 62,9 % became the percentage of students' score in the questionnaire about problems in listening. The percentage was categorized "bad". So, from this criteria can be concluded that forgetting what have already listened became one of the worst problems that students had. They often forgot what they have listened.

In continuation, each chosen's answer of students would be presented also, there were 4 students answered "always", 16 students answered "often", 16 students answered "sometimes", 7 students answered "rarely", and 5 students answered "never" (Appendix 3). If students often forgot, even it has been already listened, it means that they had a weak memory span.

2) Students found difficulty in guessing speakers' utterances

The result of questionnaire's data showed 62,9 % became the percentage of students' score for this item. This percentage was categorized "bad". It was interpreted that guessing the speakers'

utterances became their big problem, and their weakness in mastering listening skill. The researcher would present each chosen's answer of students also, there were 5 students answered "always", 14 students answered "often", 16 students answered "sometimes", 9 students answered "rarely", and 4 students answered "never" (Appendix 3).

Unable guessing the speakers' utterances, it happened because they did not focus on any particular cues which help them to predict what is going to be talked about. However, in every listening task, cues are provided indirectly that well-trained or experienced listener could recognize it naturally. Those were because of the habit of listening to word by word. So, it is very important to comprehend the listening material contextually.

3) Students often did not know the meaning of words that they have listened

The questionnaire also provided an item which asking students if they found unfamiliar words when listening English. Based on the previous table, it could be seen that the percentage of students' score in the questionnaire was 61,2 %. This percentage was categorized "bad". So, from this percentage, it could be interpreted that many students who did not know the meaning of what they have listened. That becomes a problem for them because they tend to find out the meaning rather than infer it from the context.

Furthermore, students often did not know the meaning of words that they have listened because they were lack of vocabularies. Besides, they also listened word by word, and too focused on finding the meaning of the difficult words rather than conclude them based on the context.

d. Problem from the physical setting

A quiet surrounding was one of important aspect in listening class. In contrast, the percentage of students' score showed a high percentage for a noisy situation in listening class. This item reached 74,6 %. It was categorized "bad", it means that this situation became their worst problem in listening, they had a noisy surrounding when listening class was done. Specifically, the data of questionnaire's result showed that 13 students answered "always", 16 students answered "often", 12 students answered "sometimes", 7 students answered "rarely", and nobody answered "never". The majority of answers were "often", it reached 16 students (Appendix 3).

Then, when the researcher got interview with the English teacher, he said that he taught listening class in classroom only, not in laboratory because lack of media in that school.⁸⁷ However, a comfort situation and a quiet surrounding became one of crucial thing in learning especially listening class, that was why every barrier things should be avoided.

⁸⁷ Ajudan S.Pd, The English Teacher of XIth grade, *Private Interview* (SMA Negeri 1 Padangsidimpuan: December 08th, 2014 at 02.30 p.m.)

3. The Efforts of the Teachers to Overcome the Problems that Students Face in Listening

As has been noted above, problems that students face in listening were divided in to four parts. They could be from the message (listening material), the speaker, the listener's problem, and physical setting. To anticipate those problems, it is absolutely needed the efforts of the English teachers in order to decrease those problems, so students will be able to master listening English well.

In the following below would be described the efforts of the English teachers in overcoming problems that students face in listening especially the dominant problems that students had been facing, they were:

a. The efforts of the English teachers in overcoming problems that related with the message or listening material

1) Students often listened a long English text in listening class.

Most of students admitted that they often listened a long English text in listening section. As has been described before, it became a problem for them. So, to overcome this case, it is of course needed the english teachers' effort. Based on the result of interview that has been done, the English teacher stated that he would choose the suitable cassette for his students according to their own capability.⁸⁸

⁸⁸ Ajudan S.Pd, *Op. cit.*

Comparatively, the other English teacher that also taught for eleventh grade said that:

“First, I don’t do it (such as) just turn on the audio, and etc. Maybe I’ll separate some texts. For a long listening text, I’ll divide it maybe for four stages. Some paragraphs will be done for some stages. Maybe I’ll turn twice, one not enough, twice, three times, until they get the context of the text.”⁸⁹

In conclusion, both English teachers had their own efforts in overcoming this problem in which it talked about a long English text. One of them chose to provide the easier cassette that suitable for his students, while the other still used a long listening text, but he would separate it in some stages in order to make students can comprehend it easier.

