



**STUDENTS' ABILITY IN LISTENING
COMPREHENSION AT MAS
ITTIHADUL MUKHLISIN
HUTATONGA**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
A Partial Fulfillment of the Requirement for the Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written by:

**NURHATI HASIBUAN
Reg. No. 10 340 0017**

ENGLISH EDUCATION DEPARTMENT

**THE FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014**





**STUDENTS' ABILITY IN LISTENING
COMPREHENSION AT MAS
ITTIHADUL MUKHLISIN
HUTATONGA**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
A Partial Fulfillment of Requirement For Degree of
Islamic Education Scholar (S.Pd.I) in English*

Written By:

NURHATI HASIBUAN
Reg No. 10. 340. 0017

**ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014**

Term : Thesis
a.n **NURHATI HASIBUAN**
att. : 7 (Seven) Exemplars

Padangsidimpuan, 30th May, 2014
dear.
Dean of faculty Tarbiyah
and Pedagogy
in-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb.

After reading, Correcting and giving suggestions for making the thesis of *Nurhati Hasibuan* entitled "*Students' Ability in Listening Comprehension at MAS Ittihadul Mukhlisin Hutatonga*" to be better, so we decide that this thesis can be accepted as a partial fulfillment of requirement for degree of Islamic education scholar in English at State Institute for Islamic Studies IAIN Padangsidimpuan.

So, we expected that he can be called to be examined in munaqosyah examination.

Wassalamu 'Alaikum Wr. Wb.

THE ADVISOR I



Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001

THE ADVISOR II



Hamka, S.Pd, M.Hum.
NIP. 19840815 2009212 1 005

DECLARATION OF SELF THESIS COMPLETION

I my self:

NAME : NURHATI HASIBUAN
REG. NO : 10 340 0017
FACULTY/DEPARTMENT : TARBIYAH/TBI-1
THESIS : STUDENTS' ABILITY IN LISTENING
COMPREHENSION AT MAS ITTITHADUL
MUKHLISIN HUTATONGA.

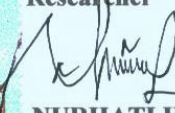
Had written this thesis with consultative aids of advisors, Avoiding plagiarism and others' un-registered advice based on Students Code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidempuan, 6th June, 2014.

Researcher




NURHATI HASIBUAN
Reg. No.10.340.0017

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : NURHATI HASIBUAN
Student's ID : 10 340 0017
Thesis : STUDENTS' ABILITY IN LISTENING COMPREHENSION
AT MAS ITTIHADUL MUKHLISIN HUTATONGA

Chief,

Anhar, MA.
NIP.19711214 199803 1 002

Anhar, MA.
NIP.19711214 199803 1 002

Hamka, M.Hum
NIP. 19840815 200912 1 005

Proposed:

Place : Padangsidempuan
Date : June, 6th 2014
Time : 01.30 AM until finish
Result/ Mark : 73.37 / B
IPK : 3.44
Predicate : Enough/ Good/ Very Good/ Cum Laude. *
*Optional

Secretary,

Zainuddin, SS., M. Hum
NIP. 19760610 200801 1 016

Members,

Zainuddin, SS., M. Hum
NIP. 19760610 200801 1 016

Drs. Fitriadi Lubis, M.Pd
NIP. 19620917 1992031 002



**KEMENTERIAN AGAMA
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
FACULTY OF TARBIYAH AND PEDAGOGY**

Address : Jl.H.T. Rizal Nurdin Km.4,5 Sihitang Padangsidempuan Tlpn.(0634)22080
Fax.(0634)24022 Padangsidempuan 22733


LEGALIZATION

The Thesis with Title : STUDENTS' ABILITY IN LISTENING COMPREHENSION
AT MAS ITTIHADUL MUKHLISIN HUTATONGA.

Written by : NURHATI HASIBUAN

Reg. No :10 340 0017

Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational Scholar (S.Pd.I) in English

Padangsidempuan, 24 Juneth, 2014
Dean

Hj. Zulhanna, S. Ag., M. Pd
NIP. 19720702 199703 2 003



YAYASAN ITTIHADUL MUKHLISIN TAPANULI SELATAN
MADRASAH ALIYAH AL-MUKHLISIN
JL. MANDAILING KM. 11 HUTATONGA KEC. BATANG ANGKOLA
KABUPATEN TAPANULI SELATAN
HP. 0813 6271 2479 – 0813 7019 9489

Kode pos: 22713

SURAT KETERANGAN PENELITIAN

NOMOR: 20/SIMTR/MAS/10/2014

Kepala sekolah Madrasah Aliyah AL-Mukhlisin Tapanuli selatan menerangkan bahwa:

NAMA : NURHATI HASIBUAN

NIM : 10 340 0017

FAKULTAS : TARBIYAH DAN ILMU KEGURUAN / TADRIS BAHASA INGGRIS

ALAMAT : SIHITANG

Benar telah melakukan penelitian di Madrasah Aliyah Ittihadul Mukhlisin Hutatonga mulai tanggal 17 April 2014 sampai dengan Juni 2014 dengan judul:

"AN ANALYSIS OF STUDENTS' ABILITY IN LISTENING COMPREHENSION AT MAS ITTIHADUL MUKHLISIN HUTATONGA".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Hutatonga, 25 April 2014
Kepala sekolah MAS Ittihadul
Mukhlisin Hutatonga.


RAHIM LUBIS, S. Sos.
NIP.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. HT. Rijal Nurdin Km.5 Telp.(0634) 22080 Fax. 24022 Sihitang 22733

Nomor :In. 19/E.8b/TL.00.9/168/2014

Padangsidempuan, 17 April 2014

Lamp. : -

Hal : *Mohon Bantuan Informasi
Penyelesaian Skripsi.*

Kepada
Yth, Kepala MAS Ittihadul Mukhlisin Hutatonga

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidempuan menerangkan bahwa :

Nama : **Nurhati Hasibuan**
NIM : 103400017
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**An Analysis of Students' Ability in Listening Comprehension at MAS Ittihadul Mukhlisin Hutatonga**". Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Rektor
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan



Hj. Zulhingga, S.Ag., M.Pd
NIP.197207021997032003

ABSTRACT

NAME : NURHATI HASIBUAN
REG. NO : 10 340 0017
FAC/DEPART : TARBIYAH/ BAHASA INGGRIS - 1
THESIS : STUDENTS' ABILITY IN LISTENING COMPREHENSION AT
MAS ITTIHADUL MUKHLISIN HUTATONGA.

This research discussed about students' ability in listening comprehension at grade MAS Ittihadul Mukhlisin Hutatonga. It was intended to describe the students' abilities and their difficulties in listening comprehension (listening to the "The Princess and The Dragon story" and "Jack and The Beanstalk story") and the effort done by the English teacher to solve the students' difficulties in listening comprehension at second grade of MAS Ittihadul Mukhlisin Hutatonga.

The research was conducted by qualitative using descriptive method. The primary source for this research is second grade of students MAS Ittihadul Mukhlisin Hutatonga. Total of them are 23 students. The secondary source is the English teacher of second grade of MAS Ittihadul Mukhlisin Hutatonga. Next, this research used test, interview and observation as instruments. The researcher analyze the data by knowing the students' ability in listening comprehension, finding the dominant difficulties in listening comprehension, and explaining the effort done by students and teacher.

The research found some facts in the field. First, it was found the answer that the abilities of second grade of Students MAS Ittihadul Mukhlisin Hutatonga categorized into *enough categories* (54.13%). Second, it was found the answer that the students' dominant difficulties in listening comprehension was students found it hard to rise from the unfamiliar, uninteresting and too long listening which made the students felt strange, discouraged and bored of what they were hearing. Third, it was gotten the answer that the English teacher's effort in overcoming the difficulties were English teacher often repeated the lesson, asked the students themselves should have more exposure to variety of listening and students should learn the tips or strategies through each of their learning themselves

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon me in completing this thesis. Peace and blessing upon to our prophet Muhammad saw, his families, his companies, and his followers.

This thesis is presented to the English Education Department of the State Institute for Islamic Studies Padangsidempuan (IAIN PADANGSIDIMPUAN) as partial fulfillment of the requirement for degree of strata I (S1).

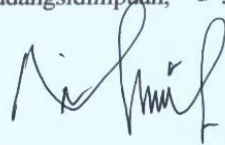
This thesis can't be completed without a great deal of help from many people, they are:

1. Rayendriani Fahmei Lubis, M.Ag., as the first advisor.
2. Hamka, S.Pd, M.Hum., as the second advisor.
3. Dr. H. Ibrahim Siregar, S.Ag., MCL., as the Rector of State Institute for Islamic Studies Padangsidempuan.
4. Mrs. Hj. Zulhimma, S.Ag., M.Pd., as the Dean of Tarbiyah and Pedagogy Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department.
6. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

7. IAIN Padangsidempuan Library for their cooperative and permission to use their books.
8. My beloved parent (Alm. Rojulan Hasibuan and Nur Habibah Harahap), my beloved Brothers (Daud Hasibuan, Rohman Hasibuan, and M. Erwin Hasibuan), my beloved younger sister (Husnul Khotimah Hasibuan) my beloved sister in law (Nur Milan Lubis) and all of my families who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends; M. Zabir Ritonga, Nur Sopiah, Siti Fatimah, Junaidah Harahap, Nur Husna Hasibuan, Liana Hesry, Miftahul Hidayah, Minarti, Wardatul Fadilah, Anna Fitriani, Rita Juliana and all of my friends of TBI-1. thanks for your help, patience and care to support me.
10. All my friends in IAIN Padangsidempuan, good luck for you.
11. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Aamiin.

