



**THE ABILITY OF THE XI GRADE STUDENTS
OF SMAN 1 KOTAPINANG IN MASTERING
LISTENING COMPREHENSION**

A THESIS

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

Written by:

IRLIANI NASUTION
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ENGLISH EDUCATION DEPARTMENT

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

PADANGSIDIMPUAN

2021



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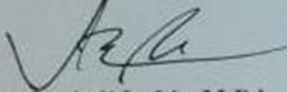
Assalamu 'alaikum wr. wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Irliani Nasution**, entitled "**The Ability of The XI Grade Students of SMAN 1 Kotapinang in Mastering Listening Comprehension**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam 'alaikumwr. wb.

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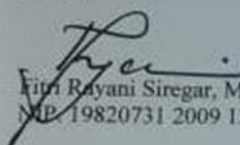


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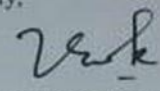
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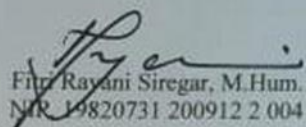
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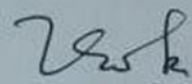

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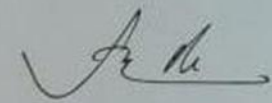
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Comprehension

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Year : **2021**

ABSTRACT

Listening comprehension was encompass the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentence in which they are presented. There are some difficulties that influence the students in mastering listening comprehension to be low. Such as, most of the students are lack of motivation, most of the students cannot answer listening comprehension correctly, most of the students misunderstand what native speaker says, and students are lazy to listen.

This research discussed about students' ability in listening comprehension at XI grade SMAN 1 Kotapinang. It was intended to describe the students' abilities and their difficulties in listening comprehension and the effort done by the English teacher to solve the students' difficulties in listening comprehension at XI grade SMAN 1 Kotapinang.

The research was conducted by using descriptive method. The primary source for this research was XI grade SMAN 1 Kotapinang. Total of them were 25 students. The secondary source was the English teacher of XI grade SMAN 1 Kotapinang. Next, this research used test and interview as instruments. The researcher analyzed the data by knowing the students' ability in listening comprehension, finding the students' difficulties in listening comprehension, and explaining the effort done by students and teacher.

The researcher found some facts in the field. First, it was found the answer that the abilities of XI grade SMAN 1 Kotapinang categorized into enough categories (59.24%). Second, it was found that the students' difficulties in listening comprehension was students 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 that the English teacher's effort in overcoming the difficulties were English teacher often repeated the lesson, the students themselves should have more exposure to variety of listening and should learn the tips or strategies through each of their learning themselves.

Key Words: *Listening Strategies, Listening Comprehension, Narrative Text*

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Kotapinang Dalam Pemahaman Mendengar**

Year : **2021**

ABSTRAK

Pemahaman mendengar meliputi beragam proses yang terlibat dalam memahami bahasa lisan. Hal ini mencakup mengenai bunyi ujaran, memahami arti dari kata individual, dan / atau memahami sintaksis kalimat dalam mereka sajikan, ada beberapa kesulitan bahwa dalam pemahaman mendengarkan menjadi rendah, seperti sebagian besar siswa memiliki motivasi dalam mendengar, dan kebanyakan siswa juga tidak memiliki motivasi dalam mendengar, kebanyakan siswa tidak dapat menjawab soal penilaian mendengar yang benar sebagian besar siswa dapat memahami apa yang dikatakan penutur asli, dan siswa malas untuk mendengarkan.

Penelitian ini berbicara tentang kemampuan siswa dalam pemahaman mendengar di kelas XI SMAN 1 Kotapinang. Itu bermaksud untuk menggambarkan kemampuan siswa dan kesulitan siswa dalam pemahaman mendengar dan usaha yang sudah di lakukan oleh guru bahasa inggris untuk menyelesaikan kesulitan siswa dalam pemahaman mendengar di kelas XI SMAN 1 Kotapinang.

Penelitian ini dilakukan dengan menggunakan metode deskriptif. Sumber utama penelitian ini adalah siswa kelas XI SMAN 1 Kotapinang. Jumlah peserta dalam penelitian ini ada 25 siswa. Sumber sekunder yaitu guru bahasa Inggris kelas XI SMAN 1 Kotapinang. Selanjutnya, penelitian ini menggunakan test dan interview sebagai instrument. Peneliti menganalisi data dengan mengetahui kemampuan siswa dalam pemahaman mendengar, menemukan kesulitan siswa dalam pemahaman mendengar, dan menjelaskan usaha yang sudah dilakukan oleh guru kepada siswa.

Penelitian ini menemukan beberapan fakta di lapangan, pertama, peneliti menemukan bahwa kemampuan siswa kelas XI SMAN 1 Kotapinang dikategorikan kedalam *kategori cukup* (59.24%). Kedua, peneliti menemukan jawaban bahwa kesulitan siswa dalam pemahaman mendengar yaitu siswa sangat sulit untuk memahami kosakata yang tidak familiar, mereka juga kurang suka mendengar kalimat atau percakapan yang durasinya terlalu lama, oleh sebab itu siswa merasa putus asa dan bosan dari apa yang mereka dengar. Ketiga, penelitian ini mendapatkan jawaban bahwa usaha yang dilakukan oleh guru bahasa inggris dalam mengatasi kesulitan siswa dalam kemampuan mendengar adalah guru bahasa inggris hendak sering mengulangi materi, dan mendengarkan dengan berbagai variasi/inisiatif yang tepat kepada siswa/siswi SMAN 1 Kotapinang dan hendaknya guru mempelajari tips atau strategi melalui pembelajaran mereka masing-masing.

Kata Kunci: *Strategi Mendengarkan, Pemahaman, Teks Naratif*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First, Alhamdulillahirabbil'alamin Praised to Allah swt., the most Creator and Merciful who has given me the helath, time, knowledge and strength to finish the thesis. The second, peace and getting be upon to the prophet Muhammad SAW who has brought the human from darkness to the brightness.

It is a pleasure to help the knowledge and contribution to all lecturers, institution, family nad friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to say to express my deepest gratitude to the following people:

1. Dr. Fitriadi Lubis, M.Pd., as my first advisor who has guided me for finishing this thesis, who has been the great advisors and gave me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. Mrs. Fitri Rayani Siregar, M.Hum., as my second advisor who has guided and motivated me for finishing this thesis, as the great advisors who has given me idea and suggestion during the progress of writing this thesis and also as a chief of English Education Department who always support me in finishing my study and always be patient in facing our problem.
3. Mr. Prof. Dr. H. Ibrahim Siregar, MCL, as the Rector of IAIN Padangsidempuan.

4. Mrs. Dr. Lelya Hilda, M.Si., the Dean of Tarbiyah and Teacher Training Faculty
5. All lecturers and all the cavities academic of IAIN Padangsidimpuan who had given so much knowledge and helped during I studied in this institute.
6. Mrs. Rayendriani Fahmei Lubis, M.Ag., Sri Rahmadhani Siregar, M.Pd., Mrs. Eka Sustris Harida, M.Pd., Mr. Sojuangon Rambe, S.S., M. Pd., Mr. Zainuddin, S.S., M.Hum., M.Pd., Mr. Hamka, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd, Mrs. Sokhira Linda Vinde R, M.Pd and all of lectures in IAIN Padangsidimpuan, who have given me much knowledge.
7. My beloved parent (Mr. Rahmat Irpan Nst and Mrs. Nurliah Tanjung.) and my lovely brother and sisters (Alwi Nasution, Wahyuni Nasution, Fikri Haikal Nst, and Finta Annisa Amalia Nst) who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream, and who have been my inspiration.
8. Solikhin M.Pd., as Headmaster of SMAN 1 Kotapinang and Mr. Dauruk, S.Pd., as my Co-teacher who helps me to do the research.
9. My greatest classmate friends at TBI-2 who help me much as long as we were together also in writing this thesis. My Friends TBI-1 and TBI-3 also to all my friends and others who always make my life be colorful and helpful each other. Thank you for all the things done to everyone who gave helps whether mention or not to finish the thesis.

Nothing in the world is perfect, I realize that there are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, April, 9th 2021

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is 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 but also in some countries which English is not a native language or English is 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 interaction being read. If someone wants to communicate with people from other countries, he should master English well.

English language has four skills 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.

Indonesian curriculum in English subject where the English skill teacher teaches students with randomly with receptive and productive categorized. In Elementary school curriculum English lesson teach when the students at 3th grade,

in junior high school and senior high school the teacher teaches English subject separately.

To make students not surprise the teacher taught listening in class with material descriptive text where the teacher give to students some pictures that will match the pictures based on indoor and out-door of school. The researcher after consultation with the teacher about the material that researcher will give to students and teacher agree because students also have understood about narrative text.

Listening is the most Frequently process in people communication. Language means as communication is a central fact of human existence and social process. It performs two basic functions. 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.

Listening comprehension is encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentence in which they are presented.

The government has done some efforts to increase the quality of education, such as curriculum development, handbook, and teacher quality improvement. The school also has done some efforts to increase education, such as prepare school facilities like language laboratory and make some rules for

practicing discipline. The teacher is an important increasing the quality of education, in addition for teaching, the teacher also as a motivator for the students and teacher made some games when the students felt boring in the class.

In fact, some of the XI grade students of SMA N 1 Kotapinang face some difficulties to listen to narrative text. Based on interviewed with Mr. D one of the English teacher in SMAN 1 Kotapinang, there are some difficulties that influence the students in mastering listening comprehension to be low. Such as, most of the students' are lack of motivation, most of the students' cannot answer listening comprehension correctly, most of the students' misunderstand what native speaker says, and students are lazy to listen.¹ Based on interviewed with Mr. D said that "to anticipate the difficulties of the students in learning listening English often repeats the audio so the students understood the content of audio, especially in listening comprehension"². It is phenomenon that found from English teacher at XI Grade SMA N 1 Kotapinang.

The essential of listening to students when managing inappropriate behavior. Listening to what students think and feel about the task they are asked to complete and the way they are being taught can give clue as the effectiveness as teacher and how could change things to more effectively support students' learning.

¹English Teacher, "Private Interview on April 17th in SMA N 1 Kotapinang," 2020.

²English Teacher.

Based on explanation above, this research has showed the problems of the students and some efforts from the government, school and teacher. So, this research focus on “*The Ability of The XI Grade Students of SMAN 1 Kotapinang in Mastering Listening Comprehension*”.

B. Definition of Key Terms

1. Students’ Ability

Students’ Ability is the mental or physical capacity, power of skill required to do something.³ It is also definite as special nature power to do something well or talent.

2. Listening Comprehension

Listening comprehension is encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentence in which they are presented.

C. Formulation of the Problem

To make the problems clearly in this research, the researcher formulates them as follows:

1. How is the students’ ability in listening comprehension at XI grade SMA N 1 Kotapinang?
2. What are the difficulties of the students in mastering listening comprehension at XI grade SMA N 1 Kotapinang?

³A.S Hornby, Oxford Advanced Learner’s Dictionary of Current English, (New York: Oxford University Press, 1995), p. 2

3. What are the efforts done by the students and teacher to solve the difficulties?

D. Purpose of the Research

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

1. To know the students' ability in listening comprehension at XI grade SMA N 1 Kotapinang.
2. To find students' difficulties in listening comprehension at XI grade SMA N 1 Kotapinang.
3. To explain the efforts done by the students and teacher in mastering listening comprehension at XI Grade SMAN 1 Kotapinang.

E. Significances of the Research

The significances of the research can be directed to:

1. For head master as information to improve the quality of English teachers of English Departement in SMAN 1 Kotapinang.
2. For English teachers as information about ability of Students SMAN 1 Kotapinang
3. For a Reader as an input to conduct further researcher.

F. Thesis Outline

The systematic of the research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter I consisted about Introduction, they are: background of the problem, limitation of the problem, formulation of the problem, objective of the research,

significances of the research, definition of the key term included definition about the title about the research, and systematic of the research.

Chapter II consisted about theoretical descriptions which explained about word classes, kinds of word classes. This chapter also consisted of reviews of related findings.

Chapter III is discussed about the research methodology. It is consisted of time and place of the research, research design, the instrument of collecting data, techniques of the data analysis.

Chapter IV consisted of result consist of the research taking about the analysis of data, the result of the research. This chapter consist of data description of the result.

Chapter V is discussed of conclusions and suggestions from researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Listening Comprehension

a. Definition of Listening Comprehension

According to Hornby, there are some definitions of listening, such as “pay attention that you can hear, take notice or believe what you say”.⁴ Owen Hargie state that “listening is the first language mode that children acquire”⁵. It provides the foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of communicat. Steven Brown state that “listening for details is something we do we do every day”.⁶ From all the definitions of listening according some experts, this research focus on the definition of Steven Brown.

According to Hedge in Abbas Pourhosein Gilakjani and Narjes Banou Sabouri ‘s paper, listening has an important role in everyday life and when people are engaged in communication nine percent is spent to writing, 16 percent to reading, 30 percent to speaking, and 45 percent to listening which shows the significance of listening in the communication process.⁷

⁴Hornby A.S., *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 2000), p.258.

⁵ wen Hargie, *Skilled Interpersonal Interaction: Research, Theory, and Practice* (London: Routledge, 2011), p.177.

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

⁷ Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, “The Significance of Listening Comprehension in English Language Teaching,” *Theory and Practice in Language Studies* 6, no. 8 (2016): p.1671, <https://www.researchgate.net>.

Therefore, the significance of listening cannot be ignored. He emphasized that listening is of great importance in English language classrooms.