2) The speakers spoke too fast

The rate delivery of the speakers in listening became a problem also for students. However, the English teacher must be able to handle this case, one of the English teacher said that:

“Actually, if I find the material from the native speakers, it will be spoken in a very fast. But, I always try to find the material from Indonesian speaker depend on the quality of the students in the class. For example, in eleventh science one (XI IPA 1), I can find the material from

⁸⁹ Jecson. P. Sihombing, S.Pd., The English Teacher of XIth grade, *Private Interview* (SMA Negeri 1 Padangsidimpuan: February 06th, 2015 at 11.00 a.m.)

the native speaker because they had high quality in listening, but for other classes I always try to find Indonesian speaker. I must make difference between the leading class and other class.”⁹⁰

Then, the other English teacher responded this case also, he said that the recording must be repeated frequently, and asked students to pronounce the speakers’ utterances. He also said that students must often practice it many times.⁹¹

Based on the answers of the English teacher above, it could be seen that the fast delivered of the speaker could not be avoided. So, the good efforts were choosing the suitable material for students based on their own capability, and asked them to pronounce and practice the speakers’ utterances as often as possible.

3) The accent of the speaker was difficult to be understood

However, there was variety of accent of the speakers in listening. This case could be as a problem for students. So, it was very important to solve this problem. One of the solutions could be done by training or getting students to repeat the sentence of the expression like have been told by the English teacher, he said that:

“That’s why we must train them to model about how to pronounce that.”

⁹⁰ Jecson P. Sihombing S.Pd., *Op. cit.*

⁹¹ Ajudan S.Pd., *Op. cit.*

While, the other teacher also added that:

“Actually I always ask students to write down the word if it is difficult to be understood. Then, if they don’t get the meaning , I’ll write down those specific words on white board, and I’ll tell them the meaning, and I’ll show them the good pronunciation of the word. Because, you know, they can’t understand the word because the pronunciation sometimes.”⁹²

As shown above, both the English teachers encouraged students to train them to be able to pronounce the words when they found some accent that difficult to be understood. By pronouncing the words, so they would not be confused anymore with sentences that they have listened.

4) Speakers often used linking word when speaking

To overcome the students’ problem that related with the using of linking words in listening material, one of the english teacher said that:

“Ok, well. The material of listening section in Senior High School, most of them are related to functional skill and long functional text, something like genre or texts. So, related with this, each text contain some linking words. That is why before presenting listening class, we must give them some language features inside the text. So, before

⁹² *Ibid.*

listening they have got basic understanding for linking words. Ya, that's the point of listening".⁹³

Based on the interview that has been done with the English teacher, it could be concluded that the using of linking words in listening material could not be avoided, because the approach that used in teaching English for Senior High School is GBLT. That is why students will learn some linking words that related with each genre or texts. So, the effort of the English teacher is giving students some language features of the text, and basic understanding for linking words before listening section is done.

5) Repetition was often listened when listening English.

Oral language and written language is very different. One of them is about repetition. In oral language, it is often found repetition. When it is asked to the English teacher, he said that:

"That is why in listening class we would like to make the specific purpose of the listening material that presenting for students. That is why the students have to know the context of the listening material. For example, when it is talking about functional skill whether it's talking about..., reporting believed, satisfaction, and other things. We have to make the classification. So, even though there is repetition of utterances

⁹³ Jecson P. Sihombing S.Pd., *Op. cit.*

of speakers in that speaking or listening, the students have known the context, so some of them will not get confuse.”⁹⁴

As has been noted from the interview above, it could be seen that the effort that would be done by the English teacher that related with this case was giving students a chance to know the purpose of what they are going to listening for. In short, they had to know the specific purpose of their listening first.