Padangsidempuan, 6 Juni 2014



NURHATI HASIBUAN
NIM: 10 340 0017

TABLE OF CONTENTS

	Page
TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT OF THE ADVISORS SHEET	
DECLARATION OF SELF THESIS COMPLETION	
LEGALIZATION EXAMINER SHEET	
AGREEMENT DEAN SHEET	
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
LIST OF APPENDIXES	vi
CHAPTER I.INTRODUCTION	
A. The Background of the Problem.	1
B. The Focus of the Problem	4
C. The Definition of the Key Terms.....	5
D. The Formulation of the Problems	6
E. The Purposes of the Research	6
F. The Significances of the Research	7
G. Thesis of Outline.....	7
CHAPTER II.THEORITICAL DESCRIPTION	
A. The Literature Review	9
1. Listening Comprehension	9
a. Definition of Listening	9
b. Importance of Listening	12
c. Types of Listening.....	18
d. Listening Processes	20
e. Listening Test.....	21
2. The Difficulty of Listening	22
3. Listening Materials of MAS IttihadulMukhlisin	26
B. Review Related Finding.....	27
CHAPTER III. RESEARCH METHODOLOGY	
A. The Place and Schedule of the Research	30
B. The Research Design	30
C. The Sources of the Data	31
D. The Technique of the Collecting Data	32
E. The Technique of the Data Analysis	35
F. The technique of the data trustworthiness	36
CHAPTER IV. RESULT OF THE RESEARCH	
A. General Findings.....	38
B. Specific findings	41
a. The Description of Students' Abilities in Listening Comprehension at Second Grade of students MAS Ittihadul Mukhlisin Hutatonga.....	41

b. The Dominant difficulties that faced by Second Grade of students MAS Ittihadul Mukhlisin Hutatonga	44
c. The efforts of English teacher to solve the difficulties in listening comprehension at second grade of students MAS Ittihadul Mukhlisin Hutatonga.....	49
C. Discussion	51
D. The Threat of the Research	54

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

A. The Conclusion	55
B. The suggestion	56

REFERENCES

CURRICULUM VITAE

APPENDIXES

Appendix I Script of Listening Test.

Part I: The Princess and the Dragon

Once upon a time there was a king and queen who lived in a golden castle with their beautiful daughter. One night, an ugly ogre captured the beautiful princess and locked her up in his tall, dark tower. The king and queen were very sad they promised to give a bag of gold to the knight that rescued the princess. All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could. The ugly ogre roared with anger when he saw the knights. His roar was so scary that they rode away as fast as they could.

One day friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The dragon flew down to the tower took a big fiery breath and blew the dragon for away over the mountains and into the ocean. The dragon rescued the princess from the tower and gently put her on his strong back. They flew high in the sky. They flew over the tower and the castle, over the mountains and caves, and out towards the deep blue ocean. The dragon and the princess flew to the tower, the princess was very happy; to be free she kissed the dragon. All at once he turned into a handsome prince and they lived happily ever after.

Part II: Jack and the Beanstalk

Once upon a time there was a boy called a jack. He lived with his mother they were very poor. All they had was a cow. One morning jack's mother told to jack to take their cow, on the way jack met a man, he gave some magic beans jack for a cow. Jack took the beans and went back home. When Jack's mother saw the beans. She was very angry. She threw the beans out of the window. The next morning, Jack looked out of the window there was a giant beanstalk. He went outside and started to climb the beanstalk. He climbed up to the sky through the clouds. Jack saw a beautiful castle, he went inside.

Jack heard a voice, "Fee, Fi, Foo, Fume!" jack ran into cupboard. An enormous giant came into the room and sat down. On the table there was a hen and golden harp. "Lay", said the giant. The hen laid on egg it was made of gold. "Sing", said the giant. The harp began to sing. Soon the giant was asleep.

Jack jumped out of the cupboard. He took the hen and the harp. Suddenly the harp sang. "Help, Mather" The giant woke up and shouted, "Fee, Fi, Foo, Fume!". Jack ran started climbing down the beanstalk. The giant came down after him. Jack shouted "mother help!" jack mother took an axe and chopped the beanstalk. The giant crashed to the ground. Nobody ever saw him again. With the golden eggs and the magic harp. Jack and his mother lived ever after.

Appendix II

LISTENING TEST

Part I:

Directions: In this part of the test you are going to listen to the story of the princess and the dragon. Listen carefully and then answer the questions number 1-10 based on the audio you have listened!

1. What types of this text?
 - a. Narrative text
 - b. Descriptive text
 - c. Recount text
 - d. Report text
2. Who is the princess?
 - a. The princess is a cute daughter.
 - b. The princess is a sweet daughter The
 - c. The princess is a ugly daughter
 - d. Princess is a beautiful daughter
3. Where did the king, the queen, and the princess live?
 - a. In the dark tower
 - b. In a golden castle
 - c. In the sky.
 - d. In the deep sea.
4. How were the king and queen after someone captured their daughter?
 - a. They were very happy
 - b. They were very sad
 - c. They were very angry
 - d. They were very worry
5. Who captured the beautiful princess and locked her up in the tall, dark tower?
 - a. a friendly dragon
 - b. a brave knight
 - c. a handsome prince
 - d. an ugly ogre
6. Who rescued the princess from the tall dark tower?
 - a. a handsome prince
 - b. a friendly dragon
 - c. an ugly ogre
 - d. a brave knight
7. The knights who wanted to rescue the princess rode away as fast as they could when they found the ogre because....
 - a. The ogre's roar was so scary
 - b. The ogre was very kind
 - c. They wanted to rescue the princess
 - d. a dragon attacked them.

8. How was the princess when they flew to the tower?
- a. The princess was very sad.
 - b. The princess was very angry
 - c. The princess was very happy.
 - d. The princess was very worry.
9. Who was the dragon really?
- a. a handsome prince
 - b. a friendly dragon
 - c. an ugly ogre
 - d. a horrible man
10. How was the end of the story?
- a. The princess back home
 - b. The princess and the dragon lived sadly ever after
 - c. The princess and the dragon lived happily ever after
 - d. The dragon flew away live the princess

Part II:

Directions: In this part of the test you are going to listen to the story Jack and the beanstalk. Listen carefully and then answer the questions number 10-20 based on the audio you have listened!

11. Why do Jack and his mother decide to sell the cow?
- a. Because they have not money.
 - b. Because they're rich
 - c. Because they're poor.
 - d. Because they have money very much.
12. What does Jack's mother do with the beans?
- a. Throw a giant beanstalk outside his window
 - b. Plant a giant beanstalk outside his window
 - c. Cook A giant beanstalk outside his window
 - d. Save A giant beanstalk outside his window
13. What kind of beans are they?
- a. Beautiful beans
 - b. Ugly beans
 - c. Magic beans
 - d. Light beans
14. What happened to Jack when to the market to sell the cow?
- a. Jack was given some magic beans by a man
 - b. Jack saw a beautiful castle

- c. Jack met an enormous giant
 - d. Jack accidentally found magic giant
15. How was Jack's mother's reaction when seeing the magic beans?
- a. She was so happy.
 - b. She was very angry
 - c. She was very pleased.
 - d. She was so thankful.
16. What happened after Jack's mother threw the beans out of the window?
- a. The beans grew up and turned into a giant beanstalk
 - b. The beans turned into an enormous giant
 - c. Jack planted the beans in front of the house.
 - d. Jack cried and left his home.
17. What does Jack see the next morning?
- a. A beautiful tree outside his window
 - b. A giant tree outside his window
 - c. A giant beanstalk outside his window
 - d. A giant beautiful tree outside his window
18. What were there on the table inside the castle?
- a. A giant beanstalk and harp
 - b. A hen and golden harp
 - c. A hen and some beans
 - d. A giant and his golden eggs
19. What happens at the end of the story?
- a. Jack and his mother were now very poor and they lived happily ever after.
 - b. Jack and his mother were now very rich and they lived sadly ever after.
 - c. Jack and his mother were now very rich and they lived happily ever after.
 - d. Jack and his mother were now very poor and they lived sadly ever after.
20. What kind of eggs does the hen lay?
- a. Big eggs
 - b. Ugly eggs
 - c. Yellow egg
 - d. Golden egg

Appendix III

Part I: Key Answer

1. a. Narrative text
2. b. The princess is a beautiful daughter.
3. b. In a golden castle
4. b. Very sad.
5. d. An ugly ogre
6. a. A friendly dragon
7. a. The ogre's roar was so scary
8. c. The princess was very happy.
9. a. A handsome prince.
10. c. The princess and the dragon lived happily ever after

Part II: Key Answer

11. c. Because they're poor.
12. a. Throws them out the window.
13. c. Magic beans.
14. a. Jack was given some magic beans by a man.
15. b. She was very angry
16. a. The beans grew up and turned into a giant beanstalk
17. c. A giant beanstalk outside his window
18. b. A hen and golden harp.
19. c. Jack and his mother were now very rich and they lived happily ever after.
20. d. Golden eggs.

Appendix V

OBSERVATION GUIDANCE

1. The location of MAS Ittihadul Mukhlisin Hutatonga.
2. The process of teaching English at MAS Ittihadul Mukhlisin Hutatonga.
3. Media or tools that used to help or make the teaching activity effectively
4. The method that used by the teacher when teaching listening comprehension.
5. The ability of students in receiving the subject from their teacher.
6. Student's difficulties in listening comprehension.

Appendix IV

INTERVIEW GUIDANCE

A. Interview to the English Teacher

1. How about the students result in learning Listening Comprehension?
2. What are the student's dominant difficulties in learning listening comprehension?
3. How does English teacher solves the problems?
4. What are the mediums of the teacher in teaching listening comprehension?
5. What is the indicator that used by the teacher to determine the students ability in Listening Comprehension?

B. Interview to the Headmaster

1. What is the background of exist MAS Ittihadul Mukhlisin Hutatonga?
2. How is geographical location of MAS Ittihadul Mukhlisin Hutatonga?
3. How many English teachers are there in MAS Ittihadul Mukhlisin Hutatonga?
4. How many students are there in MAS Ittihadul Mukhlisin Hutatonga?

C. Interview to the Students

1. Do you love English?
2. How is the way of teaching listening in your school? Is it good enough way for you?
3. Do you have difficulty in learning listening comprehension?
4. What are the difficulties you have when listening to your teacher or cassette?
5. Do you feel easier to listen English if delivered slowly and clearly?
6. Do you always want the repetition when listening to English conversations?
7. Do you feel bored when listening to English conversations for too long?