According to Michael Rost, listening is defined as one of the process of communication which includes four types of orientation, which are receptive, constructive, collaborative, and transformative orientations. The term “receptive orientation” means receiving what the speaker actually says while the terms “constructive orientation” means constructing and representing meaning.⁸

Meanwhile the term “constructive” means negotiating meaning with the speaker and responding while the term “transformative” orientation means creating meaning through involvement, imagination and empathy.

Kristia Ayunda state “listening is special too because spoken language, especially when it is formal, has a number of unique features including the use of incomplete utterances”.⁹ People commonly misunderstood in terms of hearing and listening. Even though hearing and listening are different, they are in the same context of the part of the body used to performing many activities, which is ear this description gives the evidences that listening is different from hearing. The terms “listening” tends to involve the human psychological side, while the terms tends to include only the human physiological side.

⁸ Michael Rost, *Teaching and Researching Listening*, 2nd ed. (London: Pearson Education Limited, 2011), p.3.

⁹ Kristanti Ayuanita, “Assessing Listening in the Language Classroom,” *OKARA 1* (2013): p.116, <https://ejournal.stainpamekasan.ac.id>.

According to Cheung and Yun Kull listening comprehension is a series of process that are dependent upon acquiring listening skill. 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 field of knowledge simultaneously while listening at normal rate of speech.¹⁰

Listening comprehension is an active skill that has many processes. Similarly, Byrnes in Nurhidayah Sari and Rinda Fithriyana's paper "listening comprehension is as a highly complex problem-solving activity that can be broken down into a set of distinct sub-skills".¹¹ Listening comprehension could mean that a person understands what she/he has heard.

According to Jack C. Richards, "listening comprehension is the traditional way of thinking about nature of listening".¹² Indeed, in most methodology manuals listening and listening comprehension are synonymous. This view of listening based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.

Furthermore, Martin says that "listening comprehension is the art of given spoken message".¹³ Several authors such as Thomlison and White also agree that listening means paying careful attention to

¹⁰ Cheung and Yun Kul, "The Importance of Teaching Listening in the EFL Classroom," n.d., p.14, <https://pdfs.semanticscholar.org>.

¹¹ Nurhidayah Sari and Rinda Fithriyana, "Exploring EFL Students' Problems in Listening Comprehension," *Original Research Article* 4, no. 1 (2019): p.48, <https://doi.org/10.21070/jees.v4i1.1722>.

¹² Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice* (New York: Cambridge University Press, 2008), p.4.

¹³ Cesar Augusto Borromeo Garcia, "The Use of the Lyrics Training Website to Improve Listening Comprehension," *MEXTESOL* 39, no. 3 (2015): p.11, <https://www.researchgate.net>.

the information that being given to us orally.¹⁴ Therefore, listening skill not only involves listening to given spoken message, but also being capable of gathering important from the message.

b. Purposes of Listening Comprehension

Listening is the process of a person understanding the meaning of the spoken language. The aim of listening for comprehension is to get the meaning of what the listeners hear and then produce a response to show what they have understood. The purpose of listening comprehension in generally is to gain information that becomes the basis for taking a decision on any topic.¹⁵ It is mean that listening comprehension becomes a useful a product.

Here, there are some purposes of listening comprehension in specific according to some experts. First, according to Byrne in Ardhani's paper, there are some of purposes of listening comprehension:

- 1) The process of hearing
- 2) Understanding
- 3) Evaluating
- 4) Responding to the message.¹⁶

Second, Galina and Lija state that there are some purposes of listening comprehension:

- 1) Demanding process of selecting
- 2) Interpreting information from auditory and visual clause
- 3) Predicting information
- 4) Attempting to organize information

¹⁴ Garcia, "The Use of the Lyrics Training Website to Improve Listening Comprehension."

¹⁵ Muhammad Shafiq, "The Puroses ofListening", <https://learncybers.com>.

¹⁶ Raden Rara Vivy Kusuma Ardhani, "Challenging Issues in Learning Listening: A Correlation Study in University Level", *Journal of English and Education* 6, no.2(2012), p.105, <https://media.neliti.com>.

- 5) Assigning a meaning to the message
- 6) Transferring information from short term memory to long term memory.¹⁷

Based on explanation above, the purposes of listening comprehension in specifically and generally, so here the conclusion based on curriculum 2013 state that “The purpose of listening comprehension is getting information and messages from the speakers’ talking.”¹⁸ It means listening comprehension very important to know the language component required to understand the message when listening.

2. Types of Listening

Different situations require different types of listening. Participants may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation. According to Chris Derrington & Barry Groom, there are five types of listening. They are.:

- a. Informal Listening
Informative listening is where your aim is to concentrate on the message being given. This may be the content of a lesson, direction, and instruction.
- b. Appreciative
Appreciative listening is where the listener gains pleasure/satisfaction from listening to a certain type of music. Appreciative sources might also include particular charismatic speakers or entertainers. These are personal preferences and expectations.
- c. Critical Listening
Critical listening is where the listener may be trying to weight up whether the speaker is credible, whether the message being

¹⁷ Galina Kavaliauskine and Lilija Anusiense, “English for Specific Purposes: Podcasts for Listening Skills”, *Filologia Edukologija* 17, no.2 (2009). p.30, <https://www.researchgate.net>.

¹⁸Johannes Jefria Gultom, “Teaching Listening Comprehension of Descriptive Text Based on Curriculum 2013 at 10th Grade of Senior High School”, *English Language Teaching of FBS-Unimed*, 2018, p.4, <https://www.researchgate.net>.

given is logical and whether, they are being dued or manipulated by the speaker.

d. Discriminative

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.

e. Emphatic Listening

Emphatic listening is where the listener tends to listen rather they 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.¹⁹

Doglas adds the clasification types of oral language. There are two types. They are.

a. Monologue

In monologue, when one speaker uses spoken language for any length of time, in speeches, lectures, readings, news broadcasts, and the like, the hearer must process long stretches of speech or not the hearer comprehends.

b. Dialogues

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those or which the purpose is to convey propositional or factual information (transactional).²⁰

So, types of listening according to some of expert such as Nation and Newton, Chris Derrington & Barry Groom and Douglas are variation but all their arguments are true and some of expert classify the types of listening depend of situation and condition. Types of listening comprehension that use researcher in this research is monologue.

¹⁹ Chris Derrington and Barry Groom, *A Team Approach to Behaviour Management: A Training Guide for Sencos Working With Teaching Assistants* (New York: Paul Chapman Publishing, 2004), p.42-43, <https://www.academia.edu>.

²⁰ H.Douglas Brown, *Language Assessment; Principle and Classroom Practice* (San Fransisco: Logman, 2004), p.251, <https://www.academia.edu>.

3. Listening Process

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

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

b) 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.

c) 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.

d) 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.

e) Remembering

Memorization of facts is not the key to good listening. Yet memory is often a necessary and integral part of the listening process.²¹

Above is processing of listening according to Jhon A Kline, researcher can conclude that there are some processing of listening such as top-down listening, understanding, memorizing, remembering. All the process of listening depend of expert reader can use to daily activity or when do listening task at school or doing TOEFL is very useful.

4. Assessment of Listening Comprehension

Testing is finding out how well something works. In terms of human beings, testing tells what level of knowledge or skill has been acquired. In computer hardware and software development, testing is used at key checkpoints in the overall process to determine whether objectives are being met.

Testing listening involves a variety of skills. At the lowest level, involves discrimination among sounds, discrimination among intonation and stress patterns, and comprehension of short and listening texts. While the first two are part of listening, they are of course not sufficient. To make clear how to test listening comprehension of students or examiners, here there are some of testing listening comprehension depend of Garry Buck paper:

a. The Process Approach

The first of these, the process approach, attempts to identify the various sub-skills or processes used in listening and then tries to

²¹ Kline, *Listening Effectively*, p.15.

assess whether the testee has mastered these or not. This is not so easy, as we have already seen that the process of listening is complex and can vary according to the world knowledge and interests of the listener.

b. Noise Tests

There are a number of ways of creating reduced redundancy listening tests. One of these is the noise test, in which students hear a passage which has been mutilated to some extent by the addition of background noise to the recording. This is usually "white" noise, that is noise which covers most of the frequency range of the spectrum, a sort of continuous hiss.

c. Listening Cloze Tests

Some test makers have used listening cloze tests, in which the students usually get a written passage from which certain words have been replaced by blanks, as in the standard written cloze test, and then they listen to a recording of the passage and try to fill in the blanks from what they have heard.

d. Dictation

One test type which is in many ways related to the reduced redundancy tests and which has been very widely used is the dictation.²²

So, there are some of testing listening comprehension, from above that teacher test their students for listening subject are dictation, multiple choice, writing test, cloze test. The researcher test the students' ability in listening comprehension by listening multiple choice test, Matching and True and False

Aspect of listening comprehension that should be consider in the development of teaching material. So, below there some aspects of listening comprehension:

a. Comprehension

It refers to the understanding of students in understanding the meaning and responses given.

²² Gary Buck, "Testing Listening Comprehension in Japanese University Entrance Examinatos," *JALT Journal* 10, no. 1&2 (n.d.), <https://jalt-publications.org>.

b. Lexical Resource

It refers to the amount of vocabulary used by students and how clear the meaning is. This includes variations of the words used for the ability to get a complete vocabulary.

c. Grammatical range and accuracy

It refers to the various structures available to students and how accurate and appropriate they are used. Assessment takes into account the length and complexity of listening comprehension.

d. Pronunciation

It refers to the students' ability to hear understandable utterances.²³

There are some indicators in assessing students listening comprehension, as follow:

- a. Indicating main idea of a text
- b. Determining text purposes
- c. Calling out detailed information in the text, both implied and written
- d. Explaining the meaning of certain words or phrases in the text
- e. Showing an appropriate response to the demand in the text.
- f. Using cohesive properties to explain links between elements in the text.²⁴

²³ Ita Adrayani Syam, "Tes dan Penilaian dalam Listening", p.10-11, <https://www.academia.edu>.

²⁴ Furqon Edi Wibowo, "Lesson Plan Listening," n.d., <https://www.cribd.com>.

Table 1
Table Indicators of Listening Comprehension in Multiple Choice

No	Indicators
1	To understand the grammatical features of the text
2	To grasp the meaning of the words in the text
3	To Comprehend the text
4	To recognize how a speaker means when stressing certain words ²⁵

Table 2
Table Indicators of Listening Comprehension in Matching and T/F

No	Indicators
1	To Comprehend the text ²⁶
2	To Match the text monologue based on recordings. ²⁷

So from above of the indicators listening comprehension, there are 6 of indicators with different references. The test of this research depend of indicators is Multiple Choice, Macth, T/F

Sukardi states “A test is systematic procedures in which the individual in order to elicit responses enabling the tester to assign the tester numerals”.²⁸ This research use Multiple Choice, Match, True False test to know students’ ability in mastering listening comprehension. The researcher uses a laptop as a media to turn the test, the test will turn three times.

The systematic procedures of the test are:

- a. The researcher gives a listening comprehension test to the XI grade students.

²⁵Elva Yohana, “Lesson Plan on Teaching Listening of Narrative Text”, <https://www.academia.edu>.

²⁶Elva Yohana, “Lesson Plan on Teaching Listening of Narrative Text”.

²⁷Veronoica Musika Heni Permatasari, “Improving Students’ Listening Skills Through Podcast at SMP BOPKRI 1, Yogyakarta Grade VIII, Class A in the Academy Year of 2012/2013”, <https://eprints.uny.ac.id>.

²⁸Sukardi, “Metodology Penelitian Pendidikan Kompetensi dan Praktiknya”, (Jakarta: Bumi Aksara, 2012), p.138.

- b. Researcher turns the test by laptop. The test turns three times.
- c. Order the students to listen the test that researcher has turned.
- d. Give change to students to check their answer sheets before collecting it
- e. Researcher collects listening comprehension test from students.
- f. Researcher appraised the result of test.
- g. Researcher analyzes the result of test.

5. Potential Difficulties in Learning Listening

Listening difficulties is internal and external characteristic the interrupt text understanding directly related to cognitive. “According to Hamouda in Darti’s paper, factor causing students listening comprehension problem were categorized into different sources including problems related listening text, listening problem related to task and activities, listener problems related to the listener ad lecturer’s methodology”.²⁹ The difficulties that faced by the student would interrupt during the process listening comprehension especially those who learn English as foreign language in non-native setting.

In this research the aimed to find potential difficulties in listening and minimize the problems in order to increase listening comprehension rate by creating positive atmosphere. There are several problems which may appear during or before listening.

- a. Cultural Different

²⁹ Darti, “Analyzing Students’ Difficulties toward Listening Comprehension of English Education Department of Tarbiyah and Teaching Faculty at UIN Alauddin Makassar”, (Alaluddin State University of Makasar, 20017), p. 12, <https://repository.uin-alaluddin.ac.id>.

Being unfamiliar of cultural knowledge of language plays a great role understanding the context. The marriage between language and culture is indivisible. The topic may contain completely different cultural matter than the students have. In this case students may have difficulties to imagine what has been told. Here the instructors should give prior knowledge about the topic beforehand. For instance, if the listening part is about Easter Day and it is not common in the area that language is being taught students cannot catch some points.

b. Unfamiliar and Uninteresting Vocabulary

Reported that the major problem hindering listening comprehension was that the students' vocabulary was too limited to understand the message. Listening passages with known words are easier for learners to understand, even if the theme is unknown to them. Knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability. Another problem is here that many words have more than one meaning and if they are used their less common usage students get confused.

c. Length and Speed of the Listening

The level of students plays a great role when listening long parts and keeping all the information in the mind. It is not easy for the

lower level student to listen more than three minutes long listening then completing the desired activities. Atkins in Reihan Maulida's paper, short listening texts facilitate listening comprehension and diminish boredom, keep learners' concentration.³⁰ If the text contains a lot of information, it is not easy to store everything in mind, exceptional listening ability and strategy required to understand.