6) Finding incomplete utterances in English dialogue frequently

Incomplete utterances are also one of the characteristic of oral language. So, the listeners or students must be able to know what the speakers want to talk about exactly. To solve this problem, the English teacher said that:

“Clarifying first I think. After they have listened the speakers said, incomplete utterances, I would like to clarify it to students. Because, you know, the dialect sometimes is different. For example, Chinese man speaks English is different from Indian man. So, we have to clarify it to students. We have to tell them the standard of pronunciation. This is my effort, giving them clarification.”⁹⁵

The effort of the teacher that related with incomplete utterances in listening material have been noted above, the English teacher chose to

⁹⁴ *Ibid.*

⁹⁵ *Ibid.*

give them clarification about the utterances of the speaker. Also, he told students the standard of pronunciation. So, by doing those efforts, students would not be confused anymore.

7) Idioms, slang words, and reduced forms were often found when listening English

English have some specific terms such as idioms, and slang words. However those things have their own meaning, and they become a problem for students to understand the meaning of them. Similar with reduced forms, it might be a problem also in which it could make misunderstood for students especially in oral language. After getting interview with the English teacher, it has been found a solution for this case, the English teacher said that:

“Talking about idioms, phrases, and other things like ‘slang’, it should be given special time for students to learn about it, the idiom. That is why before presenting the listening material for students, I myself have to listen the material first. And then I must note some idioms, some phrases that have got from the listening material. And after giving them to students, of course will difficult to understand some idioms. I have got the note first, and that’s why I write them on white board, and give them the real meaning, this is my solution for this case. So, I don’t dare to enter the class before listening first, and I note some idioms, some slang, some

phrases because I have listened it first, and I have to find the meaning, and I give them”.⁹⁶

Briefly, the efforts of the English teacher to overcome students problem in understanding idioms, slang words, and reduced forms are giving a special time for students to learn this material. However, idioms and slang have different meaning and could not be interpreted just based on dictionary. Then, before teaching listening, the English teacher would prepare himself to listen the material first, and wrote some idioms and slang words that found in it, and finally giving explanation for students.

b. The efforts of the English teachers in overcoming problems that related with the speaker of listening material

The worst problem that came from the speaker of listening material was about background noise. However, even though students had high quality in listening, but if it was found background noise in the recording of listening material, they would not be able to get the point of what they have listened. So, to overcome this problem, the English teacher said that:

“Ok, this is usually found in my listening class. Sometimes I thought that the speaker is good, but after being in the class, it is a problem. So, the next solution is doing the manual one. After looking for another material, but

⁹⁶ *Ibid.*

we can't find that. we have to do the manual one. Because we have planned to give listening.”⁹⁷

Based on the result of interview that has been noted above, it could be seen that the solution to overcome this problem is doing manual one. So, the English teacher would read the listening material or act as if he was the speaker. The English teacher concerned to make students to be able to listen the material of listening.

c. The efforts of the English teachers in overcoming problems that related with the listeners or students' problems themselves

1) Students often forgot what they have already listened

Talking about forgetting the information what have already listened, it has correlation with the strength of memory span of students. Related to this case, the English teacher said that:

“I think problem forgot about the material commonly found for all students. That's why I ask them what they have concerned with the previous listening. If somebody doesn't know, I will ask somebody else to remind him or her”.⁹⁸

The other English teacher added that he would repeat the recording of listening material twice or three times until students could

⁹⁷ *Ibid.*

⁹⁸ *Ibid.*

get what they had to know.⁹⁹ So, to overcome this problem, the efforts that would be done by the English teacher was getting students to rehear the recording of listening material, and asking the other students to remind their friends

2) Students found difficulty in guessing speakers' utterances

When students were listening, they often could not guess what the speakers talked about. After getting interview with the English teacher about this problem, he said that:

“I think in guessing meaning of words, may be among of students will have different guessing. That is why I'll always ask students. For example: “You!, Can you guess the meaning of the words that you've listened just now?”. “Yes Sir. This one”. “What about you, do you have the same guessing?”. “No, Sir, different”. “What about you?”. I clarify and give them confirmation.”¹⁰⁰

So, based on the interview that has been done with the English teacher, it could be concluded that the English teacher would clarify and confirm the students' guessing with all students.