Appendix VI

Respondents' Number	Respondents' answer of each item number																				SUM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	0	5	0	5	0	5	5	5	5	5	5	0	5	5	5	0	5	5	5	5	75
2	5	5	5	0	0	5	5	0	5	0	0	0	5	0	5	0	5	0	0	5	60
3	5	0	5	5	0	5	0	0	5	0	5	0	5	5	0	5	0	5	0	0	50
4	5	0	0	5	0	0	5	5	5	0	5	0	5	0	5	5	5	0	5	0	65
5	0	5	5	5	0	5	5	0	0	0	0	5	0	5	5	0	5	5	0	0	50
6	0	5	5	5	0	5	0	5	5	5	5	0	5	5	0	0	5	0	5	5	65
7	5	0	5	0	5	0	5	0	5	5	0	0	5	0	0	5	0	0	5	5	50
8	5	0	5	0	0	5	5	0	5	0	0	0	0	5	0	0	0	5	0	5	40
9	5	0	0	0	5	0	0	0	0	0	5	5	0	5	0	5	0	0	0	0	30
10	0	5	0	0	0	5	0	5	0	5	0	0	5	0	5	0	5	5	5	0	45
11	0	5	5	5	0	5	5	0	5	5	0	5	5	0	5	0	5	0	5	0	60
12	0	5	5	0	5	5	0	0	5	5	5	5	5	5	5	5	5	0	5	5	75
13	5	5	5	0	0	5	5	0	5	5	5	0	5	5	0	5	5	0	0	5	65
14	0	5	0	5	5	0	0	5	5	5	0	0	5	5	0	5	0	5	0	5	55
15	0	5	0	0	5	0	5	0	5	0	0	0	5	5	0	5	0	5	0	5	45
16	5	0	5	0	0	0	5	0	5	5	0	5	0	5	5	5	0	5	0	5	55
17	5	0	0	5	0	0	0	5	0	0	5	0	5	0	5	0	0	0	0	5	35
18	0	5	5	5	0	5	5	0	0	5	0	5	5	5	0	0	0	0	5	5	55
19	0	5	5	5	0	0	5	5	0	5	5	0	0	0	0	0	0	5	0	0	40
20	0	5	5	0	0	0	5	0	0	5	0	0	0	0	5	0	0	0	5	0	30
21	0	5	5	5	5	5	5	5	0	5	0	0	5	5	5	5	5	5	0	5	75
22	5	5	0	5	0	0	0	0	0	0	0	5	5	5	5	0	5	5	0	0	55
23	5	5	0	5	0	5	0	5	5	5	0	5	5	5	5	0	5	5	5	0	70
The sum result score of collecting data																				1245	

11 16 14 13 6 13 14 9 14 14 9 8 17 15 13 10 12 12 10 13

The researcher calculated the score by using the formula:

$$\begin{aligned} &= \frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100 \% \\ &= \frac{1245}{23 \times 20 \times 5} \times 100 \% \\ &= \frac{1245}{2300} \times 100 \% \\ &= 54.13 \% \end{aligned}$$

Appendix VII

THE CALCULATION OF MEAN, MEDIAN, MODUS, RANGE, MAX, MIN,

STUDENTS ABILITY LISTENING COMPREHENSION

To hunt out the calculation of Mean, Median, Modus, Variance, Range, Max, Min, and Standard Deviation, researcher used the SPSS program. These were the steps:

1. Open SPSS program, enter the data to SPSS program.
2. Click *Analyze* menu, and click *Descriptive Statistics* and then click *Frequencies* to open *Dialog Frequencies* Column.
3. Choose the variables, and enter to the variables column, then click *Statistic* column. So will appear *Frequencies Statistics*, then click *Mean, Median, Mode, Std. Deviation, Variance, Range, Max, Min* and *OK*.
4. Decision of statistic analyzes.

Statistics		
N	Valid	23
	Missing	0
Mean		54.13
Median		55.00
Mode		55.00
Range		45.00
Minimum		30.00
Maximum		75.00
Sum		1245.00

Based on the result above can be determined that:

1. Quantities of Class = $1 + 3, 3 \log n$
 $= 1 + 3, 3 \log (23)$
 $= 1 + 3, 3 (1,362)$
 $= 1 + 4,494$
 $= 5,494$ rounded become 5
2. Long of Class = $\frac{\text{rentang}}{\text{banyak kelas}} = \frac{45}{5} = 9$

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language means as communication is a central fact of human existence and social process. It performs two basic functions of human beings, first to enable them to think in very complex ways by providing a structure for naming and expressing the relationship between concepts, and the second to make them better to communicate with one other. These two basic functions of language obviously and closely related to each other.

English is one of the foreign languages in Indonesia that is provided as compulsory subject to students of elementary school, junior high school, senior high school, and even in higher education level then it has been examined in the national examination to determine the students' graduation. However, In some private school also it has been already given to the kindergarten/third year's pupil of primary education.

English is also one of the international language which is used by most people as a tool of communication in the world. It is not used only as a national language for western countries which English is a native language but also in some countries which English is not a native language use English as a second national language. They use English for business, international relation, science and technology.

As an International language, English is very important in our daily life. Most electronic tools use English in their instructions, such as computer, rice cooker, and washing machine. It is very dangerous if those tools are used without its instruction being read. If someone wants to communicate with people from other countries, he should master English well. It is because English is the language used in international communication. So, it is very important for people to learn English.

One of the objectives of teaching English to the students is to improve their ability in four language skills: listening, speaking, reading and writing. From the objective above, English teacher should develop minimal the students' listening ability. It is because listening is an activity in study English that more important to examine their ear to listen conversation in English.

English language has four skills that should be recovered by students to understand and achieve English well and to become good English learners. Language skills are often categorized as *receptive* and *productive*. Speaking and writing are productive skills, while listening and reading are receptive skills. Listening is far more challenging than other English skills, listening is an active, purposeful process of making sense what we hear.¹

The present time is a listening age, the age of telephones, radios, television, talking movies, and record player. All of these mechanical devices, added to the

¹ David Nunan. *Practical English Language Teaching* (New York: McGraw-Hill, 2003), p. 24.

continuing importance of conversations, group of discussions, and speeches, greatly magnify the importance of good listening habits. Many people today spend their time to listen then to read. They listen to many aspects of communication; they listen at home to other members of their family, they listen to the radio and television and many more. They learn much from listening.

Listening is very important in language learning, students understand the content of spoken language by listening. The relationship between listening and language learning is that language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language.

Listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.² Listening is not an easy skill especially for students of senior high school. In fact, many students who have perfectly good hearing are not good listeners.

As people listen, they do not only process what they hear but also connect it to other information they already know.³ It means that when listeners hear something, they will combine what they hear with their own idea and their experience. Listening involves a certain amount of thinking, something a great deal. When they listen intelligently, their mind is at work in at least of two ways.

² H. Douglas. Brown *Teaching by Principles, an Interactive Approach to Language Pedagogy* (USA: London, 1994), p. 235.

³ Jhon A Kline. *Listening Effectively* (Alabama: Air University Press, 1996) p. 15.

Their mind is busy taking in and remembering what is said. Their main is also busy sorting out what is heard and forming an impression of it.

In the real condition, the students have lack of listening ability in understanding the content of spoken text. These problems are indicated as follows; students are difficult to recognize the words and grammatical characteristic of spoken text, students are difficult to catch the clues information of spoken text, students are difficult to infer the speaker's intention or meaning, students are difficult to do the listening task and Most of the students are still confused with the purpose of their listening activity.

Those problems also faced at the students of MAS Ittihadul Mukhlisin Hutatonga, most of the students do not active in answering the teacher's questions, most of the students do not try to ask the teacher about their difficulties in listening, Some of the students just listen to the teacher without doing the listening task, Some of the students are busy in talking to their friends and the students seem to be bored in doing the listening activity. It's the phenomenon that is found from English teacher of second class MAS Ittihadul Mukhlisin Hutatonga. Therefore, from explanation above researcher conducts the title of research **“An Analysis of Students’ Ability in Listening Comprehension at MAS Ittihadul Mukhlisin Hutatonga.”**

B. The Focus of the Problem

Based on the background above, many problems in listening ability, such as students are difficult to recognize the words and grammatical characteristic of

spoken text, students are difficult to catch the clues information of spoken text, students are difficult to infer the speaker's intention or meaning, students are difficult to do the listening task and most of the students are still confused with the purpose of their listening activity. Because of the limitation by the researcher on the time, knowledge, and expense, so in this research, the researcher only focus the problem in students' ability in listening to the stories (Narrative text); "The Princess and the Dragon" story and "Jack and the Beanstalk" story at second grade of MAS Ittihadul Mukhlisin Hutatonga.

C. The Definition of Key Terms

1. Ability

Ability is the mental or physical capacity, power of skill required to do something.⁴ It's also definite as special nature power to do something well or talent. So, the ability means the power of students MAS Ittihadul Mukhlisin Hutatonga in listening English.

2. Listening Comprehension

Listening is an active purposeful process of making of what we hear. That is, it requires a person to receive and understand incoming information. Listening is receptive; we can listen to understand things at a higher level than we can produce".⁵ Comprehension is the ability to understand, or an

⁴ A. S Hornby. *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995. p. 2.

⁵ David Nunan. *Practical English Language Teaching* (New York: McGraw-Hill, 2003), p. 24.

exercise that train students to understand a language.⁶ Listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.⁷ So, listening comprehension means the process of making what students hear to understand incoming informations in English.

Based on the explanations above the meaning of research title “Students’ ability in Listening Comprehension at MAS Ittihadul Mukhlisin Hutatonga” is the power of second grade students of MAS Ittihadul Mukhlisin Hutatonga to hear and understand incoming information especially spoken English language.

D. The Formulation of the Problems

The formulations of the research are:

1. How is the students’ ability in listening comprehension at MAS Ittihadul Mukhlisin Hutatonga?
2. What are the dominant difficulties in learning listening comprehension at MAS Ittihadul Mukhlisin Hutatonga?
3. What are the efforts done by the students and teacher to solve the difficulties?

E. The Purposes of the Research

Based on the focus of the problems, the researcher determines that the Purposes of the research can be stated as follows:

⁶ *Ibid*, p. 263.

⁷ H. Douglas. Brown *Teaching by Principles, an Interactive Approach to Language Pedagogy* (USA: London, 1994), p. 235.

1. To know the students' ability in listening comprehension at MAS Ittihadul Mukhlisin Hutatonga.
2. To find students' difficulties in listening comprehension process at MAS Ittihadul Mukhlisin Hutatonga.
3. To explain the efforts done by students and teacher.

F. The Significances of The Research

1. For head master as information to improve the quality of English teachers of English Department in MAS Ittihadul Mukhlisin Hutatonga.
2. For English teachers as information about the ability of MAS Ittihadul Mukhlisin Hutatonga.
3. For a reader as an input to conduct further research.

G. The Outline of Thesis

Chapter one, it consists of background of the problem where the phenomenon is found. Then, it is continued with the definition of key terms, The formulations of the problem that consist of how is the students' ability in listening comprehension, what difficulties are dominant in listening comprehension at MAS Ittihadul Mukhlisin Hutatonga and what are the efforts done by the students and teacher to solve the difficulties. The purposes of the research consist of what for the research will be done, and the last is the significances of the research.