Another reason makes listening text difficult is the speed. If the speakers speak faster than normal listener may have difficulties to catch target words. Underwood states that on the contrary of reading comprehension the listener cannot control speed of the speaker and this cause the greatest difficulty with listening comprehension.

d. Lack of Concentration

Students' motivation is one of the crucial factors that affect listening comprehension. It can be difficult for students maintaining the concentration in a foreign language learning classroom. In listening comprehension, even the smallest pause in attention may considerably spoil comprehension. When students find the topic of the listening text interesting, comprehending would be easier. For all that, students find listening very boring even if they are interested in the topic because it needs a huge amount of effort in order to not miss the meaning.

³⁰Reihan Maulida, "An Analysis of Students "Difficulties in Learning Listening; A Study at SMAN 11 Banda Aceh", (Ar-Raniry State Islamic University Darussalam- Banda Aceh), p.. 12-13, <https://repository.ar-raniry.ac.id>.

So, from all the difficulties above from interviewed with teacher and some of students that get low score concluded that students' difficulties are hard to comprehend, unfamiliar, uninteresting and too long listening and the last is sound connection and intonation.

6. Material of Listening Comprehension

To make this research more effectively, the listening material that used for XI grade SMA/MA/SMK/MAK, before go on to the material in below there is a definition of listening material according to Underwood.

According to Underwood in Abdul, Luqman and Zaini's paper, listening materials were developed on the basis of the need survey data which considered several aspects of difficulty-affected listening text namely language, length, content, style of delivery, delivery speed, suitability with the curriculum, practicality, clarity of the recording, level of difficulty, attractiveness, and effectiveness.³¹

The material should involve the students and make them want to listen. Funny stories and amusing pictures can be exploited to give great effects on language teaching but they should not be the only type of the material used.

Based on curriculum, listening material is not in the handbook of the students in a new curriculum but in K13 there is a material of listening. National examination listening is one of the material will students face because of it the teacher still give material about listening. The material that teacher gave to the students about descriptive text indoor and outdoor around the school by using audio. SMA N 1 Kotapinang has laboratory, to


³¹ Abdul Qodir, Luqman Baehaqi and M. Zaini Miftah, "Developing Materials of Listening Comprehension for the English Department Students", *Journal on English as a Foreign Language* 6, no.1 (2016), p.9, <https://e-journal.iain-palangkaraya.ac.id>.

more students more concentrate teacher bring students to laboratory and listen instruction from the speaker.

From the curriculum, the material of listening comprehension in narrative text is Malin Kundang. In this research, the researcher wants to know students' ability in listening comprehension. Based on the indicators also, the material is narrative text by Multiple Choice, Matching. Where the students listen to audio or speaker and True/False the test. The title of the material is Malin Kundang

Chapter 13

Malin Kundang



Source: Dokumen Kemdikbud
Picture 13.1

Tujuan Pembelajaran:

Setelah mempelajari Bab 13, siswa diharapkan mampu:

1. Menjelaskan tujuan komunikasi, struktur teks, dan unsur kebahasaan dari teks naratif lisan dan tulis sederhana tentang legenda rakyat sesuai konteks penggunaannya.
2. Menjelaskan isi cerita legenda rakyat lisan dan tulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.
3. Menceritakan legenda rakyat secara lisan dan tertulis dengan memperhatikan tujuan komunikasi, struktur teks, dan unsur kebahasaan teks naratif sesuai konteks penggunaannya.

Figure 1
The example of learning material based on the handbook at SMA N 1 Kotapinang.

Task 1: Discuss with a partner and fill in the table with suitable information from the text *The Legend of Malin Kundang*

Parts of the text	Purposes	Summary from text
Orientation	Gives the reader information about who was involved, what happened, where it happened and when it occurred.	<p>A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.</p> <p>One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.</p>

Parts of the text	Purposes	Summary from text
		<p>Many years later, Malin Kundang became wealthy.</p> <p>He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful wife. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".</p>
Complication	Shows the beginning of conflict in the story	An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to recognize her as his mother but he kept refusing and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"
Sequence of events	Shows how the story develops after the conflict	After that he ordered his crews to set sail to leave old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail.
Resolution	Gives the solution to the conflict	Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

Figure 2
The Procedures of Listening Test³²



PROSEDUR	INSTRUKSI/ CATATAN	WAKTU
<ul style="list-style-type: none"> - Guru meminta siswa untuk mendengarkan audio selama 3 kali. - Guru meminta siswa untuk mengerjakan soal yang diberikan sesuai yang siswa dengar secara individu. - Guru memberikan kesempatan kepada siswa untuk mengecek ulang jawaban mereka. - Guru meminta siswa untuk mengumpulkan kertas jawaban mereka. - Guru membahas jawaban yang benar untuk lima belas pertanyaan dalam <i>section</i> ini (kunci jawaban tersedia). 		20'

³²Utami Widiati, Zuliati and Furaidah, p. 154.

Figure 3
The Exercises of Listening Comprehension ³³

UH 1 BAHASA INGGRIS KELAS 11 SEMESTER II PERIODE 2018/2019	
Subject	: English
Class	:
Student's name	:

A. Listen carefully to the audio, fill in the blank (s) with the correct answer

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small (1) village near the beach in West Sumatra lived a woman and her (2) son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was (3) a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw (4) a merchant's ship (5) being raided by a band of pirates. With his bravery (6), Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the (7) hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge (8) ship and alot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on (9) his trading journey, his ship landed on a coast near a small village. The local people recognized that it (10) was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely (11) after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and (12) his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother.

But he (13) kept refusing to do it and yelling at her. At last (14) Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone (15).

³³ Utami Widiati, Zuliati and Furaidah, p. 158.

B. Review of Related Findings

To support this study, there are some researchers which are related to this study as listed below .

The first research was conducted by Raihan Maulida Based on the result of this study, the students of SMAN 11 Banda Aceh had four major problems in learning listening.³⁴ Students sometimes encounter unfamiliar words which caused them to stop and think about the meaning of those words and they missed the next part of the speech.

Second researcher by Apriliana Sri Rahayuningsih, where her research could improve students' listening comprehension and situation of the classroom.³⁵ It is expected that the teachers will not consider the students as something to be increased in quantity or score only but also in quality.

The third researcher by Darti and Andi Asmawati where the result of analyzing students' difficulties toward listening comprehension showed that listening is very difficult skill for students who study foreign language.³⁶ Understanding students' difficulties enable the lecturer to help the students developing the effective learning strategies and ultimately improve their listening.

The last researcher is conducted by Hendra Irawandi where the result of The

³⁴ Raihan Maulida, "An Analysis of Students' Difficulties in Learning Listening :A Study SMAN 11 Banda Aceh" (AR-Raniry State Islamic University, 2018), <https://repository.ar-raniry.ac.id>.

³⁵ Apriliana Sri Rahayuningsih, "Improving Students' Listening Comprehension on Narrative Text Through Youtube Video :A Collaborative Action Research at the Grade 10 Students of SMA Batik 1 Surakarta in 2010/2011" (Sebelas Maret University Surakarta, 2011), <https://digilib.uns.ac.id>.

³⁶ Darti and Andi Asmawati, "Analyzing Students' Difficulties Toward Listening Comprehension," no. 2015 (n.d.): 211–28, <https://journal.uin-alauddin.ac.id>.

Ability of Eleventh Grade Students of SMK Negeri 1 Padangsidempuan In Mastering Listening Comprehension is 78.16%.³⁷ Depend on the result of research tht means: researcher found that the ability of eleventh grade students of SMK Negeri 1 Padangsidempuan in Mastering Listening Comprehension is good.

So, based on four previous research above, the researcher tries to find the students' ability in listening comprehension. In other hand, some of the research above is different. Meanwhile, this research investigate in listening comprehension. The researcher describe how the students' ability in listening comprehension.

³⁷ Hendra Irawandi, "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).

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

The location of this research is SMA N 1 Kotapinang. It is located in Jl. Bedagai No.25, Kotapinang, Kab. Labuhan Batu Selatan, Sumatera Utara 21464. The location is \pm 3 km from the city center to the south, it takes about 5 minutes by public transportation. The research was started on 23th September 2020 until Maret 2021.

B. Kinds of Method

The methodology of this research was conducted by using descriptive method with mixed method of quantitative and qualitative approach. Gay states that “quantitative research is the research it means based on collection and analysis of numerical data, usually obtained from questionnaires, test, checklist and other formal paper and pencil instrument”.³⁸ in addition, Lexy J Moleong state “Qualitative research is the research that’s means to understand the phenomenon about what is the subject research undergone by using natural method”.³⁹ It means that Qualitative research is the research which understand the phenomenon based on the collection of data analysis of non numeral data. In this research researcher explain systematically and accurate of fact about the population. It means that researcher applied quantitative research as a kind of descriptive.

Descriptive method is a descriptive study determines and describes the way

³⁸L.R. Gay and Peter Airasian, *Education Research: Competence for Analysis and Application*, (USA: Prentice Hall, 2000) p. 8

³⁹Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung:Rosda Karya, 2009), p. 5.

things are. Descriptive research can be either quantitative or qualitative. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. So, it can conclude that the design of research that use by researcher is descriptive method.

C. Population and Sample

1. Population

The population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalizable. It means that is the object or subject generalizable by the researcher to be learned and then made the summarizing. Population is the generalization area consist of object who have quality and characteristics who be specified by the researcher to be learned and then be made summarizing.⁴⁰ Based on statement above, the population of this research is all of the students' of XI SMA N 1 Kotapinang, they are in 2020/2021 academic year. They were four classess of grade XI as the population of research. They were MIA, they were consisted of 136 students, they were XI MIA-1 consisted of 34 students, MIA-2 consisted of 34 students and MIA-3 consist of 34 students and MIA- 4 consist of 34 students. So, total of population of research was 136 Students. Based on explanation above, the population of research could be seen in the following table below:

⁴⁰Sugiono, "Metode Penelitian Kuantitatif , Kualitatif R & D", (Bandung: Alfabeta, 2010). P. 80-81

Table 3
Population of the Research

No	Class	Total students
1	XI MIA – 1	34
2	XI MIA – 2	34
3	XI MIA – 3	34
4	XI MIA – 4	34
	Total	136

Sources: Administration Data of SMA N I Kotapinang.

2. Sample

A sample is defined as a smaller set of data that the researcher chooses or select from a large population by using pre-defined selection method. These elements are known as sample points, sampling units, or observations. According to Gay and Airasian state that “sample was a number of individuals for a study in such a way that they present the large of group from they were selected.”⁴¹ So, sample is any subset of the population of individuals or things under study. Creating a sample is an efficient method of conducting research.

This research used the random sampling to take the data. Random sampling is used if the characteristic of the groups is homogeny. In this research, students were not grouped according to their abilities, in other words the students are homogeny. In this research, students were not grouped according to their abilities, in other words the students are homogeny. So, researcher used random sampling to take the sample and by using lottery. Then, the researcher write the name of the population on a small paper, after that the papers take in into a bottle than shake it and

⁴¹ L.R. Gay & Peter Airaisan, *Educational Research for Analysis and Application*, (America: Prentice Hall, 2000), p.121.

finally, take out the paper as much as need. So, in conclusion the name on the paper that came out of the bottle became participants.

The reason why this research choose random sampling because the population of this research more than 100 students, to take the sample easier by using solvin's formula is effective and taking the sample also by using lottery and not making the researcher thinking hard to determine sample.

The formulation for calculating the sample size of kwon population is using solvin's formula, the formula as follow:

$$n = \frac{N}{1+N.e^2}$$

n = the total sample

N = the total of populations

e = the limit of error tolerance⁴²

So, in this research will be use the formulation above to determine the sample size, with limit tolerance 20 %, as follows:

N = 136

e = 20 % (0,2)

n =?

⁴²Husein Umar, *Metode Riset Bisnis*, (Jakarta:PT. Gramedia Pustaka Utama, 2003), p. 141-142.

$$n = \frac{136}{1 + 136 \cdot 0.2^2}$$

$$n = \frac{136}{1 + 136 \cdot 0.4}$$

$$n = \frac{136}{54}$$

$$n = 25$$

From the population 136 students at grade XI SMAN 1 Kotapinang. By using Solvin Formula, the researcher just took 25 students from the whole of students as a sample and it has fulfill the criteria of sample in mixed research. This research used lottery technique to take the sample. All the members of population were written in a small paper based on member randomly from each class where the number of member was selected from population. Based on the explanation above, the sample of research can be seen in the table below:

Table 4
Sample of the Research at XI Grade in SMA Negeri 1
Kotapinang

No.	Class	Total Students	Total Sample
1.	XI – MIA -1	34	4
2.	XI – MIA- 2	34	7
3.	XI – MIA-3	34	6
4	XI – MIA- 4	34	8
Total		136	25

Based on the table above, it could be seen that every class, the total of sample in this research is 25 students.

D. Instrument of Collecting Data

A research must have an instrument to collect the data. Data is the one of very important role. The instrument is a kind of test. The researcher used test and interview as instrument. Test was used to know students ability in testing listening and interview was used to know how the teacher welcome the difficulties.

1. 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.”⁴³ A test can be considered an observation or experiment that determines one or more characteristics of a given sample, product, process, or service. The purpose of testing involves prior determination of expected observation and a comparison of that expectation to what one actually

⁴³Sukardi, “Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya”, (Jakarta: Bumi Aksara, 2012), p.138.

observes. It means test is an instrument that is systematic procedure that organized the tests of numeral.