3) Students often did not know the meaning of words that they have listened

The most important key in listening is to understand what information that talked about in it. Therefore, it is crucial to know the

⁹⁹ Ajudan S.Pd., *Op. cit.*

¹⁰⁰ Jecson P. Sihombing S.Pd., *Op. cit.*

meaning of words that have already listened. As a non native speaker, listener or student commonly cannot get the meaning of words. To overcome this problem, the English teacher said that:

“First, I asked them to discuss each other, and consult the dictionary. Then, I give the explanation.”¹⁰¹

Based on the interview that has been done with the English teacher above, it could be concluded that discussing was one of a good solution for this case. After students discussing with their friends about those difficult words, they would consult the meaning by getting dictionary. Finally, the English teacher gave the explanation for students.

In addition, the English teacher stated that the most important solutions for all problems in listening that should be done were increasing students’ interest in listening English, and practicing many times. As has been noted from the English teacher, he said that:

“As we know language is habit, so we must practice again and again all many times”.¹⁰²

¹⁰¹ Ajudan S.Pd., *Op. cit.*

¹⁰² Ajudan S.Pd, *Op. cit.*

d. The efforts of the English teachers in overcoming problems that related with physical setting

The dominant problem related to the physical setting that faced by students was a noisy surrounding in listening class. Based on the interview that has been done with the English teacher, he said that the surrounding of the class was not so noisy. Then, he added that he taught listening in the class room only, because of the lack of facilities in the laboratory.¹⁰³

In addition, the other English teacher added that:

“Actually, inside of the class is not noisy, but outside. So that’s why I always close the door, and it will be quiet (inside)¹⁰⁴”

Based on the result of interview with the English teachers, it could be seen that they would reduce every barrier things especially in listening class. Even though, they did not teach listening class in laboratory because of lack of facilities, but they tried to make a comfort situation in the class.

As the final analysis, both the English teachers had been doing some efforts to overcome problems that students face in listening. Providing a good quality cassette based on capability of students, reducing barrier things, making a comfort situation in class, getting students to pronounce speakers’ utterances, giving basic understanding that related with listening material that would be done, giving chance to students to rehear the recording many times, clarifying

¹⁰³ Ajudan S.Pd, *Op. cit.*

¹⁰⁴ Jecson. P. Sihombing, S.Pd., *Op. cit.*

the listening material to students, telling students the standard pronunciation of speakers' utterances, giving special time for students in learning some important terms that related with listening material, and getting students to discuss each other are some solutions in overcoming students' problems in mastering listening skill. So, little by little and the other efforts can encourage students to be able to develop their skill in listening. The last but not the least, with some great efforts, every problems can be overcome no matter how hard it is.

B. Discussion

In this research, the researcher wanted to know the Students' Problems in Mastering Listening Skill at Eleventh Grade of SMA Negeri 1 Padangsidempuan 2014/2015 Academic Year. The researcher compared the result of this research with some related findings of this research. Firstly, a script of Hendra Irwandi Siregar (2011) "The Ability of Eleventh Grade Students of SMK Negeri 1 Padangsidempuan in Mastering Listening Comprehension" in which the kind of research is qualitative research. He took conclusion that the difficulties of students in mastering listening comprehension consist of the students' skill itself, and the physical setting of listening media.¹⁰⁵

¹⁰⁵ Hendra Irwandi Siregar, "The Ability of Eleventh Grade Students of SMK Negeri 1 Padangsidempuan in Mastering Listening Comprehension" (Thesis, STAIN Padangsidempuan, 2011), p. 63.

Therefore, if it is compared with the result of this research, it has been found that there were four factors that caused problems or things that make listening was difficult, they were message, speaker, listeners' problem, and physical setting.

Secondly, a script of Syahfitri (2007) "The Comparison of Using Audiovisual and Audio on Students' Ability in Listening at English Department of Tarbiyah Faculty IAIN-SU Medan" in which the kind of research is quantitative research, specifically it was a causal comparative research. She found that the students who taught by audiovisual having higher achievement than the students who taught by audio, it can be showed by the result of data analysis. The value of "t" observe is higher than "t" table ($7,80 > 2,05$).¹⁰⁶

Thirdly, a script of Masitoh Batubara (2011) "The Effect of Using Language Laboratory to Students' Listening Comprehension at Eleventh Grade SMK Negeri 1 Padangsidempuan" in which the kind of research is causal-comparative. She found that using language laboratory could give positive effect in listening comprehension. It could be seen from the mean of experiment class was higher than control class ($80,21 > 69,62$).¹⁰⁷

¹⁰⁶ Syahfitri, "The Comparison of Using Audiovisual and Audio on Students' Ability in Listening at English Department of Tarbiyah Faculty IAIN-SU Medan" (Thesis, IAIN-SU Medan, 2007), p. 39.