Chapter two, it consists of some theoretical that relevant to the research and review of related finding. In theoretical description consists of about listening comprehension.

Chapter three, it consists of research methodology that is used. The research methodology consist of place and schedule of the research, the research design, the sources of data, the technique of collecting data, the technique of the data analysis and the last is the technique of the data trustworthiness.

Chapter four, it consists of findings, discussion and the threat of the research. The findings consists of general findings that consists of Description students' ability in listening comprehension that the answers for the formulation of the problems in chapter one. The last, discussion consists of the result of research that compare to the other research and threat of the research consists of the threat in research.

Chapter five, it consists of conclusions for the research and suggestions.

CHAPTER II

THEORITICAL DESCRIPTION

A. The Literature Review

1. Listening Comprehension

a. Definition of Listening

These are the definitions of listening based on expert of language: Caesar Augusto Borromeo Garcia states that “listening means paying careful attention to the information that is being given us orally”.⁸ Steven Brown states that “listening for details is something we do every day”.⁹ For example, we need the details when we are getting directions to someplace like a friend’s home.

Nation and J. Newton stated that "listening is natural precursor to speaking; the early stages of language development in person’s first language (and in naturalistic acquisition of other languages) are dependent on listening."¹⁰ So, listening had a very important role.

David Nunan says that “listening is an active purposeful process of making of what we hear. That is, it requires a person to receive and to understand incoming information. Listening is receptive; we can listen to

⁸ Caesar Augusto Borromeo Garcia, *The Use of The Lyrics Training Website To Improve Listening Comprehension* (Mexico: Xalapa Veracruz, 2013), p. 11.

⁹ Steven Brown, *Teaching Listening* (New York: Cambridge university Press, 2006), p. 6.

¹⁰ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p. 37.

and understand things at a higher level than we can produce.”¹¹ When people listen they do not only hear the sound of speaker, but also have to complete their understanding with their mind. Essentially, process listening need to complete hearing and comprehending what are the speakers talking about.

According to Kline, “listening is the process of receiving, attending, and understanding auditory messages; that is message transmitted through the medium of sound. Listening is a complex process an integral part of the total communication process, although a part often ignored”.¹² Listening is an important part in the process of communication, so when both of two people communicate each other, they should get a respond to complete the process. And responses only can be gotten by having a good listening.

Listening comprehension is a series of processes that are dependent upon acquiring listening skills. In order to understand the second language utterances, the learner must draw from his knowledge of the phonology, syntax, lexicon, culture of the target language, and auditory memory and apply these fields of knowledge simultaneously while listening at a normal

¹¹ David Nunan, *Op. Cit.*, p. 24.

¹² Jhon A Kline. *Listening Effectively* (Alabama: Air University Press, 1996), p.15.

rate of speech”.¹³ Listening comprehension could mean that a person understands what he/she has heard.

While According Jack C. Richards said that “listening comprehension is the traditional way of thinking about the nature of listening”.¹⁴ Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. Whereas Martin says that “listening comprehension is the art of arriving at reasonable interpretation of given spoken message”.¹⁵ Several authors such as Thomlinson and White also agree that “listening means paying careful attention to the information that being given to us orally”.¹⁶ Therefore, listening skill not only involves listening to a given spoken message, but also being capable of gathering important from that message.

Everyday most of Indonesian people listen to many different things in many different ways, whether it is our conversation with another people, or listen to the news from the television and listen to the music from radio, CD and Cassette. They seem automatically understand what

¹³ Cheung, Yun Kul, “The Importance of Teaching Listening in the EFL Classroom” (<http://files.eric.edu/fulltext/ED512082.pdf>, accessed at November 21, 2013 retrieved on 11 pm), p. 14.

¹⁴ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice* (New York: Cambridge University Press, 2008), p. 4

¹⁵ Caesar Augusto Borromeo Garcia, *Op. Cit.*, p. 11.

¹⁶ *Ibid.*,

those many people said because they speak with their own language, that make them easy to identify and understand what they are listening for. But how if that is spoken with foreign language like English language, they must have ability to listen that spoken language.

For language learners, “listening and speaking skills took precedence over reading and writing skills”.¹⁷ Listening is far more challenging, because they do not listen to their native language. They need to comprehend and understand fluently what the speaker is talking about. Language skills are often categorized as *Receptive* and *Productive*. Speaking and writing are productive skills, listening, along with reading, is receptive skill.

b. Importance of Listening

Listening is an important skill which needs more consideration in teaching foreign languages. If someone cannot hear it well you will find it hard to communicate or perhaps students cannot pass their listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result. According to Nation & Newton "listening is the way of learning the language, it gives the learner information from which to build up the language."¹⁸ The listening skill is one of the most important skills in language learning. As a result, the

¹⁷ Patricia A. Richard Amato, *Making It Happen* (USA: Longman, 2003), p. 13.

¹⁸ I. S. P. Nation and J. Newton, *Op. Cit.*, p. 38.

integral development of this skill is imperative. However, it would appear that that listening comprehension, as it is widely known, is one of the most neglected skills in English language education.

Kline said that “the purpose of listening is to obtain information from a message, listening is an important part of communication.”¹⁹ When a message is sent to a listener, effective communication only takes place when the listener has received and understood the complete message.

There is a question why we should study and teach listening? Harmer said that “the main reasons for getting students to listen to spoken language is to let them hear different varieties and accents rather than the voice of their teacher in the class room. Because they need to be exposed not only hear one variety of English.”²⁰ They need to hear many varieties of native spoken language to train them how to listen English spoken language well.

Listening is an important part of English skill that should be mastered by language learners. Adrian Doff said that listening has some importance, such as:

- 1) Students can develop speaking skill unless they also develop listening skills.
- 2) To have a successful conversation, students must understand what is said to them.

¹⁹ Caesar Augusto Borromeo Garcia, *Op. Cit.*, p. 11.

²⁰ Jeremy Harmer, *How to Teach English* (Malaysia: Longman, 2001), p. 97.

- 3) Listening English well very important if students listen the TV, Radio, or foreign visitor who use English language.²¹

Because of these importance goals of listening for students, teachers should find the ways, strategies, and method to teach listening comprehension well. Those aspects absolutely influence the students' ability in learning listening comprehension.

These are also listening situations that teachers or lectures can bring it to the class to create language environment. The goals of those situations are to stimulate them to be familiar to many variants of English language, especially native spoken language. Those situations are:

- 1) Interview
- 2) Instructions
- 3) Loudspeaker announcement
- 4) Radio news
- 5) Committee meaning
- 6) Shopping
- 7) Theatre show
- 8) Telephone chat
- 9) Lesson, lecture
- 10) Conversation, gossip
- 11) Watching television
- 12) Story telling²²

Those are the situations that teacher are able to create in listening class, with those situations, students are expected to be stimulated in their competence in listening comprehension.

²¹ Adrian Doff. *Teach English, a Training Course for Teacher* (New York: Cambridge University Press, 1990), p. 198.

²² Penny Ur. *A Course in Language Teaching Practice and Theory* (United Kingdom: Cambridge University Press, 2000), p. 105.

The second reason for teaching and learning listening because it help students to acquire language subconsciously even if the teachers do not draw attention to its special features.²³ In the other hand, students are expected to learn and interest listening English without forcing and compulsion. Learning English especially listening skill can't be applied in under pressing; we need to find an appropriate ways of teaching and learning listening.

Thus, the goal of listening comprehension as being able to understand native speech at normal speed in an unstructured situation. Listening is essential not only as a receptive skill but also is pivotal in the development of spoken language proficiency.

c. Types of Listening

Nation and Newton states that there are two types of listening, they are:

- 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).²⁴

Different situations require different types of listening. We may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation. According to Chris

²³ Jeremy Harmer. *Op. Cit.*, p. 98.

²⁴ I. S. P. Nation and J. Newton, *Op. Cit.*, p. 40.

Derrington & Barry Groom, there are five types of listening that can influence the difficulty of listening. They are:²⁵

1) Informative Listening

Informative listening is where your aim is to concentrate on the message being given. This may be the content of a lesson, directions, and instructions.

2) Appreciative Listening

Appreciative Listening is where the listener gains pleasure/satisfaction from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers. These are personal preferences and may have been shaped through our experiences and expectations.

3) Critical Listening

Critical Listening is where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker. This is the type of listening that we may adopt when faced with an offer or sales pitch that requires a decision from us.

²⁵ Chris Derrington & Barry Groom, *A Team Approach to Behavior Management* (New York, Paul Chapman Publishing, 2004), 42-43.

4) Discriminative Listening

Discriminative Listening is where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause. Some people are extremely sensitive in this way, while others are less able to pick up these subtle cues. Where the listener may recognize and pinpoint a specific engine fault, a familiar laugh from a crowded theatre or their own child's cry in a noisy playground. This ability may be affected by hearing impairment.

5) Empathic Listening

Empathic Listening is where the listener tends to listen rather than talk. Their non-verbal behavior indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient. The remaining exercise and paired activities are designed to demonstrate the advantages of empathic listening and to highlight a range of obstructions that may prevent us from being effective listeners.

Douglas adds the classification types of oral language. There are two types. They are:²⁶

1) Monologue

In monologues, when one speaker uses spoken language for any length of time, in speeches, lectures, readings, news broadcasts, and

²⁶ H. Douglas Brown, *Op. Cit.*, p. 251.

the like, the hearer must process long stretches of speech without interruption the stream of go on whether or not the hearer comprehends.

2) Dialogues

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey propositional or factual information (transactional).

d. Listening Processes

Understanding the process of listening comprehension is very important because it gives clues as to what language learners do when students are faced with deciphering aural information. Listening is an active process for constructing meaning in which two kinds of processes are involved simultaneously: they are:²⁷

1) Bottom-Up Processes

Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

2) Top-Down Processes

Top-down process involves the listener going from the whole their prior knowledge and their content and rhetorical schemata to the

²⁷ I. S. P. Nation and J. Newton, *Loc. Cit.*, p. 40.