The instruction is choose the best answer by crossing a, b, c, or d that they found in multiple choice test, the other introduction is Match the words with the Indonesian equivalents in matching test and the last instruction answer the question by state true in (T) or false (F) based on the information that you get from audio T/F. The number items test are 100 items which is comprised of 50 items for multiple choice, 30 items for matching and 20 items for T/F. There are some indicators that is used by the researcher to measure the students' ability in listening narrative text. It can be seen in the table of the test indicator.

Table 5
Indicators of Listening Comprehension in before validity Multiple Choice

No	Indicators	Sub Indicators	Item	The number of item	Total of Score
1	To understand the grammatical features of the text	Grammatical range and accuracy	4	2, 16, 21, 26,	Score: $\frac{B}{N} \times 100$ $\frac{50}{50} \times 100 = 100/2 = 50$
2	To grasp the meaning of the words in the text	Lexical Resource	4	8, 14, 18, 22,	
3	To Comprehend the text	Comprehension	35	1, 3, 5, 6, 7, 10, 11, 13, 15, 17, 19, 23, 25, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50.	
4	To recognize how a speaker means when stressing certain words.	Pronunciation	7	4, 9, 12, 20, 24, 31, 40,.	
Total			50 items		50

Table 6
Indicators of Listening Comprehension in T/F and Matching before validity

No	Indicators	Sub indicator	Item	Number of Item	Total of Score
1	To Comprehend the text (T/F)	Comprehension	25	86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110.	Score: $\frac{B}{N} \times 100 / 2$ $\frac{50}{50} \times 100 =$ $1 \times 100 =$ $100 / 2 = 50$
2	To Match the text monologue based on recordings (Matching)	Vocabulary	35	51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85.	
Total			60 items		60

Table 7
Indicators of Listening Comprehension in Multiple Choice after Validity

No	Indicators	Sub Indicators	Item	The number of item	Total of Score
1	To understand the grammatical features of the text	Grammatical range and accuracy	4	2, 16, 21, 26,	Score: $\frac{B}{N} \times 100$ $\frac{50}{50} \times 100 =$ $100/2 =$ 50
2	To grasp the meaning of the words in the text	Lexical Resource	4	8, 14, 18, 22,	
3	To Comprehend the text	Comprehension	35	1, 3, 5, 6, 7, 10, 11, 13, 15, 17, 19, 23, 25, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50.	
4	To recognize how a speaker means when stressing certain words.	Pronunciation	7	4, 9, 12, 20, 24, 31, 40,.	
Total			50 items		50

Table 8
Indicators of Listening Comprehension in T/F and Matching

No	Indicators	Sub indicator	Item	Number of Item	Total of Score
1	To Comprehend the text (T/F)	Comprehension	20	86, 87, 88, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 104, 06, 107, 108, 109, 110.	Score: $\frac{B}{N} \times 100 / 2$ $\frac{50}{50} \times 100 =$ $1 \times 100 =$ $100 / 2 = 50$
2	To Match the text monologue based on recordings. (Matching)	Vocabulary	30	51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 64, 65, 66, 69, 70, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85.	
Total			50 items		50

Table 9
Indicators of listening comprehension invalid

No	Indicators	Sub Indicator	Item	Number of Item
1	To Comprehend the text (T/F)	Comprehension	5	89, 92, 100, 101, 105.
2	To Match the text monologue based on recordings.(Matching)	Vocabulary	2	55, 58

From all the items that I gave to teacher for ivalid the test, in this research found 7 items invalid in indicators “to comprehend the text” found 5 items and in indicators “to match the text monologue based on recording” got 2 items invalid. Teacher gave statement or reason why these items invalid, and the reason was these were indicators really hard to students answer because they have low vocabulary.

Thorndike and Hagen suggest that the test is an objective type. Objective test are very practical and effective”.⁴⁴ Objective tests according to Kubiyszyn in Khairussin’s paper, takes several forms including; true-false test, test match (matching), multiple choice test, complement tenses test or answer short.⁴⁵ The value given on the test of multiple choice is 1 for each true item and 0 for each wrong item. The test of this research is multiple choice and the items was 50 items so, from these indicators table,

⁴⁴R. L. Thorndike and Elizabeth Hagen, *Measurement and Evaluation Psychology and Education*, (New York: John Wily & Sons Inc, 1955), p.58.

⁴⁵Khaeruddin, “Teknik Penskoran Tes Obyektif Model Pilihan Ganda”, *Jurnal Madaninya* Vol 2 Edisi XI (2016), p. 185, <https://media.neliti.com>.

the score is $\frac{B}{N} \times 100$, where “B” is the number of items answered correctly and “N” is number of items.⁴⁶

Scoring is a method of evaluating students’ work that requires assigning a separate score for each dimension of a task. Often used with performance assessment tasks, analytical scoring rubrics specify the key dimensions of a task and define students’ performance levels for each dimension. The scoring of this research takes from each instrument, the test consist of 100 items. It is about listening to the stories (narrative); he Malin Kundang.

2. Interview

Interview is a purposeful interactive usually between two people focused on one person trying to get information from the other person. According to Moh Nazi “interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide”.⁴⁷ The aim of interview method is to establish a direct contact between the researcher and the interviewee, both can understand each other’s feeling, attitude ad needs.

Interview has purpose to obtain accurate information from reliable sources and interview conducted by submitting a number of questions from the interviewer to the sources. In this research, the researcher interviewed the English teacher to get the data about the students’ problem in listening

⁴⁶Sumaryanta, “Pedoman Penskoran”, *Indonesia Digital Journal of Mathematics and Education* Vol. 2, No.3 (2015), p. 182, <https://www.idealmathedu.p4tmatematika.org>.

⁴⁷ Moh Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 1999), p. 193.

comprehension and interview is aimed to make sure about the result of this research.

So, interview is done to know the ability, students; difficulties, the efforts done by teacher in mastering listening comprehension at SMA N 1 Kota Pinang and to the efforts done by students and teacher and what must be done to improve the students' ability in listening comprehension.

E. Validity of The Research

1. Validity

In this research, the researcher used construct validity to get the validity of instrumentation. Construct validity is a test validity based on judgement of the experts. Where the test consisted of 100 questions where 50 question for multiple choice, 30 questions for matching and 20 questions for T/F.

The total of test before validity in listening comprehension was 103 questions, and after validity test there was 100 questions that valid and there was 7 questions invalid. The validity of test from English teacher at SMA N 1 Kotapinang. The researcher taken 100 questions to test the students' listening comprehension.

2. Technique of Collecting Data

The systematic procedures of the test are; the first, the researcher came to the school and take permission to the head master and English teacher to do the research at the school and after taking permission, the researcher enter to the class say greetings to the students and tell what the

researcher wants to do in the class after saying the aim of the researcher, the researcher give a listening comprehension test to the students' at grade XI SMA N 1 Kota Pinang. The second, researcher turn the test by using laptop where the test turns three times. Then, Order the students' to listen the test that researcher turns. After that, give chance to students to check their answer sheet before collecting it. And then, Researcher collect listening comprehension test from students. Next, researcher appraise the result of test and the finally the researcher analyze the result of test.

3. Technique of Analysis Data

After collecting the data, the researcher analyzed the result of the test with mean scores and the average scores. The researcher presented the result of the test in descriptive data with the formula as following:

$$M = \frac{\sum x}{n}$$

Explanation:

M : Mean score (average)

$\sum x$: Total of the result

n : Sum of respondent⁴⁸

After the researcher get the data, it has been presented in frequency table as following:

⁴⁸ Anas Sudjiono, *Pengantar Statistik Pendidikan* (Jakarta: Rajagrafindo Persada, 2018), P.81.

Table 9
The Classification Quality of the Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21 - 40%	Low
3	42% - 60 %	Enough
4	61% - 80%	High
5	81% - 100 %	Very high

Source: Riduan, Pengantar Statistika untuk Penelitian.

After the researcher found the mean score of all students', it would be consult to the criteria as the following :

1. If the value of mean score is 0 -20, it can be categorized into very low ability.
2. If the value of mean score is 21 – 40. It can be categorized into low ability.
3. If the value of mean score is 41 – 60, it can be categorized into enough ability.
4. If the value of mean score 61 – 80, it can be categorized into high ability.
5. If the value of mean score 81 – 100, it can be categorized into very high ability.

After the doing the categorization, test hypothesis would be tested with the formula as following:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation:

x : Data that includes hypothesis categories.

n : All of data

p : Hypothesis proportion⁴⁹

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

They are:

1. Knowing the students' ability in listening comprehension at XI grade SMA N 1 Kotapinang.
2. Finding students; difficulties of mastering listening comprehension at XI grade SMA N 1 Kotapinang.
3. Explaining the efforts done by students and teacher.

⁴⁹ Ahmad Nizar Rangkuti, "Statistik Penelitian Pendidikan", (Medan: Perdana Mulya Sarana, 2014), p. 80.

CHAPTER IV
THE RESULT OF RESEARCH

This chapter presents research result. In this case, it discusse the students ability in listening comprehension at XI grade SMAN 1 Kotapinang. The researcher has calculated the students' test result related to this research's title by applying analysis. This quantitative descriptive analysis used mean score to get their whole result as general the detailed description of data as follows:

A. Data Description

To know the extent of the students' ability in listening comprehension at XI grade SMA N 1 Kotapinang, the researcher used test as instrument of the collecting the data. The instrument was given to the grade XI students of SMA N 1 Kotapinang, the score each of them could be seen in the table below:

Table 10
The Students' Total Score in Listening Comprehension

No	Students' Initial	Total Score
1	AFH	70
2	AR	70
3	ASA	40
4	AMS	60
5	AA	72
6	AHK	75
7	AMH	61
8	CSFN	71
9	DS	60

10	DBAR	67
11	DH	56
12	DTHS	56
13	HZS	59
14	INS	57
15	JFMB	50
16	MBWN	80
17	MSBM	43
18	MRN	55
19	NSD	40
20	NABS	45
21	RSM	49
22	RRH	48
23	RAPS	63
24	SZ	60
25	WAG	64

Based on table above, the total scores of grade XI students of SMA N 1 Kotapinang in listening comprehension was 1481. It can also be seen that there were students who got 80 as the highest score and 40 score as the lowest score. To know the quality score of the students in identifying word classes, it can be seen as below:

Table 11
The Quality Score of the Students in Listening Comprehension

No	Students' Initial name	Total score	Quality score
1	AFH	70	High
2	AR	70	High
3	ASA	40	Low
4	AMS	60	Enough
5	AA	72	High
6	AHK	75	High
7	AMH	61	High
8	CSFN	71	High
9	DS	60	Enough
10	DBAR	67	High
11	DH	56	Enough
12	DTHS	56	Enough
13	HZS	59	Enough
14	INS	57	Enough
15	JFMB	50	Enough
16	MBWN	80	High
17	MSBM	43	Low
18	MRN	55	Enough
19	NSD	40	Low
20	NABS	45	low
21	RSM	49	low
22	RRH	48	low
23	RAPS	63	Enough
24	SZ	60	Enough
25	WAG	64	High
	Total	1.481	

Based on table above, it is clear that quality score of the students' in listening comprehension was different. There were many students who have very low, enough, and high. It means that the ability at grade XI students SMA N 1 Kotapinang in 2020-2021 academic year in listening comprehension is various.

The test score become the data that were needed for testing hypothesis is the data are tabulated as follow:

Table 12
The Resume of Variable Score in Listening Comprehension

No	Statistic	Variable
1	High score	80
2	Low score	40
3	Mean score	59.24
4	Median	64
5	Mode	60

From table above, it was known that the high score for variable in listening comprehension had been searched from 25 students, and based on the total of sample research the highest score was 80 and low score was 10, mean score was 59.24, median was 64 and mode is 60

Based on the calculation, mean score was 59.24. So application in listening comprehension was enough, it can be known from the table of interpretation mean score in chapter III. To know revelation of data was done to group the variable score in listening comprehension which interval 8.

1. Description of Students' Ability in Listening Comprehension at XI Grade SMA N 1 Kotapinang.

Based on the result of test which was given to respondents, it could be seen that the score of respondent between 40 up to 80. It means that the highest score was given by respondent 80 score and the lowest score was 40. Therefore, the mean score was 59.24, Median was 64, the mode as 60 and the class interval was 8. The description of data XI grade students of SMA N 1 Kotapinang in listening comprehension can be seen in the following table.

Table 13
The Summary of Statistic Listening Comprehension Variable

No	Statistic	Score
1	Mean	59.24
2	Median	64
3	Mode	60
4	Range	40
5	Minimum	40
6	Maximum	80
7	Sum	1481
8	Class Interval	8

Based on the table above it was shown that the highest score was gotten by respondent 80 score, it means that both of 25 students had ability or power in listening comprehension. While the lowest score was given by respondent 40 score, it means that there were students till minimum score level 0.

Mean score was gotten by respondent 59.24, median score was gotten by respondent 64, while modus score that was gotten by respondent 60.

The three data above constituted as central tendency that were in listening comprehension variable at SMA N 1 Kotapinang. The distributing data above can be seen in this following table.

Table 14
Frequency Distribution of Ability
in Listening Comprehension

No	Interval Class	Frequency Absolute	Frequency Relative
1	40 - 47	4	16 %
2	48 - 55	4	16 %
3	56 - 63	9	36%
4	64 - 71	5	20 %
5	72 - 80	3	12 %
	I = 8	25	100 %

From the above table, the students' score in class interval between 40-47 was 4 students (16%), class interval between 48-55 was 4 students (16%), class interval between 56-63 was 9 students (36%), class interval between 64-71 was 5 students (20%), class interval between 72-80 was 3 students (12%).