¹⁰⁷ Masitoh Batubara, "The Effect of Using Language Laboratory to Students Listening Comprehension at Eleventh grade SMK Negeri 1 Padangsidempuan" (Thesis, STAIN Padangsidempuan, 2011), p. 53.

Similarly, the second and the third related finding above were related with the physical setting. Comparing with this research, it has been found that the media or the tape recorder that used in this research was good enough, but the surrounding of listening class was noisy.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the arranging this thesis. It started from the titled until the techniques of analyzing data, lack of knowledge of the researcher and many more. So, the researcher knew that it was so far from excellence thesis.

In spreading the questionnaires, there were the threats of time, because the students were learning related lessons in class. Besides, in answering the questionnaire the researcher did not know if students answered honestly or not, but the researcher has warned them first to answer the questionnaire honestly, because it would not influence their English score.

Therefore, the instruments in this research was lack of expediency, because the data about the problem was not conducted by using test, so the problem was susceptible of unvalidity.

The researcher realized that this thesis have been arranged orderly, but on the process was difficult to get an excellent result. Finally this thesis has been done because the helping from the entire advisors, principle and English teachers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of questionnaire and interview that has been done by the researcher about the problems that students face in listening at eleventh grade of SMA Negeri 1 Padangsidempuan, the researcher concluded as follow:

Firstly, the problems that students face in listening at eleventh grade of SMA Negeri 1 Padangsidempuan was categorized enough, specifically it was 58%. Secondly, problems in listening consist of four factors, they were the message (listening material), the speakers, the students' ability themselves, and also the physical setting. Based on the analyzing data in the previous chapter, it was found that the dominant problems that they faced would be mentioned in the following below:

1. Dominant problems from the message or listening material consist of: the using of a long English text in listening class, a fast delivering of speaker, unclear accent of the speaker, the using of linking words, repetition, incomplete utterances, idiom/slang/reduced forms.
2. Problems that derived from speaker: background noise.
3. Dominant problems from listeners themselves: forgetting what have already listened, finding difficulty in guessing speakers' utterances, and limitation of vocabulary.

4. Problems that derived from physical setting: the situation in listening class was so noisy.

Finally, the English teachers have some efforts to overcome students' problems in mastering listening skill. First, to overcome problems that come from the message or the listening material, the English teachers will give basic understanding that related with listening material before listening section will be done, and clarify the listening material to students. The second problems derives from the speakers, the solution that will be done by the English teacher is giving chance to students to rehear the recording many times, telling students the standard pronunciation of speakers' utterances.

In continuation, the third problem comes from the listeners' or students ability themselves, to decrease their problems the English teachers will train students to pronounce speakers' utterances, give special time for students in learning some important terms that related with listening material, and get them to discuss each other. The last, the fourth problems derives from physical setting, it will be solved by providing a good quality cassette based on capability of students, reducing barrier things, and making a comfort situation in class. Additionally, some efforts that very crucial to be done are practicing listening English many times, and enriching students' vocabularies. Similarly, it is important also to increase students' interest in listening English.

B. The Suggestions

Based on the conclusions above, there are three points will be suggested as follow:

1. It is suggested for the English teachers to persuade students to make closer with English, and decrease the students' problems in listening by using a good media, a suitable listening material, a clear recording of native speakers' sound, and a supported physical setting.
2. It is suggested for the principle of SMA Negeri 1 Padangsidempuan to motivate the English teachers in increasing their ability in teaching English, and completing the teaching media in the school especially in listening class
3. It is suggested for other researchers who interested in carrying out further research related to students' problems in listening to conduct a deeper research and hopefully can formulate the solution for the problem of this research.

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