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 responses showed that successful comprehension was closely allied with linguistic (bottom-up processing). So evidence suggests that listener need to be proficient with these bottom-up processes and that listeners can benefit from being taught how to listen. I. S. P. Nation and J. Newton suggest the following targets for practice:

- a) Discriminating between similar sounds.
- b) Coping with and processing fast speech
- c) Processing stress and intonation differences
- d) Processing the meaning of different discourse markers
- e) Understanding communicative functions and the non0one-toone equivalence between form and function, e.g., “it’s cold in here”.²⁸

Jhon A Kline adds the learner about process of listening, there are four kinds, the process moves through the first three steps receiving, attending, and understanding in sequence. Responding and or remembering may or may not follow. They are:²⁹

- 1) Receiving

This is an easy step of listening. Receiving means that getting message from the sender to the receivers. To complete the process of the receiving messages, actually senders have to use some effective

²⁸ *Ibid.*, p. 41.

²⁹ Jhon A Kline. *Op. Cit.*, p. 15.

techniques to organize and support their message. The subject should be interesting to receiver.

2) Attending

When receivers have gotten the message, they must to the message if the process is to continue. Human listening is often ineffective or does not occur for similar reasons. Receiving occurs, but attending does not. At any given time, numerous messages compete for our attention. So we will hard to attend the message at the time the stimulation may be external, such as words spoken by a lecturer or printed on paper, or events occurring around us.

3) Understanding

This step someone has said, "Communication begins with understanding." How true! A message may have been sent and received, and the receiver may have attended to the message yet, there has been no effective communication. Effective communication depends on understanding; that is, effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective.

4) Responding

The listening process may end with understanding, since effective communication and effective listening may be defined as the accurate

sharing or understanding of meaning. But a response may be needed or at least helpful to complete the communication.

5) Remembering

Memorization of facts is not the key to good listening. Yet memory is often a necessary and integral part of the listening process.

e. Listening Test

This section and the following one contain descriptions of a wide variety of listening test procedures. While looking at the test procedures, it is worth considering the reliability, validity, and practicality criteria that have been looked at above.

1) Dictation

The teacher reads aloud a text of approximately 150 words phrase by phrase. The learners write each phrase as they hear it. This kind of test has been used as a test of general language proficiency

2) Partial Dictation

The learners have an incomplete written text in front of them. As they listen to a spoken version of the text, they fill in the missing parts on the written text.

3) Text with Questions

The learners have a list of multiple-choice questions in front of them while they listen to a text being read or a recorded dialogue. As they listen they answer the questions.

4) Responding to Statements

The learners listen to statements or questions and respond to them by choosing from multiple-choice items of words or pictures, by indicating true or false, or by giving a short answer.

5) Three Choice True-false

Instead of responding to statements with just true or false, three categories of response are allowed true, false, opinion or true, false, not stated.

6) Recorded Cloze

The learners listen to a tape recording where every 15th word has been replaced by a “bleep” sound and with pauses at the end of each sentence. As they listen the learners write the missing words.

7) Information Transfer

The learners listen to a description or dialogue and label a diagram or fill in a chart or table while they listen.

8) Rating Scales and Lists

Based on learners’ performance on a task or based on teachers’ knowledge of their learners, teachers indicate on a scale where they consider their learners are in terms of listening proficiency. The Australian Second Language Proficiency Ratings”.³⁰

2. The Difficulty of Listening

Students will find some difficulties in learning listening. These difficulties of listening can influence the students’ ability in listening skill. Many students complain about these difficulties. There are many difficulties that students find in listening.

In series of experiments Anderson and Lynch found that difficulty of listening tasks as particularly influenced by the following:

- a. The organization of information (texts in which the order which the information was presented matched its chronological sequence in real life were easier than texts in which the information was presented out of sequence).
- b. The familiarity of the topic.
- c. The explicitness and sufficiency of the information.
- d. The type of referring expressions used (for example, use of pronouns rather than complete noun phrase referents made texts more difficult).

³⁰ I. S. P. Nation and J. Newton, *Op. Cit.*, p. 170-171.

- e. Whether the text described 'static' relationships for example, geometric figures) or dynamic relationship (for example, a road accident).³¹

Douglas said that there are some factors that make listening is different with other English skills they are:³²

- a. Clustering.

In teaching listening comprehension, teachers need to help students to pick out manageable clusters of words, because sometimes students will err in the other direction in trying to attend to every word in an utterance.

- b. Redundancy

Spoken language, unlike most written language, has a good deal of redundancy. Sometimes redundancy can make students confused with the spoken language, but they can learn to take advantage from it such as to help them in processing meaning by offering more time and extra information.

- c. Reduced Forms

Spoken language also has many reduced forms. Reduction can be phonological, morphological, syntactic and pragmatic. Those reductions pose significant difficulties, especially for class room learners who may have initially been exposed to the full forms of language.

³¹ David Nunan. *Language Teaching Methodology, a Texts Book For Teachers* (Prentice Hall International, 1991), p. 24-25

³² H. Douglas Brown. *Op. Cit.*, p. 256.

d. Performance Variable

Learners have to train themselves to listen for meaning in the midst of distracting performance variable.

e. Colloquial Language

Language learners sometimes find surprising and difficult to deal with colloquial language. Idioms, slang, reduced forms, and shared cultural knowledge are all manifested at some point in conversation. Colloquialisms appear in both monologues and dialogues.

f. Rate of Delivery

Learners will nevertheless eventually need to be able to comprehend language delivered at varying rates of speed, and at times delivered with a few pauses. Listener can stop and go back to listen what has spoken by speaker.

g. Stress, Rhythm, and Intonation

Those of language features really affected to process of listening. Because stresses, rhythms, and intonations will make students confuse when they hear spoken language.

h. Interactions

Learning to listen something also learning to respond and continue a chain of listening and responding. So that when students listen, they should take more attention about that spoken language.

Penny Ur add some learners difficulty in listening comprehension, she said that the difficulty of listening affected by: sounds of foreign language, feeling worried and stressed, rapidity of sound, need to hear more than one once time listening, difficult to keep up information and listening goes on long time.³³ Here is the explanation about those difficulties:

a. Sound of foreign language.

They have a trouble in catching actual sounds of the foreign language. Sometimes it's because of rarely in listening native spoken language, so when they listen native speaker is speaking, they fell a trouble in holding actual sound of foreign language.

b. Feeling worried and stressed.

Students have to understand every word. The effort to understand everything often results in ineffective comprehension, if they miss something, they feel they are falling and get worried and stressed, and when they have worried, they cannot listen to the spoken language well anymore. Teachers may need to give learners practice in selective ignoring of heard information. Teachers should explain this point to the learners, and set them occasional tasks that ask them to scan a relatively long text for one or two limited items of information.

³³Panny Ur. *Op. Cit.*, p. 111.

c. Rapidity of sound.

They can understand people if they talk slowly and clearly, they cannot understand fast natural native speaker sound. The rapidity of sound really influence the effectively of listening comprehension.

d. Students need to hear once more time in listening.

They need to hear sound of things more than once in order to understand and comprehend the topic. It is because of their less of preparation and lack of habitual in listening English. So that, when they are confronted with English sound especially for native speaker sound, they need to hear that's sound more than once time.

e. Difficult to keep up information.

They find listening is difficult to keep up with all the information they are getting, and cannot think ahead to predict and comprehend the information of the topic.

f. Listening goes on long time.

If the listening goes on a long time students will get tired, and find it more and more difficult to concentrate and comprehend the meaning of spoken language.

3. Listening Materials of MAS Ittihadul Mukhlisin Hutatonga

To make this research more effectively, researcher will present some of listening material that used for second grade students of MAS Ittihadul Mukhlisin Hutatonga. Those materials are related to syllabus and curriculum

of MAS Ittihadul Mukhlisin Hutatonga. Presentation of listening materials is expected to make a synchronism of the research test with the ability of second grade students of MAS Ittihadul Mukhlisin Hutatonga before giving the research test in the next time.

These are listening materials of second grade students of MAS Ittihadul Mukhlisin Hutatonga.

- a. Listening about Animal. (Report)
 - Listening Penguins text.
 - Listening to the dialog.
 - Listening report text.
- b. Listening about stories (Narrative)
 - The Princess and the Dragon
 - Jack and the Beanstalk
- c. Listening about an issue to be talked. (Analytical Exposition)
 - Car, should be banned in cities
 - The unhealthy fast food.³⁴

B. Review Related Finding

There are related findings to this research that discussed about listening Comprehension. *First*; Research had done by Hendra Irwandi at Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan on 2010, the title is “The Ability of Eleventh Grade Students of SMK Negeri 1 Padangsidimpuan In Mastering

³⁴ Sudarwati, *Look Ahead an English Course* (Jakarta: Erlangga, 2012)

Listening Comprehension”. The result of research is 78.16%. Depend on the result of research that means; researcher found that the ability of eleventh grade students of SMK Negeri 1 Padangsidempuan in mastering listening comprehension is good.³⁵

Second; the research had done by Noprina Handayani Haris at Department of English Education The Faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta on 2009. The title is: “The effectiveness on using video in teaching listening (experiment study of eight grade students at MTs Al-Mursyidiyyah Pamulang)” The result of the thesis is it’s had proved that students who are taught by using video more effective than students who taught without using video.³⁶

Third; the research had done by Cici Yusi Rianti at State University of Malang. The title is: “a Study on The Teaching of Listening Comprehension For Grade XII Students at MAN 3 Malang. On 2009, a Thesis of English Department, Faculty of Letters, State University of Malang. The findings of this thesis were as follow; First, both the English teachers at MAN 3 Malang applied three-phases listening techniques, namely pre-listening phase, whilst-listening phase, and post-listening phase. Second, in terms of the materials selection, Teacher A took it

³⁵ Hendra Irwandi, The Ability of Eleventh Grade Students of SMK Negeri 1 Padangsidempuan In Mastering Listening Comprehension on 2010 Academic Year”. Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidempuan 2010.