The distributing data of students' ability in listening comprehension at SMA N 1 Kotapinang above can be drew by following histogram.

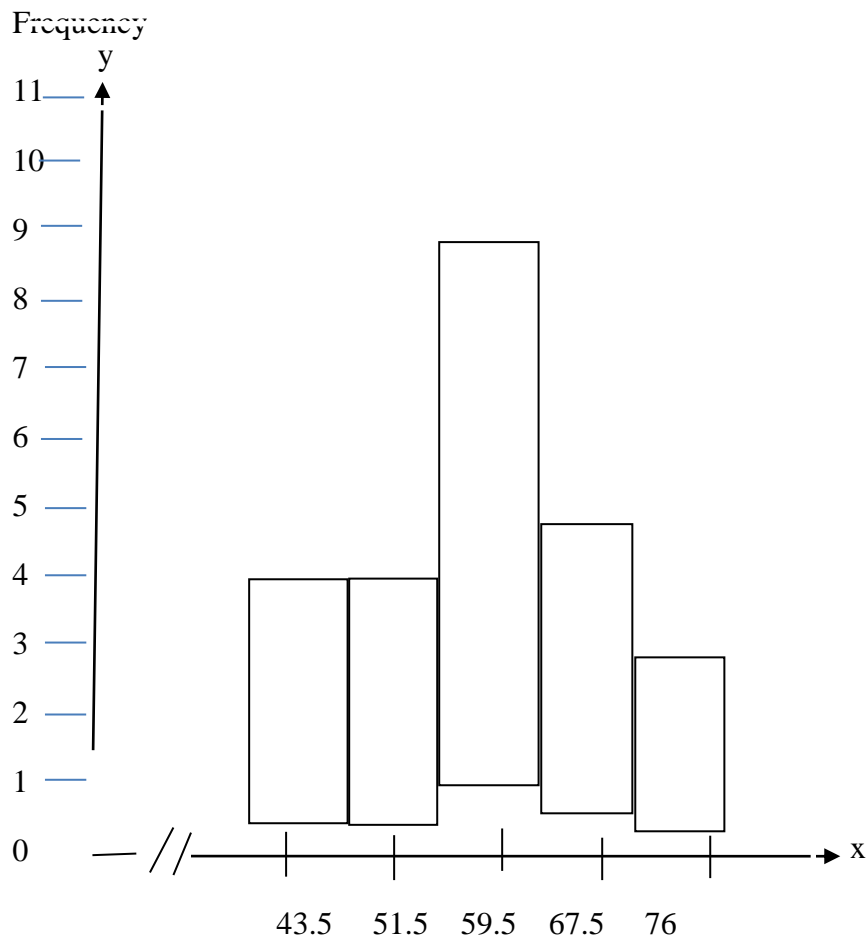


Figure 4: The Histogram Students ability in Listening Comprehension at XI grade SMA N 1 Kotapinang.

From the above histogram, the students' number whose score interval 43.5 was 4 students, the students' number whose score interval 51.5 was 4 students, the students' number whose score interval 59.5 was 9 students, the students' number whose score interval 67.5 was 5 students and the last students' number whose score interval 76 was 3 students.

This case was concluded by $a = \frac{\text{jumlah skor kriteria} \times \text{jumlah item} \times \text{jumlah responden}}{1 \times 100 \times 25} = 2500$. Therefore, students ability in listening comprehension there were 25 students that

$$\frac{\text{jumlah skor pengumpulan data}}{a} \times 100\% = \frac{1481}{2500} \times 100\% = 59.24\% \quad \text{at}$$

interval area “enough”. Based on the result above stated that students’ ability in listening comprehension at XI grade SMA N 1 Kotapinang was categorized enough.

Based on the best result that was given to the students, to determine the students’ ability in listening comprehension at XI grade SMA N 1 Kotapinang can be seen on the criteria in chapter III.

Based on the calculation score the students’ ability in students’ listening comprehension at XI grade SMA N 1 Kotapinang was 59.24% (see appendix X). Based on the criteria it can be categorized that the students’ ability in listening comprehension was enough.

2. The Difficulties and the Efforts of Teacher the XI Grade Students of SMAN 1 Kotapinang in Listening Comprehension

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 XI grade SMA N 1 Kotapinang; Adelia Syabina Abdi, Diki Hermawan, Irma Natasya Sitohang, Jason Fabio Marcelo Butar-Butar, etc. There are some kinds of difficulties that faced by students in listening comprehension especially listening to the “Malin Kundang’ based on indicators. It was following explanation.

Table 15
Students' Score in Every Criteria in Listening Comprehension

No	Criteria Students' Initials	To Understand the Grammatical Feature of the Text	To Grasp the Meaning of the Words in the Text	To Comprehend the Text	To Recognize How a Speaker Means When Stressing Certain Words	To Comprehend the Text (T/F)	To Match the Text Monologue
1	AFH	3	2	22	3	17	23
2	AR	3	3	26	3	18	18
3	ASA	1	1	7	2	12	17
4	AMS	2	2	21	4	16	16
5	AA	4	2	20	5	19	22
6	AHK	2	2	22	5	18	23
7	AMH	4	2	24	4	16	19
8	CSFN	4	3	25	4	16	27
9	DS	2	2	21	3	9	20
10	DBAR	4	1	28	3	14	10
11	DH	1	1	11	2	14	20
12	DTHS	3	3	12	4	13	22
13	HZS	4	4	27	4	14	20
14	INS	1	3	23	3	18	25
15	JFMB	2	3	16	2	17	23
16	MBW N	4	4	32	6	15	23
17	MSB M	3	4	21	6	14	27
18	MRN	3	1	16	4	15	18
19	NSD	2	2	18	3	14	25
20	NABS	3	3	11	4	13	14
21	RSM	4	3	28	6	11	20
22	RRH	3	2	30	4	10	21

23	RAPS	4	4	25	4	19	22
24	SZ	3	2	22	3	13	23
25	WAG	2	1	15	2	12	19
Total Score		71	60	517	92	365	517
Average		2.8	2.4	20.6	3.6	14.6	20.6
Mean Score		70	60	51.7	90	36.5	51.7

Based on the table of students' score criteria in listening comprehension. It can be seen that students got difficulties to understand the grammatical feature of the text, to grasp the meaning of the words in the text, to comprehend the text, to recognize how a speaker means when stressing certain words, to comprehend the text and to match the text monologue.

In this discussion, explain the students' difficulties in listening comprehension and the teacher's effort in overcome the students' difficulties about listening comprehension. In description of students' difficulties in listening comprehension by using test (see table 5 and 6) and also connected interview to English teacher of SMA N 1 Kotapinang to know students' difficulties and the teachers' effort. To get the data needed in this research, the researcher did deep interview with teacher.

This research interviewed Mr.D as English teacher of SMA N 1 Kotapinang to know the students' difficulties in listening comprehension, Then he said:

Students' difficulties in listening comprehension was about hard to comprehend the content or to understand what speaker said, poor vocabulary or can said most of students still less of vocabulary, when I

did the test with them I see the result and also asked them about what they felt after did the test they said they felt bored because they cannot catch what the speaker said. They can grasp the meaning of the words in the text. Students felt dizzy to recognize what speaker mean when stressing certain the words⁵⁰

From interviewe with Mr.D as English teacher of SMA N 1

Kotapinang, in this research there were three difficulties faced by students in listening comprehension at XI grade of SMA N 1 Kotapiang and the difficulties as follows:

- a. Students SMAN 1 Kotapinang Felt hard to comprehend what speaker said
- b. Students SMAN 1 Kotapinang Felt hard to grasp the meaning of the words in the text
- c. Students SMAN 1 Kotapinang Felt dizzy to recognize how a speaker means when stressing certain words.

In this research, there are three difficulties of students' ability in listening comprehension, and more explanation about students 'difficulties and the teachers' effort as follows:

a. Hard to Comprehend

Students hard to understand proper names as they have never heard about it before, because they have no background knowledge about what they were listening. 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

⁵⁰Mr.D, "Private Interview to the English Teacher of SMA N 1 Kotapinang", (Kotapinang, 2020).

vocabulary. So, the teacher's effort to overcome the difficulties was teacher, "to anticipate hard to comprehend the students in learning listening English were the English teacher often repeated the audio so the students understood the content the audio, especially in listening comprehension."⁵¹ 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 wanted to increase the ability in listening English students must be used film by blotting out of subtitle".⁵² The researcher believed that these cases made us be familiar with English as International language, because language believed by many people that can be mastered if someone often practice it.

Furthermore, to overcome the students' difficulties, English teacher stated "to acquire an acceptable listening skill, students themselves should had much more exposure to variety of listening".⁵³ Simultaneously, they should learn the tips or strategies through each of their learning themselves and the teacher played an important role in teaching learners strategies and how to apply into the listening task.

⁵¹Mr.D.

⁵²Mr.D

⁵³Mr.D

b. Hard to Grasp the Meaning of the Words in the text

They hard to grasp the meaning of the words in the text because most of students still less vocabulary or had problems in unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they were hearing. The teacher's effort to overcome was "the teacher asked the students what are the new words that they found in the sentences, after the students have found the new words the teacher asked them to memorized the words and make a new sentences and practice the sentences in the class."⁵⁴ So, the teacher's effort to overcome the students' difficulties was to memorize the vocabularies and always listening western music.

c. Hard to Recognize How a Speaker Means When Stressing Certain

Words

Sound connection and intonation become the cause of difficulties in listening comprehension at XI grade SMA N 1 Kotapinang. They hard found it to recognize how a speaker means when stressing certain words by native speakers with different accents. The teacher's effort was "English teacher often repeats the audio so the students understood the content of audio, especially in listening comprehension."⁵⁵ By repeat the audio students can understand the content or what speaker mean.

Teacher also gave message to students or instruction to students always watched western movie with English subtitle and Indonesian subtitle, listen English music with the lyrics and translate after listening the music and movie students wrote the text in paper. Teacher also suggested to students to watch English video on you-tube and enables the infrastructure that has been given the parents such as mobile phone.

From all the efforts of English teacher to solve students problems these are the result of the tests, it was gotten that the

⁵⁴Mr.D

⁵⁵Mr.D

students' abilities in listening comprehension (listening to the "Malin Kundang") at XI grade SMA N 1 Kotapinang was 59.24% (see appendix IX). 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 unfamiliar, uninteresting and too long listening, they had no background knowledge about what they are listening. There were some students who were chatting and getting bored in the class. The researcher also found that most of the students did not active in answering the teacher's question, most of the students did not try to ask the teacher about their difficulties. 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.

B. Discussion

This research has finished finding the ability, students' difficulties which the students in the faculty of foreign language have to experiences in listening comprehension. Thus after analyzing the data, it was gotten that students' ability in listening comprehension at SMA N 1 Kotapinang was 59.24%. It can be known from the calculating score (see appendix IX) that the students' ability in listening comprehension at XI grade SMA N 1 Kotapinang can be categorized enough.

The researcher want to know the similarity and differences this research with the other research through the data analysis or place of the research, etc, the first is Raihan Maulida the similarity of her research is using random sampling and the big problems of the students is unfamiliar vocabulary. The difference is her research also about the difficulties of students in this research, students' difficulties consisted of 3 difficulties and in Maulida's researched consisted of 4 difficulties.⁵⁶ So, from the analysis of the research teacher, researcher knew the students big difficulties in listening comprehension.

The next is Apriliana Sri Rahayuningsih, the similarity of the research is the object of the research equally at SMA. The difference, in this research used descriptive analysis but in her research used comparative method and descriptive statistics.⁵⁷ By using you tube video could improve students' listening comprehension and situation of the classroom.

The last is Hendra Irawandi, the similarity is the object of the research equally at SMA. The difference is the mean score of this research was 59.24% by in their research was 78.16%.⁵⁸ Depend on the result of research tht means: researcher found that the ability of eleventh grade students of SMK Negeri 1 Padangsidempuan in Mastering Listening Comprehension is good.

Based on the above explanation, this research can be concluded that some of

⁵⁶ Rehan Maulida, "An Analysis of Students' Difficulties in Learning Listening :A Study SMAN 11 Banda Aceh" (AR-Raniry State Islamic University, 2018).

⁵⁷ Rahayuningsih, "Improving Students' Listening Comprehension on Narrative Text Through Youtube Video :A Collaborative Action Research at the Grade 10 Students of SMA Batik 1 Surakarta in 2010/2011" (Sebelas Maret University Surakarta, 2011).

⁵⁸ Irawandi, "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).

the other researches were good categorized and there was one research that improve their skill with watched you tube and in this research was enough categorized in mean score was 59.24%.

C. Threats of the Research

The researcher found the treats of the research as follows:

1. The students were not serious in answering the test. Some of them still were cheating. It made the answer the test was not pure because they did not do it by themselves.
2. On doing the test, the time which was given to the students was not enough because there were 100 questions consisted multiple choice was 50 items, Matching 30 items and T/F was 20 items.
3. Students was hard to understand what the speaker said and there were some words that unfamiliar their heard.
4. Students were not used to listening in long conversation or story.
5. Some of them were not interested in learning English and give the impact to their answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The students' ability in listening comprehension at XI grade SMA N 1 Kotapinang can be categorized was enough (59.24%).
2. The difficulties that faced by students in listening comprehension:
 - a. Hard to comprehend
 - b. Hard to rise from the unfamiliar, uninteresting and too long listening.
 - c. Hard to assume about the sound connection and intonation spoken by native speaker with different accents.
3. The efforts by English teacher to overcome the students difficulties in learning listening comprehension were:
 - a. Hard to Comprehend; English Teacher find it hard to comprehend so they need a huge amount of vocabulary
 - b. Hard to rise from the unfamiliar, uninteresting and too long listening; English teacher asked the students to acquire an acceptable listening skill; students themselves should have more exposure to variety of listening.
 - c. Hard to assume about the sound connection and intonation spoken by native speaker with different accents: English teacher played an important role in teaching learner's strategies and how to play them into listening task.

B. Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the writer has suggestion to:

1. To head master, to motivated the teacher, especially English teacher of SMAN 1 Kotapinang to keep motivation on their students in studying English.
2. To English teacher to motivate the students to improve their abilities especially in listening comprehension, and in teaching must be done by inner feeling, do that the teacher always efforts and the students can understand what we say. Then the teacher also can use appropriate teaching method and teaching media, so that students are not saturated and teaching becomes more varied and then the students are also more easily understand and remember.
3. Other research/reader, the researcher hopes that for the next research at SMA is not just one skill to do the research like listening, but the other skills such as reading, writing, speaking because most of students at SMA still less about all skills. In this area, most of students always use gadget in their daily activity. So, such as a teacher especially in the next researcher has to be stronger English subject or all the skills to the students.

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**UH 1 BAHASA INGGRIS KELAS 11
SEMESTER II PERIODE 2018/2019**

Subject : English
Class :
Student's name :

A. Listen carefully to the audio, fill in the blank (s) with the correct answer

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small (1) village near the beach in West Sumatra lived a woman and her (2) son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was (3) a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw (4) a merchant's ship (5) being raided by a band of pirates. With his bravery (6), Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the (7) hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge (8) ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on (9) his trading journey, his ship landed on a coast near a small village. The local people recognized that it (10) was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely (11) after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and (12) his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother.

But he (13) kept refusing to do it and yelling at her. At last (14) Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone (15).

Appendix I

Instrument of Test

Information: This test just to know your ability in listening comprehension and there is no effect in your appraisal in final examination of this school.

Name :

Class :

Introduction : Listen carefully to the audio and answer the question below. Each one is followed several questions about it. Thus question are 50 items and you have 45 minutes to answer all the questions. So, you choose the best one answer, a, b, c, or d, to each question. Give mark (X) on the best your answer.

1. Who is Malin?
 - a. A son love his mother
 - b. A son who care with his mother
 - c. A son who betray his mother
 - d. A son who always with his mother
2. Listen to the audio and choose the best grammatical in this sentence, "When malin kundang was, he saw a merchant's ship"

 - a. Sailing
 - b. Sails
 - c. Sail
 - d. Sailed

3. What is the kind of the text above?
 - a. Procedure text
 - b. Recount text
 - c. Report text
 - d. Narrative text
4. Listen to the audio and fill in the blank of the sentence best on your hearing. He usually.....to the sea to catch fish.
 - a. when
 - b. Went
 - c. Wear
 - d. Weren't
5. Why the merchant allowed malin kundang to sail with him?
 - a. Because malin kundang bravery
 - b. Because malin kundang help the merchant defeat the pirates.
 - c. Because malin kundang is a good boy
 - d. Because malin kundang great man
6. Who is the main character?
 - a. The stone
 - b. The village
 - c. Malin Kundang
 - d. Mother
7. When did Malin Kundang's ship the harbor?
 - a. Next Time
 - b. Someday later
 - c. Last year
 - d. Last day
8. Which of his mother expression was correct when hear malin came?
 - a. Happy
 - b. Angry
 - c. Hungry
 - d. Sympathy
9. Listen to the audio and fill in the blank of the sentence best on your hearing Many years later, malin kundang become

 - a. Healthy
 - b. Wealthy
 - c. Poorly
 - d. Whitely

10. Who married with malin kundang?
 - a. Merchant's daughter
 - b. Fisherman's daughter
 - c. Farmer's daughter
 - d. Seller's daughter

11. Why malin kundang is arrogant?
 - a. He has much money
 - b. He has many accompany
 - c. he married with a daughter's rich merchant
 - d. He becomes a rich man
12. Listen to the audio and fill in the blank of the sentence best on your hearing He had a huge ship and a lot ofwho worked loading trading goods.
 - a. Crew
 - b. Crews
 - c. Crewe's
 - d. Crew's
13. When the local people recognize that rich man is the malin kundang?
 - a. When he meet with his mother
 - b. When he go home
 - c. When he was sailing on his trading journey in small village
 - d. When he go to the beach
14. How is the character of Malin Kundang after becoming a rich man?
 - a. Kind
 - b. Lazy
 - c. Arrogant
 - d. Wise
15. Why did malin kundang feel ashamed to confess his mother? because...
 - a. He was rich
 - b. His mother was a poor old man
 - c. He couldn't pay the tax
 - d. His mother was a whore
16. What kind of tenses was mostly used?
 - a. Simple present tense
 - b. Past tense
 - c. Future tense
 - d. Present perfect tense
17. Whose ship was hanging down in a harbor?
 - a. Malin
 - b. The old women's
 - c. The fisherman
 - d. The farmer
18. What Malin's mother does to malin?
 - a. Leave malin alone
 - b. Accompany malin until the end of the time
 - c. Curse malin into a stone
 - d. Apologize malin
19. Why malin kundang and his mother had to live hard?
 - a. Because they lived in the village near beach
 - b. Because his father had passed away when he was a baby
 - c. Because they were really poor
 - d. Because malin kundang left his mother
20. Listen to the audio choose the best vocabulary that related to make this sentence is good, "An old woman who was malin kundang's mother ran to the beach to meet a new rich merchant she wanted to...."
 - a. Huge
 - b. Huded
 - c. Hug
 - d. Huger
21. Listen to the audio and choose the best grammatical in this sentence, "Malin kundang to recognize her as his mother but kept..... and at her"
 - a. Refusing , yelling
 - b. Refuse, yell
 - c. Refuses, yelles
 - d. Refusess, yells
22. Where Malin meets his mother?
 - a. In his house
 - b. In a beach
 - c. In café
 - d. In a station
23. Why malin's mother run to the beach to meet the new rich merchant? because
 - a. She wanted to hug him to release her sadness
 - b. She wanted to know him
 - c. She feel rich merchant is her son
 - d. She feel rich merchant will help

her to bring her to the town.

24. Listen to the audio and fill in the blank of the sentence best on your hearing ,”Malin Kundang who was with his a beautiful wife and his crews denied”
- a. Sheep
 - b. Sheet
 - c. Ship
 - d. Shipped
25. Why the merchant allowed malin kundang to sail with him?
- a. Because he was a merchant’s ship being raided by a hand of pirates
 - b. Because he left his mother alone
 - c. Because he was bravery
 - d. Because he helped the merchant defeat the pirates.
26. Listen to the audio and choose the best grammatical in this sentence, “She hadmalin kundang to recognize her as his mother”.
- a. Plead
 - b. Pleades
 - c. Plead
 - d. Pleads
27. Why malin kundang agreed to go with the merchant?
- a. He wanted to get married
 - b. He hoped to get a better life
 - c. He left mother alone
 - d. He wanted to be rich
28. What an old woman did after hear that the malin kundang come back?
- a. She ran to the beach to meet him
 - b. She did not want to meet malin kundang
 - c. She just stayed at home
 - d. She was busy at that time
29. What malin kundang did after meet his mother?
- a. He hugged his mother
 - b. He cried because missed his mother a lot
 - c. He refused to admit that she was his mother
 - d. He wanted to bring his mother to the city.
30. What happened to malin kundang after her mother cursed him?
- a. He just laughed and set sail
 - b. He hit by the thunderstorm
 - c. He huge ship was wrecking
 - d. He had turned into a stone
31. Listen to the audio and choose the best vocabulary that match with this sentenece, “After that he ordered his crews to sat sail to old woman”
- a. Leave
 - b. Left
 - c. Live
 - d. Life
32. How was malin kundang’s mother feeling after denied by her son?
- a. She was crying
 - b. She was full of sadness and anger
 - c. She was happy and proud
 - d. She was grateful having great son.
33. What Malin’s wife does?
- a. Care malin’s mom
 - b. Love malin’s mom
 - c. Did not care with malin’s mom
 - d. Talk to malin’s mom
34. What do you learn from the story of Malin Kundang?
- a. Never be a cruel son/daughter
 - b. Leave our old mom
 - c. Give our mom money
 - d. Meet out mom
35. What malin said to his mom before he went to the city?
- a. Malin never be back
 - b. He promise to be back
 - c. He will forget his mom
 - d. He will give his mom much money
36. How many actors in the story of the malin kundang?

- a. Three actors
b. Two actors
37. Where the story come from?
a. Jakarta
b. West Sumatera
38. Who is the main actor of the story?
a. Malin Kundang
b. Malin's mom
39. Why Malin meets his mom?
a. He misses his mom
b. He will give much money to his mom
40. Listen to the audio and match the vocabulary with the sentence, "Suddenly a thunderstorm came in the quite, wrecking his huge"
a. See
b. Sea
41. Why did Malin Kundang and his mother have to live hard?
a. They were poor people
b. Malin was lazy boy
42. The example that malin kundang was heathy, diligent, and strong boy!
a. He usually went to sea to catch fish, after getting fish he would bring it to his mother, or sell the caught fish in town.
b. He usually worked hard
43. How did the merchant allow malin kundang to join him in the sail?
a. Malin Kundang helped the merchant defeat the pirates.
b. Malin Kundang give his money to help the merchant
44. What happened many years after malin kundang join the sail?
a. He became arrogant
b. He became wealthy
45. How did the local people react when the saw Malin Kundang landing on the coast?
a. Malin kundang said to local people that he is a boy from the area.
b. One of the local people saw his id card
46. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
a. Malin Kundang's mother ran and cried so hard and hugged him.
b. Malin Kundang's mother ran to the beach to meet the new rich
- c. One actor
d. Nothing
- c. South Sumatera
d. North Sumatera
- c. Malin's wife
d. Malin's society
- c. He accept a request from his wife
d. He wants hug his mom
- c. She
d. Seen
- c. His father passed away when he was a baby
d. His mother was sick hard
- c. He usually helped his mother to sell the fish in the traditional market
d. He usually catch fish and caught fish in the town.
- c. Malin Kundang is good at boy
d. Malin kundang always help anyone that need it his help.
- c. He became greedy
d. He became famous
- c. Malin Kundang introduced his self
d. The local people recognized that it was malin kundang, a boy from the area. The news that malin kundang become rich ran fast in the town.
- c. Malin Kundang's mother ran and hugged him so hard
d. Malin Kundang's mother did not want to meet with malin kundang again.

merchant.

47. What made Malin Kundang's mother sad and angry?
- a. Malin denied that she was her mother and he yelled at her
 - b. Malin did not recognized his mother again.
 - c. Malin said that women is just old women that need it his money
 - d. Malin kundang chased away his mother from the beach
48. What did she do when Malin Kundang denied that she was his mother?
- a. Malin Kundang's mother cried and go away from it.
 - b. Malin Kundang's mother would turn into stone if he didn't apologize to her
 - c. Malin Kundang's mother was angry to him
 - d. Malin Kundang's mother give apologize to him
49. How did the curse happen?
- a. A thunderstorm came in the quite sea, wrecking his huge ship, he was thrown out to a small in to a stone.
 - b. Malin Kundang apologize to his mother
 - c. Malin Kundang fell not good after his women go away
 - d. The situation change and all the people ran away from beach.
50. What is the moral of the story?
- a. Respect to our parents, especially our mother
 - b. Don't be greedy
 - c. Work hard until you wealth
 - d. Live your own village and built a new live in other town.

Appendix 2

- | | |
|-------|-------|
| 1. C | 44. B |
| 2. A | 45. D |
| 3. D | 46. B |
| 4. B | 47. A |
| 5. B | 48. B |
| 6. C | 49. A |
| 7. D | 50. A |
| 8. A | |
| 9. B | |
| 10. A | |
| 11. C | |
| 12. B | |
| 13. C | |
| 14. C | |
| 15. A | |
| 16. B | |
| 17. A | |
| 18. C | |
| 19. B | |
| 20. C | |
| 21. A | |
| 22. B | |
| 23. C | |
| 24. C | |
| 25. D | |
| 26. A | |
| 27. D | |
| 28. A | |
| 29. C | |
| 30. B | |
| 31. A | |
| 32. A | |
| 33. B | |
| 34. A | |
| 35. B | |
| 36. A | |
| 37. D | |
| 38. A | |
| 39. C | |
| 40. B | |
| 41. C | |
| 42. A | |
| 43. A | |

Appendix 3

Instrument test

Information : This test just to know your ability in listening comprehension and there is no effect in your appraisal in final examination of this school.

Name :

Class :

Introduction: Match the words with the Indonesian equivalents.

English	Indonesia
51. Live Hard	a. Mengenal
52. Passed away	b. Kaya Raya
53. Raided	c. Hidup susah
54. Pirates	d. Mengingkari
55. Bravery	e. Menyerang
56. Defeat	f. Membujuk
57. Wealthy	g. Keberanian
58. Recognized	h. Mengutuk
59. Merchant	i. Pedagang
60. Denied	j. Menghancurkan
61. Pleaded	k. Meninggal
62. Cursed	l. Bajak laut
63. Wreck	m. Mengalahkan
64. Health	n. Perjalanan
65. Diligent	o. Sehat
66. Beautiful	p. Menghindari
67. Pleaded	q. Kesedihan
68. Journey	r. Cerdas
69. Landed	s. Bajak Laut
70. Admit	t. Memohon
71. Avoid	u. Sepakat
72. Enraged	v. Mengakui
73. Sadness	w. Cantik
74. Sailing	x. Memeluk
75. Crews	y. Mendarat
76. Pirates	z. Kapal
77. Ship	aa. Sangat Marah
78. Agreed	bb. Mengakui
79. Huge	cc. Berlayar
80. Release	dd. Pengawal

Appendix 4

Key Answer

51. C	56. m	61. f	66. w	71. p	76. s
52. k	57. b	62. h	67. t	72. aa	77. z
53. e	58. a	63. j	68. n	73. q	78. u
54. l	59. i	64. o	69. z	74. cc	79. x
55. g	60. d	65. r	70. v	75. dd	80. bb

Appendix 5

Instrument test

Information : This test just to know your ability in listening comprehension and there is no effect in your appraisal in final examination of this school.