³⁶ Noprina Handayani Haris, “The effectiveness on using video in teaching listening (experiment study of eight grade students at MTs Al-Mursyidiyyah Pamulang on 2009 Academic Year”, A Thesis The faculty of Tarbiyah and Teachers Training Syarif Hidayatullah State Islamic University Jakarta 2009.

from TOEFL test, previous years Final Examination (UAN 2007/2008) Exercises, and Look Ahead 3 by Th. M. Sudarwati and Eudia Grace published by Erlangga. And In selecting the instructional media, Teacher A used tape recorder, and white board, and Teacher B used LCD Projector, loud speakers, Compact Disc (CD), teacher's laptop, and white board.³⁷

³⁷ Cici Yusi Rianti, "a Study on the Teaching of Listening Comprehension for Grade XII Students at MAN 3 Malang. 2009 Academic Year", a Thesis of English Department, Faculty of Letters, State University of Malang.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of the Research

The research had been done at MAS Ittihadul Mukhlisin. It was located on Hutatonga. Jl. Mandailing Km. 11 Hutatonga Kecamatan Batang Angkola Kabupaten Tapanuli Selatan North Sumatera Indonesia. This research had been done for 2 month. Started from April 2014 until June 2014

B. The Research Design

This research has been done by using descriptive analysis with qualitative research, namely; to observe its surroundings and analyze it by using logic of scientific.³⁸ According to Gay & Airasian, qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.³⁹

In this research, researcher still used quantitative approach- even in a little presentation- as supporting to the effectiveness of data result. Because taking of ability data is need a test. In Qualitative research, researcher should not reduce the

³⁸ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosda Karya, 2009), p. 5.

³⁹ L. R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 9.

possibility of using quantitative data, because those data can be used in completing analysis data qualitative.⁴⁰

C. The Sources of The Data

Suharsimi Arikunto states that: “Yang dimaksud dengan sumber data dalam penelitian adalah subjek darimana data dapat diperoleh. Apabila peneliti menggunakan kuesioner atau wawancara dalam pengumpulan datanya, maka sumber data disebut responden, yaitu orang yang merespon atau menjawab pertanyaan-pertanyaan peneliti, baik pertanyaan tertulis maupun lisan.”⁴¹ So, the sources of the data in this research are:

a. Primary sources of data

The primary sources of the data are students of MAS Ittihadul Mukhlisin Hutatonga namely; there were 60 students. First class 15 students, second class 23, third class 22 students. This research was done by using purposive sampling; purposive sampling is a technique of taking sources of data with a certain judgment.⁴² This technique usually done because has a judgment such as limitation on the power, time, and expense.⁴³ Burhan Bungin said that “random sampling was not suitable / relevant in qualitative research as like in

⁴⁰ Burhan Bungin, *Analisa Data Penelitian Kualitatif* (Jakarta: Raja Grafindo Persada, 2003), p. 83.

⁴¹ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1997), p. 107.

⁴² Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2009), p. 300.

⁴³ Suharsimi Arikunto, *Op, Cit.*, p.149.

quantitative research.⁴⁴ The suitable method for qualitative research was purposive sampling”. The researcher takes the sample second class as the sources of data, as like researcher said before in the background of the problem “It’s the phenomenon that is found from English teacher of second class MAS Ittihadul Mukhlisin Hutatonga when the researcher asked the English teacher”. Other reason it’s caused of the limitation by the researcher on the time, knowledge and expense. So Researcher took the certainly class because it could be representative to take the result of research, there were 23 students who answer the test.

b. Secondary data

The researcher collected the information from the English teacher and the Head master of MAS Ittihadul Mukhlisin Hutatonga.

D. The Technique of Collecting Data

Here, the researcher wants to know the students’ ability in listening comprehension at MAS Ittihadul Mukhlisin Hutatonga. There were the instruments and techniques of collecting data that would used by the researcher, they are;

⁴⁴ Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2007), p. 53.

a. Test

Sukardi stated “A test is a systematic procedure in which the individual in order to elicit responses enabling the tester to assign the testes numerals”⁴⁵ It means test is an instrument that is systematic procedure that organized as the testes numerals.

Researcher uses the test instrument to know the students ability in listening comprehension. The test consists of 20 items. It is about listening to the stories (Narrative); the Princess and the Dragon and Jack and the Beanstalk. The researcher uses a laptop as media to turn the test, the test will turn three times. The systematic procedures of the test are;

1. The researcher gave a listening comprehension test to the second grade students.
2. Researcher turned the test by laptop. The test turns three times.
3. Ordered the students to listen the test that researcher has turned.
4. Gave chance to students to check their answer sheets before collecting it
5. Researcher collected listening comprehension test from students.
6. Researcher appraised the result of test.
7. Researcher analyzed the result of test.

⁴⁵ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya* (Jakarta: Bumi Aksara, 2012), p, 138.

There was many indicators that suggested by Nation and Newton, it showed as follows;

1. Discriminating between similar sounds
2. Coping with and processing fast speech
3. Processing stress and intonation differences
4. Processing the meaning of different discourse markers
5. Understanding communicative functions.⁴⁶

The tests that were given to the students were 20 items, with indicator as follows;

Table 1 Test Indicator

No	Indicator	Item	Score
1.	Discriminating between similar sounds	1.2.11.12.	Every item has score 5
2.	Coping with and processing fast speech	3.4.13.14.	
3.	Processing the meaning of different discourse markers	5.6.15.16.	
4.	Processing the meaning of different discourse markers	7.8.17.18.	
5.	Understanding communicative functions	9.10.19.20.	
Total Score			100

b. Interview

Interview is a purposeful interaction usually between two people focused on one person trying to get information from the other person.⁴⁷ So interview is done to know the students' ability, students' difficulties, the efforts done by teachers in listening comprehension at MAS Ittihadul

⁴⁶ I. S. P. Nation and J. Newton, *Op. Cit.*, p. 41.

⁴⁷ L. R. Gay & Peter Airasian, *Op. Cit.*, p. 10.

Mukhlisin Hutatonga and to the efforts done by students and teacher and what must be done to improve the students' ability in listening comprehension. There were 23 students who had been interviewed in this research.

c. Observation

Observation is a technique of collecting data which is done through an observation and take a note to a condition data or object behavior. So, this observation will be used to know how the classroom situation in teaching listening comprehension.⁴⁸ The observation would be done by two parts;

1) Starting observation

Starting observation use to know the description before test

2) Final observation

Final observation use to compare the test and observation toward students' ability.

E. The Techniques of Data Analysis

After collecting data, researcher analyzed them by using some steps. They are:

- a. Knowing the students' ability in listening comprehension at MAS Ittihadul Mukhlisin Hutatonga.
- b. Finding students' difficulties in listening comprehension process at MAS Ittihadul Mukhlisin Hutatonga.
- c. Explaining the efforts done by students and teacher.

⁴⁸ *Ibid.*,

F. The Technique of the Data Trustworthiness

To determine the data trustworthiness, the researcher use *Triangulation* technique. There were nine techniques to determine the data trustworthiness stated by Lexy J. Moleong as:⁴⁹

1. The extension of participation was the extension not only done at the short time, but need the long time.
2. The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.
3. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data.
4. Checking with friendly through discussion was done with expos the interview result or the final result that gotten in discussion with friends.
5. Analyze the negative case was the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.
6. The adequate and referential are the tools of them, which using the free time to compare the result of the research with critics were collected.
7. Checking the member was the most important in checking the credibility.
8. The detail description was a technique to demand the researcher to the result his/her research, so description is done carefully and accurately to draw the context of the research.

⁴⁹Lexy J. Moleong, *Op. Cit.*, p. 175.

9. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.

From the all of techniques to determine the data trustworthiness above, the researcher used the third number was *Triangulation*. It was a technique that used to check the data trustworthiness data by compares the result of interview, test and observation. Gay & Peter Airasian. Said that to do the triangulation was by using different data sources to confirm one another, as when interview and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions.⁵⁰

⁵⁰L.R. Gay & Peter Airasian. *Op. Cit.*, p. 225.

CHAPTER IV

RESULT OF RESEARCH

A. General Findings

This research was conducted in MAS Ittihadul Mukhlisin Hutatonga at Jl. Mandailing Km. 11 Hutatonga Kecamatan Batang Angkola Kabupaten Tapanuli Selatan North Sumatera Indonesia. Location of MAS Ittihadul Mukhlisin Hutatonga is strategies; this school has location borders as below:

1. North side is abutted with border gateway of Padangsidimpuan city and Tapanuli Selatan.
2. East side is abutted with wide area of Hutatonga society plantation
3. South side is abutted with inhabitant Hutatonga society and MAS Darul Ikhlas.
4. West side is abutted with SD N 200505 Managen Padangsidimpuan.

MAS Ittihadul Mukhlisin is one of the senior high school in South Tapanuli. This school was built in 2012, this school has a quality of Islam, as said the principle of MAS Ittihadul Mukhlisin Hutatonga that the background of exist MAS Ittihadul Mukhlisin Hutatonga is “Look for the science is obligate for the all Muslim, and who man that will happy in the world and hereafter, he/she must has a science. And remember the important of science in this global, so

sincerely the principle formed a school a named “Ittihadul Mukhlisin South Tapanuli”.¹

The location is not too far from main street and easy to be reached. The existence of school location is released from pollution and comfortable place with trees around it make the process of teaching and learning will be gratify. Initially, this school has wide area 1.712 M², that’s wide enough to create the effective learning environment. But the ground has not utilized all of it, because in this time the school was building the rooms. And before the building was being finished the activities of teaching and learning was done in the temporary rooms. It was made from wood. There are 3 rooms for study, 1 room for teacher and principle, and 2 dormitory rooms for students.² The infrastructures that would be building can be seen in table below;

Table 2

Infrastructures of MAS Ittihadul Mukhlisin.

No	Kinds of infrastructure	Total/Wide
1	Landmass	1.712 M ²
2	Buildings	278 M ²
3	Sport area	500 M ²
4	Classes	4 Classes
5	Teacher’s Room	1 Room
6	Headmaster’ Room	1 Room
7	Dormitory	2 Room
13	Mushalla	1 Room
14	Bath room	2 Room ³

¹ Rahim Lubis, “Principle of MAS Ittihadul Mukhlisin Hutatonga” *Private interview*, 24th April 2014.

² *Ibid.*

³ Data was taken From Administration Data of MAS Ittihadul Mukhlisin Hutatonga.

Total of students of MAS Ittihadul Mukhlisin Hutatonga in 2014 are 60 students. They are; first grade 15 students, second grade 23 students, and third grade 22. The names of second grade students as follow:

Table 3
Names of Second Grade Students

NO	MALE	NO	FEMALE
1	Saputra Siregar	1	Mulida Hannum NST
2	Muhammad Dafiq	2	Nur Aminah
3	Muhammad Ridwan HSB	3	Sahrida Daulay
4	Jamal Nasir Ritonga	4	Dini Wahyuni
5	Andika Pratama	5	Mustika Rani
6	Azis Rohim NST	6	Pipi Yofyani
7	Ali Yusuf	7	Nur Halimah HRP
8	Agil Suhendra	8	Nur Sakinah
9	Basirun Siregar	9	Winda
10	Halim Rohani	10	Riski
11	-	11	Mira Handayani
12	-	12	Nurul Sapitri
13	-	13	Nurmala Sari HRP

Especially for English lesson, MAS Ittihadul Mukhlisin Hutatonga has 2 teachers that attached to English Development Program, they are:

1. Mayurida Hasibuan, S.Pd.I
2. Enni Sahroni Siregar, S.Pd

B. Specific Findings

1. Description students' abilities in listening comprehension at Second Grade of MAS Ittihadul Mukhlisin Hutatonga

Based on the result of the test which was given to respondents, it could be seen that the score of respondents between 30 up to 75. It means that the highest score was gotten by respondent 75 score and the lowest score was 30. Therefore, the mean score was 54.13, Median was 55, the mode was 55, and the class interval was 9. The description of data second grade students of MAS Ittihadul Mukhlisin Hutatonga in listening comprehension can be seen in this following table.

Table 4

The Summary of Statistic Listening Comprehension Variable

NO	STATISTIC	Score
1	Mean	54.13
2	Median	55.00
3	Mode	55.00
4	Range	45.00
5	Minimum	30.00
6	Maximum	75.00
7	Sum	1245.00
8	Class Interval	9

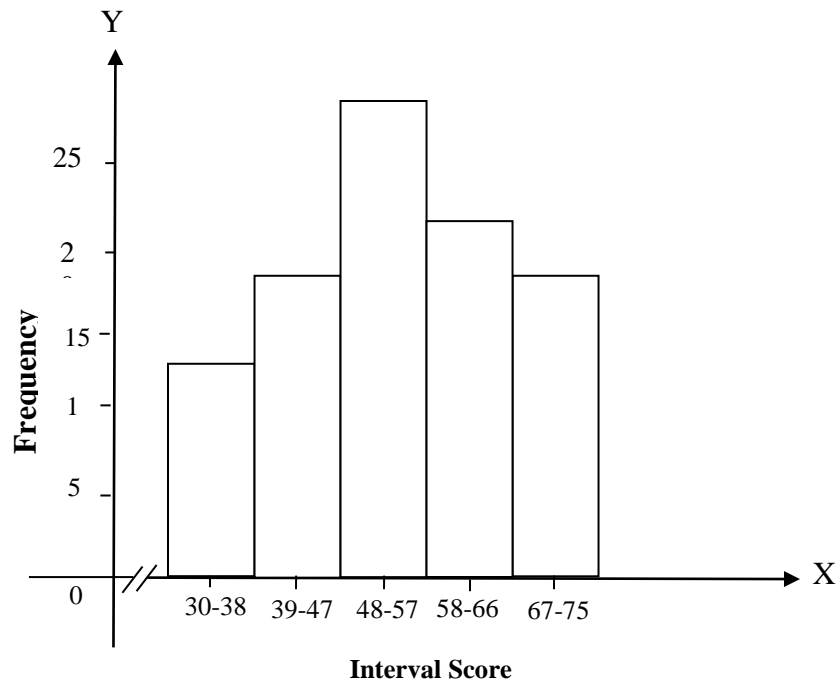
Based on the table above showed that the highest score was gotten by respondent 75 score, it means that both of 23 students have ability or power in listening comprehension. While the lowest score was gotten by respondent 30 score, it means that there were students till minimum score level 0.

Mean score was gotten by respondent 54.13, median score was gotten by respondent 55, while modus score that was gotten by respondents 55. The three data above constituted as central tendency that were in listening comprehension variable at MAS Ittihadul Mukhlisin Hutatonga. The distributing data above can be seen in this following table;

Table 5
Frequency Distribution of Ability
In Listening Comprehension

Class Interval	F	Presentation
67 - 75	4	17,39 %
58 - 66	5	21,74 %
48 - 57	7	30,44 %
39 - 47	4	17,39 %
30 - 38	3	13,04 %
$i = 9$	$N = 23$	100%

The distributing data of students' ability in listening comprehension at MAS Ittihadul Mukhlisin Hutatonga above can be drew by following Histogram;



Picture 1
Histogram of Students' Ability Listening Comprehension

Based on the result of test above stated that students ability in listening comprehension at second grade students of MAS Ittihadul Mukhlisin Hutatonga was categorized enough. This case was calculated by $a = \text{Jumlah Skor Kriteria} \times \text{Jumlah Item} \times \text{Jumlah Responden}$ ($23 \times 20 \times 5 = 2300$). Therefore, students ability in listening comprehension there were 23 students that $\frac{\text{jumlah skor pengumpulan data}}{a} \times 100\% = \frac{1245}{2300} \times 100\% = 54.13\%$ at interval area “enough”.

Based on the test result that was given to the students, to determine the students' ability in listening comprehension at second grade in MAS Ittihadul Mukhlisin Hutatonga can be seen on the criteria below:

Table 6

Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good ⁴

Based on the calculating score the students' ability in students' ability in listening comprehension at second grade students of MAS Ittihadul Mukhlisin Hutatonga was 54.13% (see apendix VI). Based on the criteria above, it can be categorized that the students' ability in listening comprehension was enough.

2. The Dominant difficulties that faced by second grade of students MAS Ittihadul Mukhlisin Hutatonga.

Thus, in order to help students get improved with their listening skill, it is needed to find out their listening difficulties which cause problems to them. Therefore, based on the result of test and interview to second grade of students MAS Ittihadul Mukhlisin Hutatonga; Mira Handayani, Riski, Winda, Basirun Siregar, Halim Rohani, M. Ridwan Hsb, Saputra, etc. There are some kinds of difficulties that faced by students in listening comprehension especially listening to the ("The Princess and The Dragon" and Jack and the Beanstalk"). It was can be seen in this following explanation.

⁴ Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

a. Hard to comprehend

They hard to understand proper names as they have never heard about it before, because they have no background knowledge about what they were listening. When the researcher asked the students; Riski and Winda said that “saya susah memahami apa yang saya dengar apalagi dalam percakapan bahasa inggris, karena terkadang apa yang kita dengar tidak sesuai dengan teks nya.” (*I had difficult to comprehend what I had listened especially in listening English, because sometime what I hear not appropriate with text*).⁵ Then Andika Pratama and 5 students said that “saya sangat susah memahami Bahasa Inggris” (*I felt hard to comprehend English*).⁶ From 23 informants 8 students (35%) felt difficult keep information. The 8 students said that they difficult to kept up all information they were getting in the process of listening, students couldn't comprehend the topic when they couldn't keep information inside their brain, and finally process of delivering information ineffectively. Students had limitation of vocabulary power; some listeners thought that meaning resides within the unfamiliar and uninterested words so they need a huge amount of vocabulary.

⁵ Riski and Winda, Second Grade Student of MAS Ittihadul Mukhlisin Hutatonga, *Private interview*, 27th April 2014.

⁶ Andika Pratama and 5 Students, Second Grade Student of MAS Ittihadul Mukhlisin Hutatonga, *Private interview*, 27th April 2014.

b. Unfamiliar, uninteresting and too long listening

They hard to rise unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they were hearing. Second Grade of students MAS Ittihadul Mukhlisin felt in the process of listening comprehension. From 23 informants 10 students (43%) said that they felt difficult to listen spoken English on a long time, unfamiliar and uninteresting listening. When the researcher asked what were their difficulties when they was listening to their teacher or cassette especially listening (item number 4), Mira Handayani and 4 students other said that “saya sangat susah mendengarkan percakapan Bahasa Inggris karna terkadang percakapan nya telalu panjang dan tidak menarik” (*I had difficult to listening English conversation because it was too long listening and it was uninterested*)⁷. Then Halim Rohani and M. Ridwan Hsb said that “saya susah mendengarkan percakapan yang terlalu panjang dan tidak menarik” (*I hard to listened too long conversation and uninteresting*).⁸ Nur Sakinah and 2 students other said that “saya juga sangat susah mendengarkan percakapan yang terlalu panjang dan kata-kata yang tidak sering saya dengar” (*I felt hard to listen too long conversation and the unfamiliar*

⁷ Mira Handayani and 4 Students, Second grade student of MAS Ittihadul Mukhlisin Hutatonga, *Private interview*, 27th April 2014.

⁸ Halim Rohani dan M. Ridwan Hsb, Second grade student of MAS Ittihadul Mukhlisin Hutatonga, *Private interview*, 27th April 2014

words).⁹ The 10 students felt difficulty because when they listened to English spoken language on long time, they cannot concentrate what the speaker was talking about anymore because they had bored and felt tired and finally they would lose their enthusiasm then become difficult to listen and comprehend the meaning of spoken language.

c. Sound Connection and Intonation.

Sound connection and intonation becomes the cause of difficulties in listening comprehension for second grade students of MAS Ittihadul Mukhlisin. They hard found it to assume about the sound connections and intonation spoken by native speakers with different accents. Basirun Siregar and Nurul said that “saya sangat susah memahami ketika mendengarkan bahasa inggris karena logatnya berbeda-beda dan ngomongnya cepat sekali. Jadi tidak jelas terdengar” (*I had very difficult to comprehend when I listen English because difference accents and speedily, so it was unclear*).¹⁰ Next, Agil Suhendra and 2 students said that “saya tidak bisa mendengarkan karna ribut dengan kelas yang lain dan suara nya tidak jelas” (*I can't heard because the surrounding the other class and the connection was unclear sound*).¹¹ From 23 informants 5 students (23%) students felt difficult to hear English spoken language if it's delivered fast

⁹ Nur Sakinah and 2 Students, Second grade student of MAS Ittihadul Mukhlisin Hutatonga, *Private interview*, 27th April 2014

¹⁰ Basirun Siregar and Nurul, Second grade student of MAS Ittihadul Mukhlisin Hutatonga, *Private interview*, 27th April 2014.

¹¹ Agil Suhendra and 2 Students, Second grade student of MAS Ittihadul Mukhlisin Hutatonga, *Private interview*, 27th April 2014.

and less clear. Sometimes natural native speaker speaks too fast and implicitly, that's make students worried and bored in listening English and they would be under pressure. They felt difficult because they cannot understand information from the speaker.

Based on the student's result of interview researcher concluded that; the dominant student's difficulties in listening to the "The Princess and The Dragon" and "Jack and The Beanstalk" story; was hard to rise from the unfamiliar, uninteresting and too long listening (43%).