Name :

Class :

Introduction: Listen carefully the audio and answer the question by state true (T) or false (F) based on the information that you get from audio.

81. Malin Kundang lived her parents. (.....)
82. Malin Kundang's mother was a single parent. (.....)
83. Malin Kundang is from North Sumatra (.....)
84. Malin Kundang was a healthy, diligent and strong boy. (.....)
85. Malin Kundang bring his mother to the city. (.....)
86. Malin Kundang's mother always heard about her son in the town. (.....)
87. Malin Kundang saw a merchant's ship being raided by a band pirates. (.....)
88. Malin Kundang left his mother alone. (.....)
89. Malin Kundang's mother surprised by arrival of wealthy merchant. (.....)
90. Malin Kundang was happy to meet with his mother. (.....)
91. Malin Kundang's mother hug him and release her sadness (.....)
92. Malin Kundang release that old women is his mother (.....)
93. Malin kundang's mother disappointed to her son. (.....)
94. Malin Kundang's mother cried and shouted after met with her son (.....)
95. Malin Kundang's mother curse him into stone. (.....)
96. Malin Kundang had a beautiful wife. (.....)
97. Malin Kundang shy to release that old women is his mother. (.....)
98. Malin Kundang said to the rich merchant that he didn't have parents. (.....)
99. Malin Kundang was rich and kind man in the village. (.....)
100. Finally, Malin Kundang Lived happily with his mother. (.....)

Appendix 6

Key Answer

81. T	86. F	91. T	96. T
82. T	87. T	92. T	97. T
83. F	88. T	93. T	98. T
84. T	89. T	94. T	99. F
85. F	90. F	95. T	100. F

Appendix VII

INTERVIEW GUIDANCE

A. Interview to the English Teacher

1. Bagaimana pak hasil belajar siswa di bagian Listening Comprehension?
(How about the students result in learning Listening Comprehension?)
2. Apa saja pak kesulitan siswa dalam proses belajar di bagian Listening Comprehension?
(What are the students' difficulties in learning Listening Comprehension?)
3. Bagaimana bapak memecahkan masalah siswa ini pak?
(How English Teacher does solves the problem?)
4. Apa saja media yang bapak gunakan dalam mengajar Listening Comprehension?
(What are the mediums of the teacher in teaching listening comprehension?)
5. Apa saja pak indicator yang bapak gunakan untuk menentukan kemampuan siswa dalam Listening comprehension?
(What is the indicator that used by the teacher to determine the students' ability in Listening Comprehension?)

B. Interview to the Students

1. Apakah kamu menyukai pelajaran bahasa inggris?
(Do you love English?)
2. Bagaimana cara guru dalam mengajarkan materi listening comprehension di sekolahmu? Apakah itu cukup baik menurutmu?
(How is the way of teaching listening comprehension in your school? Is it well enough for you?)
3. Apakah kamu mempunyai kesulitan dalam belajar materi listening comprehension?
(Do you have difficulty in learning listening comprehension?)
4. Apa saja kesulitan yang kamu alami ketika kamu mendengarkan gurumu atau kaset?
(What are the difficulties you have when listening to your teacher or cassette?)
5. Apakah kamu merasa lebih mudah untuk mendengarkan bahasa inggris jika disampaikan secara perlahan-lahan dan jelas?
(Do you feel easier to listening English if delivered slowly and clearly?)

6. Apakah kamu selalu ingin mengulanginya lagi ketika kamu mendengar percakapan bahasa inggris?

(Do you always want to repetition when listening to English conversation?)

7. Apakah kamu merasa bosan ketika kamu mendengar percakapan bahasa inggris yang terlalu panjang atau durasi waktunya yang terlalu lama?)

(Do you feel bored when listening to English conversation for too long?)

Appendix VIII

Interview Transcripts

Interview 01

Interviewer : Mr. Dauruk (Mr.D)

Interviewee : Irliani Nasution (ILN)

Day/Date : Saturday/5th December 2020

Line	Interview		Conclusion
1.	ILN	: Selamat siang pak mohon maaf sebelumnya saya meminta waktu buat wawancara. (Good day sir, I'm sorry because I want to interview with you?)	
2	Mr.D	: Iya gak papa Miss (No problem Miss)	
3	ILN	: Menurut bapak, siswa kelas XI itu menyukai Bahasa Inggris tidak ya pak? (According to you sir, Is XI class like English subject sir?)	
4	Mr.D	: Kalau melihat hasil belajar mereka di kelas saya melihat sebagian siswa menyukai dan sebagian siswa lainnya tidak menyukai karena kalau di tanya apakah mereka suka sama pelajaran bahasa inggris mereka hanya diam kalau saya simpulka dari hasil ujia mereka siswa kelas XI itu dapat di golongan dikategori cukup meminati pelajaran bahasa inggris ini. (If I see their result learning in class, I just saw a part of them like English subject and a part of them dislike English subject if I asked them about do you like English subject and students just silent	

			from their result examination I can conclude that students' ability at XI grade SMA N 1 Kotapinang in enough categories.
5	ILN	:	Kalau kesulitannya apa saja pak? (What are the students' difficulties sir?)
6	Mr.D	:	Kalau kesulitan siswa dalam materi listening comprehension ini sih yang pertama itu sangat sulit dalam pemahaman content yang disampaikan oleh speaker, yang kedua itu masih banyak lagi kosakata yang jarang mereka dengar, dan kosa kata yang menurut mereka tidak menarik untuk dingar dan mereka sangat merasa bosan mendengarkan percakapan ahasa inggris yang terlalu panjang dan yang terakhir yaitu masalah koneksi suara dan intonasi yang di ucapkan oleh speaker. (Students' difficulties in learning listening comprehension are: the first is hard to comprehend, second is unfamiliar, uninteresting and too long listening and the last is about sound connection and intonation).
7	ILN	:	Bagaimana bapak memecahkan masalah siswa ini pak? How English Teacher does solves the problem?
8	Mr.D	:	Saya menyuruh mereka untk memanfaatkan gadget yang mereka miliki seperti mendengarkan lagu bahasa inggris setiap hari atau menonton film

			<p>barat yang ada di you tube dan kalau selama di sekolah ketika materi listening saya mengajak mereka ke lab dan saya sering mengulangi audionya.</p> <p>(I asked them to utilize their gadget for listening English song and watching with subtitle on their Handphone on application youtube in school I asked them to Lab and I always repeat the audio)</p>	
9	ILN	:	<p>Apa saja media yang bapak gunakan dalam mengajar Listening Comprehension?</p> <p>(What are the mediums of the teacher in teaching listening comprehension?)</p>	
10	Mr.D	:	<p>Kalau media yang saya lakukan itu dalam materi listening comprehension karena Lab sudah tersedia disini tapi juga di dalam lab earphone sudah banyak yang rusak jadi medinya sih seperti laptop dan juga speaker aja sih Miss.</p> <p>(If the media which I always do in lesson listening comprehension yeah like speaker and leptop)</p>	
11	ILN	:	<p>Tapi selama pelajaran listening itu sering tidak pak?</p> <p>(During the listening lesson often not sir?)</p>	
12	Mr.D	:	<p>Biasanya sih, ya itu mengacu pada UN sih ya, biasanya sih teks. Baik itu narrative, deskriptif, prosedur, dan yang lainnya. Terus nanti untuk kalau ada sisa</p>	

			<p>biasanya saya minta mereka mendengarkan lagu bahasa inggris dan menonton yang western jadi mereka melengkapi teks rumpang.</p> <p>(Normally, yeah it refers to the UN, usually the text. It narrative text, descriptive text, procedures and all that. Continue later for when there is time I usually ask them to listen to English song and watching so they complete the text).</p>
13	ILN	:	Jadi pak di sekolah ini juga ada fasilitas LAB untuk memfasilitasi materi listening ini?
14	Mr.D	:	Iya Miss (Yes Miss)
15	ILN	:	Jadi pak Cuma yang 3 tadi masalah yang paling dominan dalam materi listening comprehension. (So sir, just three of the students' difficulties in listening comprehension)
16	Mr.D	:	Iya Miss (Yes Miss)
17	ILN	:	Ya sudah sekian dulu pak. Nanti kalau ada yang perlu ditanyakan lagi saya menyusul saja. Terimakasih atas waktunya. (That will be all sir. I'll followyou if you I have any further questions. Thanks a lot sir for your time.)
18	Mr.D	:	Iya, santai aja miss (Ok, Just relax Miss)

APPENDIX IX

Interview 02

Class : XI-MIA-2

Interviewer : Adelia (ASA)

Interviewee : Irliani Nasution (ILN)

Day/Date : Saturday/ 5th December 2020

Line	Interview			Conclusion
1	ILN	:	Minta waktu sebentar dek buat wawancara ya dek? (Can I take you time for interview a moment?)	The difficulties of this students is hard to comprehend the story.
2	ASA	:	Oh iya kak (Ok, sister)	
3	ILN	:	Namamu siapa dek? (What is your name?)	
4	ASA	:	Saya Adelia (My name is Marnita)	
5	ILN	:	Iya, mau tanya, kamu senang bahasa inggris gak sih? I wanna ask you, do you like English?	
6	ASA	:	Lumayan sih (Not bad)	
7	ILN	:	Lumay, kenapa? (Not bad, why?)	
8	ASA	:	Ya karena aku itu lumayan sering lah suka sama lagu-lagu barat. (You know, because I'm kind of partial to western songs)	
9	ILN	:	Bagaimana cara guru dalam mengajarkan materi listening	

			<p>comprehension di sekolahmu? Apakah itu cukup baik menurutmu?</p> <p>(How is the way of teaching listening comprehension in your school? Is it well enough for you?)</p>
10	ASA	:	<p>Kalau bapak itu ngajar listening sih kak, kami di suruh ke lab dan dengar lagu dan kami di suruh untuk melengkapi lagu yang tidak terisi? kalau menurut akusih kak bapak itu sangat cukup baik dalam mengajar karena suka atau tidaknya kita dalam sebuah materi itu tergantung kita sendiri sih kak.</p> <p>(If the material is listening comprehension, our teacher always ask us went to Lab in there, teacher asked us to listen the song or watching movie and complete the sentences. In my opinion our teacher is good to explain the lesson.</p>
11	ILN	:	<p>Apakah kamu mempunyai kesulitan dalam belajar materi listening comprehension?</p> <p>(Do you have difficulty in learning listening comprehension?)</p>
12	ASA	:	<p>Iya sih kak, kesulitan yang sangat aku alami dalam belajar listening itu salah satunya kosa kata yang masih sangat jarang aku dengar kak dalam kehidupan sehari-hari dan apalagi yang paling</p>

			<p>parah kak kalau mendengarkan percakapan native speaker yang panjang itu kak buat aku pusing.</p> <p>(Yes, I do, my big difficulty is unfamiliar, uninteresting and too long conversation because I less vocabularies)</p>
13	ILN	:	<p>Apa saja kesulitan yang kamu alami ketika kamu mendengarkan gurumu atau kaset?</p> <p>(What are the difficulties you have when listening to your teacher or cassette?)</p>
14	ASA	:	<p>Seperti yang aku sampaikan sebelumnya sih kak.</p> <p>(it same what I say before)</p>
15	ILN	:	<p>Apakah kamu merasa lebih mudah untuk mendengarkan bahasa inggris jika disampaikan secara perlahan-lahan dan jelas?</p> <p>(Do you feel easier to listening English if delivered slowly and clearly?)</p>
16	ASA	:	<p>Iya kak itu sangat membantu sekali kalau mendengarkan secara pelan.</p> <p>(Ye I do, it will be help me to comprehend)</p>
17	ILN	:	<p>Apakah kamu selalu ingin mengulanginya lagi ketika kamu mendengar percakapan bahasa inggris?</p> <p>(Do you always want to repetition when listening to English conversation?)</p>

18	ASA	:	Gak selalu sih kak (Not always)	
19	ILN	:	Terimakasih ya de katas waktunya dan saya berharap kamu bisa menyukai pelajaran bahasa inggris. (Thanks for your time, I hope you can like English)	
20	AS	:	Sama- sama kak, insyaallah (You are welcome, Insyallah)	

Class : XI-MIA-4

Interviewer : Heru (HZS)

Interviewee : Irliani Nasution (ILN)

Day/Date : Saturday/ 5th December 2020

Line	Interview			Conclusion
1	ILN	:	Minta waktunya sebentar dek buat wawancara ya dek? (Can I take your time for interview a moment?)	Students' problem or students' difficulties is hard to comprehend what speaker said.
2	HZS	:	Oh iya kak (Ok Sister)	
3	ILN	:	Namamu siapa dek? (What is your name?)	
4	HZS	:	Namaku kak Heru. (My Name is Heru)	
5	ILN	:	Seperti pertanyaan sebelumnya dek sama kawanmu, apa adek suka belajar bahasa inggris? (As same question with your friend before, do you like English?)	
6	HZS	:	Sedikit menyukai bahasa inggris kak (A little bit sister)	
8	ILN	:	Kita langsung ke inti ya dek, Apa sih dek kesulitan yang kau alami ketika belajar bahasa inggris? (I asked you to the point brother, what is your difficulties in learning listening comprehension?)	
9	HZS	:	Kesulitan saya kak saya gak paham apa yang dikatan speaker kak yang itu membuat saya pusing dan bahsasa inggris itu kak beda tulisannya, bed	