The researcher observed students had the limitation of vocabulary power; some listeners thought that meaning resides within the unfamiliar and uninterested words so they need a huge amount of vocabulary. When they listen the story researcher observed that students confuse and asked the other students, as like they have no background knowledge about the listening. So, based on the explanation above researcher concluded that the students had difficulties in listening comprehension.

Moreover, the result of starting observation the classroom situation of students MAS Ittihadul Mukhlisin Hutatonga is not live during the teaching and learning process, it is shown as follows; most of the students do not active in answering the teacher's questions, most of the students do not try to ask the teacher about their difficulties in listening, Some of the students just listen to the teacher without doing the listening task, Some of the students are busy in talking to their friends and the students seem to be bored in doing the listening

activity. So, It caused students had problems as have written by researcher above.

d. The efforts of English teacher to solve the difficulties in listening comprehension at second grade of Students MAS Ittihadul Mukhlisin Hutatonga.

Based on the result of interview to English teacher, to anticipate the difficulties of the students in learning listening English were the English teacher often repeats the audio so the students understood the content the audio, especially in listening comprehension.¹² Furthermore, the teacher also asked the students to listen more the audio of English; English music, English film.

English teacher explained “That the certain purpose to reach by film as learning media is to make students be familiar with English. If someone wants to increase the ability in listening English students must used film by blotting out of the subtitle”.¹³ The researcher believed that these cases make us be familiar with English as international language. Because language believed by many people that can mastered if someone often practice it. There are two benefits when someone uses a film and song as learning media; pronunciation technique and addition vocabulary.

Furthermore, to overcome the students difficulties, English teacher states “to acquire an acceptable listening skill, students themselves should

¹² Mayurida Hasibuan, English Teacher of MAS Ittihadul Mukhlisin, *Private interview*, 26th April 2014.

¹³ *Ibid.*

have much more exposure to variety of listening”.¹⁴ Simultaneously, they should learn the tips or strategies through each of their learning themselves. And the Teachers play an important role in teaching learners strategies and how to apply them into the listening task.

To check the trustworthiness of data above, the researcher used the triangulation. Triangulation was the technique of checking data trustworthiness that using something beside the data to verification or as a comparison of the data. So, the result of interviews and tests had been compared to the result of observation.

Looking for the result of the tests, it was gotten that the students’ abilities in listening comprehension (listening to the (“The princess and the Dragon” and “Jack and The Beanstalk”) at second grade students of MAS Ittihadul Mukhlisin Hutatonga was 54.56% (see apendix IV). It can be categorized into *enough categories*. Comparing to the result of interviews, almost all of students said that listening material was hard to comprehend. Because they had some difficulties; hard to rise from the unfamiliar, uninteresting and too long listening, they have no background knowledge about what they are listening. When the researcher observed to the field, there were some students who were chatting and getting bored in the class. The researcher also found that most of the students do not active in answering the teacher's questions, most of the students do not try to ask the teacher about

¹⁴ *Ibid.*

their difficulties in listening, Some of the students just listen to the teacher without doing the listening task, Some of the students are busy in talking to their friends and the students seem to be bored in doing the listening activity.

So, it can be concluded that the triangulation is success to be done. It can be proven that the result of the instrument of collecting data is similar to each other.

C. Discussion

This research of mine has finished finding the ability, dominant difficulties which the students in the faculty of foreign language have to experience in listening comprehension. Thus, after analyzing the data, it was gotten that the students' ability in listening comprehension can be categorized enough. It can be known from the calculating score (see apendix IV) that the students' ability in listening comprehension at second grade of MAS Ittihadul Mukhlisin Hutatonga was 54.13%. While Hendra Irwandi Siregar found that the ability of eleventh grade students of SMK Negeri 1 Padangsidimpuan in mastering listening comprehension was good (78.16%). Then Noprina Handayani Haris by tittle: "The effectiveness on using video in teaching listening (experiment study of eight grade students at MTs Al-Mursyidiyyah Pamulang)" The result of the thesis was it's had proved that students who are taught by using video more effective than students who taught without using video.

Therefore, based on the difficulties that found in the final observation the difficulties that faced by students of MAS Ittihadul Mukhlisin Hutatonga were

classified into three different categories namely; problems from the listeners, listening materials and equipment. First of all, difficulties from listener; students have is predicting what the speaker talk about, the limitation of vocabulary power; some listeners thought that meaning resides within the unfamiliar words so they need a huge amount of vocabulary. Nevertheless, students have to make sure that they do not spend much time on guessing the unfamiliar word or they will miss the speaker's next point.

The second problem, listening materials; firstly, the students found it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. Next, they do not have much exposure to different accents. For instance, if learners listen to French people speaking English, they will feel hard to understand him or her as they speak English in a native French intonation. For this linguistic feature, students need much more exposing to different kinds of accents. Thus, in the stream of speech, students found it hard to recognize separate words. In fact, students often try to unlock the meaning by analysis of sentence structure. Unfamiliar structure would be confusion to them. Hence, they misunderstand the linking words or they have no idea of the meaning delivered. Another problem in listening is the elision of a sound or exactly a syllable in a word. Normally, students cannot recognize the words that they hear. Liaison and elision are difficulties which listener often face while listening. In informal talk, difficulties stem from the ungrammatical sentences or the message is spoken with much

hesitation. Furthermore, whether it is a habit or not, the adding something or reducing something to a sentence seems to confuse the students. Actually, if the students do the listening for a long time, they will be under pressure. This will not bring out good result. Furthermore, if the listening text is too long, the listener is required the skill of note-taking.

The third problems, the environment surrounding the students; firstly, students have to face the problem of noises. If the listening task is carried out with noises around, it is for sure they will not have a good result in listening. Thus, the problem also comes from the poor quality of the tapes or disks. For example, the cassette may be recorded while there are noises around or the cassette is used for such a long time so the quality is worn out. Additionally, the poor equipment is somehow an obstacle to students in listening. For an example, in listening comprehension, it is the best place for students to do the listening in the laboratory room.

Furthermore, to confirm what have been written above and researcher ideas about the solution to improve the listening skill of the students, researcher concludes with these ideas; Firstly to the students, they should spend much more time on practicing. They should listen to a variety of topics in order to get familiar with them. Hence, the background knowledge will be enriched as well as the skill. However, the skill of students will not be improved the best without teachers. Teachers play such a significant in building up their skill. By each lesson, the teachers show his students the ways in each stage of listening comprehension.

Generally, there are three stages: pre-listening, while-listening and post-listening. Therefore, teacher will advise their students with the syllabus they can self-study at home.

D. The Threats of the Research

In this research, the Researcher believed that there were many threats of the Researcher. It started from the titled until the techniques of analyzing data, so the Researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had activities. Beside, the time which was given to the students was not enough. And also the students did not do the test seriously. So, the Researcher took the seats answers directly without care about it.

The Researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the Researcher. The Researcher has searched this research only. Finally this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions.

Based on the result of test, interview and observation done by the researcher the researcher can concluded as follow:

1. The students' ability in listening comprehension at second class of MAS Ittihadul Mukhlisin Hutatonga can be categorized was enough (54.13%).
2. The difficulties that faced by students in listening comprehension:
 - a. The students find it hard to understand proper names.
 - b. The students find it hard to rise from the unfamiliar, uninteresting and too long listening.
 - c. The students find it hard to assume about the sound connections and intonation spoken by native speakers with different accents.
3. The efforts by English teacher to overcome the students difficulties in learning listening comprehension were:
 - a. English teacher often repeated the audio so that the students understood the content the audio.
 - b. English teacher asked the students to acquire an acceptable listening skill; students themselves should have more exposure to variety of listening.
 - c. English teachers played an important role in teaching learners strategies and how to apply them into the listening task.

B. The Suggestions

Based on the conclusions above, writer gave some suggestions as follow:

1. To principle of MAS Ittihadul Mukhlisin Hutatonga always to motivate the English teacher to increase his ability in teaching English.
2. To the English teacher to motivate the students to improve their abilities especially in listening comprehension, and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. And then the teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied, than that the students are also more easily understand and remember.
3. To the readers especially English learners more improve their knowledge in learning listening comprehension by more exposure to variety of listening

REFERENCES

- Adrian Doff. *Teach English, a Training Course for Teacher*, New York: Cambridge University Press, 1990.
- S Hornby. *Oxford Advanced Learner's Dictionary of Current English USA*: Oxford University Press, 1987.
- Burhan Bungin, *Analisis Data Penelitian Kualitatif* (Jakarta: PT Raja Grafindo Persada, 2007).
- Cheung, Yun Kul, "The Importance of Teaching Listening in the EFL Classroom" (<http://files.eric.edu/fulltext/ED512082.pdf>, accessed at November 21, 2013 retrieved on 11 pm).
- Caesar Augusto Borromeo Garcia, *The Use of The Lyrics Training Website To Improve Listening Comprehension*, Mexico: Xalapa Veracruz, 2013.
- Chris Derrington & Barry Groom , *A Team Approach to Behavior Management*, (New York, Paul Chapman publishing, 2004).
- David Nunan, *Practical English Language Teaching*, New York: McGraw-Hill, 2003.
- _____ , *Language Teaching Methodology a Texts Book For Teachers*, (Prentice Hall International, 1991).
- Douglas. Brown *Teaching by Principles, an Interactive Approach to Language Pedagogy*. Usa: London, 1994.
- I. S. P. Nation and J. Newton *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009).
- Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press, 2008).
- Jhon A Kline. *Listening Effectively*, Alabama: Air University Press, 1996.
- Jeremy Harmer, *How to Teach English*, Malaysia: Longman, 2001.

- L. R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application USA*: Prentice Hall, 2000.
- Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Rosda Karya, 2009.
- Rama Yulis, *Ilmu Pendidikan Islam*, Jakarta: Kalam Mulia, 2008.
- Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, 2005.
- Sudarwati, *Look Ahead an English Course*, Jakarta: Erlangga, 2012.
- Steven Brown. *Teaching Listening*, New York: Cambridge University Press, 2006.
- Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 1997.
- Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, Jakarata: Bumi Aksara, 2012.
- Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2009).
- Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001).
- Patricia A. Richard Amato, *Making It Happen*, (USA: Longman, 2003).
- Penny Ur. *A Course in Language Teaching Practice and Theory*, United Kingdom: Cambridge University Press, 2000.
- Victoria, Neufelat, David B. Guralmik. *Webstren New World Collage Dictionary USA*: MacMillan, 1995.