			<p>acara bacanya dan beda pengucapnya, dan semalam kak ketika kita sudah selesai mengerjakan test beberapa kawan-kawan saya merasa pusing dan mengalami kesulitan dalam mendengarkan cerita malin kundag yang terlalu panjang atau singkat katanya kak mereka merasa pusing mendengarkan percakapan atau cerita bahasa inggris yang terlalu panjang.</p> <p>(My difficulties is I really hard to comprehend what speaker said, so that's why I am dizzy for learning English and also English language is how to write is different how to pronounce the words, and yesterday after did the test some of my friends fell dizzy because too long listening story of malin kundang in short way they fell bored and dizzy to liste long conversation and story)</p>
10	ILN	:	<p>Jadi dek permasalahanmu dalam belajar bahasa inggris khususnya materi dalam listening comprehension susah dalam pehaman dan juga permasalahan kawan-kawan mu itu merasa pusing dalam mendenga percakapan atau cerita yang panjang, kalau kakak boleh tahu itu nama-nama kawan mu itu siapa saja?</p> <p>(So, your problem in learning listening comprehension is hard to comprehend and your friends' difficulties is too</p>

			long listening and btw what are they name?	
11	HZS	:	Iya kak, mereka itu Balqi dan Marnita (Yes sister, they are Balqi And Marnita).	
12	ILN	:	Terimakasih ya dek atas waktunya (Thans for your time)	
13	HZS	:	Sama-sama kak (You are welcome sister)	

Class : XI-MIA 3

Interviewer : Marina (MRN)

Interviewee :Irliani Nasution (ILN)

Day/Date : Saturday/ 5th December 2020

Line	Interview			Conclusion
1	ILN	:	Minta waktunya sebentar dek buat wawancara ya dek? (Can I take your time for interview a moment?)	Students' problem are sound connection and intonation.
2	MRN	:	Oh iya kak (Ok Sister)	
3	ILN	:	Namamu siapa dek? (What is your name?)	
4	MRN	:	Namaku kak Marina (My Name is Marina)	
5	ILN	:	Seperti pertanyaan sebelumnya dek sama kawanmu, apa adek suka belajar bahasa inggris? (As same question with your friend before, do you like English?)	
6	MRN	:	Lumayan menyukai bahasa inggris kak (Not Bad sister)	
8	ILN	:	Kita langsung ke inti ya dek, Apa sih dek kesulitan yang kau alami ketika belajar bahasa inggris? (I asked you to the point brother, what is your difficulties in learning listening comprehension?)	
9	MRN	:	Kesulitan saya kak, saya tidak paham kaka pa yang dikataka oleh speaker dan apalagi dalam intonasinya saya sangat merasa pusing sekali bukan saja	

			<p>saya yang mengalami hal tersebut tapi beberapa kawan-kawan yang ada di ruangan ketika melakukan test.</p> <p>(My difficulty learning English especially in listening comprehension is I am dizzy to listening sound connection and intonation and I didn't understand what speaker said wasn't just me but also my friends at class)</p>	
10	ILN	:	<p>Jadi dek pas kemaren kita yang test itu kamu sudah merasa pusing makanya setiap pertanyaan hanya kamu jawab semampu kamu saja?</p> <p>(So, yesterday when we did test you feel dizzy and you just answer every question such your feeling)</p>	
11	MRN	:	<p>Iya kak, karena itu tadi, mendengarkan percakapan bahasa inggris yang panjang membuat kepala ku pusing dan itu sangat membosankan.</p> <p>(Yes I do, because too long listening made me dizzy and it bored)</p>	
12	ILN	:	<p>Kakak pikir semua pertanyaan sudah terjawab, kak saya sangat berterima kasih untuk kamu karena sudah menjawab setiap pertanyaan, dan saya doakan kalian akan sukses di masa depan nanti, aamiin.</p> <p>(I thought all the questions has answered, thanks a lot or your time, I hope you can success in future, aamiin)</p>	
13	MRN	:	<p>Sama-sama sister, saya juga berdoa supaya kakak bisa sukses dalam</p>	

			menyelesaikan skripsinya. (You are welcome sister, I also pray to Allah that sister can success to finish your thesis)	
14	ILN	:	Aamiin (Amen)	

APPENDIX X**STUDENTS' NAME AND INITIALS****AT GRADE XI SMA N 1 KOTAPINANG**

No	Students' Names	Students' Initials
1	Abdillah Faisal Husein	AFH
2	Abdul Rohim	AR
3	Adelia Syabina Abdi	ASA
4	Annisa Maharani Sahli	AMS
5	Arya Abdiansyah	AA
6	Arya Hadi Kusuma	AHK
7	Aulia Maharani Harahap	AMH
8	Cika Sania Fadilah Nasution	CSFN
9	Dea Syahfitri	DS
10	Delta Bagaskara Alzaina Ritonga	DBAR
11	Diki Hermawan	DH
12	Doli Tua Hasian Simanjuntak	DTHS
13	Heru Hizranca Siregar	HZS
14	Irma Natasya Sitohang	INS
15	Jason Fabio Marcelo Butar-Butar	JFMB
16	Malihah Balqis Wahdan Nasution	MBWN
17	Marnita Sari Boru Marbun	MSBM
18	Marina	MRN
19	Nadia Saputi Daulay	NSD
20	Nurmida Aprida BR. Sitinjak	NABS
21	Retro Siti Maisiska	RSM
22	Romi Ramadhani Hasibuan	RRH
23	Roy Ananda Putra Siahaan	RAPS
24	Sri Zulhijjah	SZ
25	Wulandari Ananta Ginting	WAG

APPENDIX XI

STUDENTS' SCORE IN ANALYIS LISTENING COMPREHENSION AT XI GRADE SMA N 1 KOTAPINANG

No	Students' Initial	Total Score
1	AFH	70
2	AR	70
3	ASA	40
4	AMS	60
5	AA	72
6	AHK	75
7	AMH	61
8	CSFN	71
9	DS	60
10	DBAR	67
11	DH	56
12	DTHS	56
13	HZS	59
14	INS	57
15	JFMB	50
16	MBWN	80
17	MSBM	43
18	MRN	55
19	NSD	40
20	NABS	45
21	RSM	49
22	RRH	48
23	RAPS	63
24	SZ	60
25	WAG	64
	Highest Score	80
	Lowest Score	40
	Sum	1481
	Mean Score	59.24
	Mode	60
	Median	64

APPENDIX XII

**THE DETAILED DESCRIPTION OF STUDENTS' ABILITY IN LISTENING COMPREHENSION AT
XI GRADE SMA N 1 KOTAPINANG**

No	Students' Initial	Correct Answer			Total of Score
		Multiple Choice	Matching	T/F	
1	AFH	31	21	18	70
2	AR	35	16	19	70
3	ASA	10	18	12	40
4	AMS	27	20	13	60
5	AA	35	17	20	72
6	AHK	32	24	19	75
7	AMH	21	20	20	61
8	CSFN	35	18	18	71
9	DS	28	22	10	60
10	DBAR	30	11	20	61
11	DH	20	20	16	56
12	DTHS	20	20	16	56
13	HZS	20	20	19	59
14	INS	30	20	7	57
15	JFMB	20	20	10	50
16	MBWN	45	18	17	80
17	MSBM	10	20	13	43
18	MRN	20	20	15	55
19	NSD	20	15	5	40
20	NABS	21	11	13	45
21	RSM	20	20	9	49
22	RRH	20	20	8	48
23	RAPS	30	13	20	63
24	SZ	23	20	17	60
25	WAG	29	18	17	64
	Highest Score				80
	Lowest Score				40
	Sum				1481
	Mean Score				59.24
	Mode				60
	Median				64

APPENDIX XIII

DESCRIPTION DATA USING MATHEMATIC FORMULA

40	40	43	45	48	1. The score of students' score from low score to high score
49	50	55	56	56	
57	59	60	60	60	
61	63	64	67	70	
70	71	72	75	80	

2. High score = 80
3. Low score = 40
4. Range = high – low score
= 80-40
= 40
5. Total of classes (BK) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (25)$
= $1 + 3.3 (1.39)$
= $1 + 4.61$
= 5.61
= 5

6. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{5} = 8$$

7. Mean score

$$(\bar{x}) = \frac{\sum fixi}{fi}$$

No	Interval	Fi	Xi	Fixi
1	40-47	4	43.5	174
2	48-55	4	51.5	206
3	56-63	9	59.5	535.5
4	64-71	5	67.5	337.5
5	72-80	3	76	228
	i = 8	25		1481

$$\text{Mean} = \bar{x} = \frac{\sum x}{N}$$

$$X = \frac{1481}{25} = 59.24$$

8. Median

$$\text{Me} = b + p \left(\frac{\frac{1}{2}n - f}{fm} \right)$$

$$55.5 + 8 \left(\frac{\frac{1}{2}(25) - 4}{8} \right)$$

$$55.5 + 8 \left(\frac{12.5 - 4}{8} \right)$$

$$55.5 + 8 \left(\frac{8.5}{8} \right)$$

$$55.5 + \left(\frac{68}{8} \right)$$

$$55.5 + 8.5$$

$$64$$

9. Modus

$$\text{Mo} = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

$$= 55.5 + 8 \left(\frac{5}{5+4} \right)$$

$$= 55.5 + 8 \left(\frac{5}{9} \right) = 55.5 + (4.4)$$

$$= 55.5 + 4.4$$

=59.9

=60

So, modus (the score that the most students got) = 60

APPENDIX XIV

RESEARCH DOCUMENTATION



The researcher was giving explanations about narrative next



The researcher was turning on the recording to the students



The students did the test



The students did the test



The researcher interviewed the students that have a low score



The researcher interviewed with English Teacher



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sititang 22733
Telephone (0634) 22080 Faximile (0634) 24022

29 September 2019

Nomor : **148**/In.14/E.6a/PP.00.9/09/2019
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. Dr. Fitriadi Lubis, M. Pd (Pembimbing I)
2. Fitri Rayani, M. Hum (Pembimbing II)

di-Padangsidimpuan


Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	Iriani Nasution
NIM	16 203 00050
Fak/Jurusan	Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi	The Ability of The XI Grade Students of SMAN 1 Kotapinang in Mastering Listening Comprehension

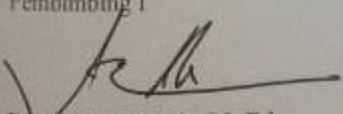
Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

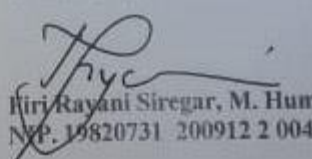

Fitri Rayani Siregar, M. Hum.
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Nomor B-1621 /n.14/E.1/TL.00/11/2020
Hal Izin Penelitian
Penyelesaian Skripsi

26 November 2020

Yth. Kepala SMAN 1 Kotapinang
Kabupaten Labuhan Batu Selatan

Dengan hormat, bersama ini kami sampaikan bahwa

Nama : Iriani Nasution
NIM : 1620300050
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Ability of The XI Grade Students of SMAN 1 Kotapinang in Mastering Listening Comprehension".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih

a.n. D. Nizar Rangkubi, S.Si., M.Pd
Wakil Sekan Bidang Akademik



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PEMERINTAH PROVINSI SUMATERA UTARA
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SURAT KETERANGAN

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Yang bertanda tangan dibawah ini :

N a m a : **Domuraja Sidauruk, S.Pd**
N I P : 19680718 201212 1 004

Telah membaca instrumen penelitian yang berjudul "The Ability of The XI Grade Students of SMAN 1 Kotapinang in Mastering Listening Comperhension" oleh peneliti :

N a m a : **Irliani Nasution**
N P M : 1620300050
Program Studi : (S1) Tadris Bahasa Inggris

Dengan ini menyatakan bahwa instrumen penelitian yang disusun oleh mahasiswa/i tersebut telah valid dan layak untuk melakukan penelitian.
Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya, atas kerjasamanya kami ucapkan terima kasih.

Kotapinang, 2 December 2020

Validator
Teacher of SMAN 1 Kotapinang

Domuraja Sidauruk, S.Pd
19680718 201212 1 004



PEMERINTAH PROVINSI SUMATERA UTARA
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Yang bertanda tangan dibawah ini :

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Dengan ini Menerangkan bahwa :

Nama : **IRLIANI NASUTION**
NPM : 1620300050
Program Studi : (S1) Pendidikan Bahasa Inggris

Nama tersebut diatas adalah benar Mahasiswi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, telah melaksanakan Penelitian mulai dari tanggal 3 Desember 2020 dengan judul "The Ability of The XI Grade Students of SMAN 1 Kotapinang in Mastering Listening Comprehension" .

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya, atas kerjasamanya kami ucapkan terima kasih.

Kotapinang, 3 Desember 2020
Kepala SMA Negeri 1 Kotapinang



SOLIKHIN, M.Pd
Pembina

NIP. 19660204 199412 1 001

CURRICULUM VITAE



A. Identity

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Religion : Islam
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B. Parents

1. Father : Rahmat Irpan Nasution S.Ag
2. Mother : Nurliah Tanjung

C. Educational Background

1. Elementary School : MIN Kotapinang 2004-2010
2. Junior High School : SMPN 1 Kotapinang 2010-2013
3. Senior High School : MAS Islamiyah Kotapinang 2013-2016
4. Collage : IAIN Padangsidempuan 2016-2021